

Annex 2

Methodology and Tools

1. Introduction

The methodology devised for the study was articulated to support the different tasks; this began with assessing and analysing Technical Education and Vocational Training projects under the Commission's Technical Cooperation programmes and instruments, the overview of TVET reforms in 11 countries, the overview of TVET approaches by the main donors and then the field missions. The methodology sustained the ultimate scope of the study in order to substantiate a global picture of TVET, lessons learned, best practises and recommendations for a future Commission strategy in TVET and Skills Development.

2. Methodology by task

The study was split into 7 separate and consecutive Tasks in accordance with the assignment Terms of Reference (Annex 1).

2.1. Task I: preparatory phase, received documentation, visit to the ETF

Preparatory phase

- Outputs: Inception Report, management and coordination mechanisms, allocation of tasks amongst team members, formal communication channels with the Commission;
- Methods: Team building, joint design and planning, dialogue with the Commission, inception phase kick-off meeting at the Commission headquarters in Brussels;
- Tools: Platform for shared work and knowledge repository.

Received documentation

A list of 121 projects in 37 countries was received; this did not represent the total of all Commission TVET interventions funded during the 2000-2013 period.

From DEVCO:

- Bilateral DEVCO projects;
- A printed list and an Excel list of 51 main DEVCO projects;
- Documentation related to projects in the following countries: Kazakhstan (1), Pakistan (2), Argentina (1), Bangladesh (1), Peru (2), China (1), Mongolia (1), Jordan (1), Armenia (3), Georgia (1), Egypt (1), Niger (2), Guinea (1), Moldova (1), Botswana (2), Solomon (1), Guyana (1), Dominican Republic (1), Vanuatu (1), New Caledonia (1);
- A further Excel list of 16 main DEVCO projects in 9 countries; 2 more countries (Ethiopia and Burundi);
- A new country – Ivory Coast – in addition to the initial list of 51;
- Projects under the “Investing in People” Calls for Proposals:
- A list of 44 IiP projects, for the years 2008-9-10 (printed list and an Excel list of 44 IiP projects):
 - 4 targeted projects;
 - 4 of: 2008: Call for Proposals: *Education, Knowledge and Skills: Towards demand-driven Technical and Vocational Education and Training (TVET) systems*;
 - 3 of: 2008: Call for Proposals: *Promoting social cohesion, employment and decent work. Improving labour market information systems*’;

- 14 of 2009-2010: Call for Proposals: *Developing TVET methodologies and services for the informal economy;*
- 29 of 2009-2010 Call for Proposals: *Support to social inclusion and social protection of workers in the informal economy and of vulnerable groups at community level.*

From the ETF:

- A list of 22 ETF Projects for 2012:
 - 3 projects in evidence-based policy making and knowledge management: Torino Process, Torinonet, Knowledge management for year 2012;
 - 3 projects in the Enlargement region;
 - 5 projects in the Neighbourhood South;
 - 4 projects in the Neighbourhood East;
 - 2 projects for Central Asia;
 - 5 projects on VET expertise development.
 - Regional dimension of qualifications in the Mediterranean 2012, Morocco, Tunisia, Egypt, Jordan;
 - School development 2012-14, for Kazakhstan, Tajikistan and Kyrgyzstan;
 - Continuing Vocational Training in Eastern Europe (in 2011: Lifelong Learning in Eastern Europe).

In excess of 400 documents were received and included:

- Annual Action Programmes, Annual Action programming documents, Action Fiches, Amendment of Financial Agreements; Budgetary Impact Statement; Commission Decision; Checklist for the Formulation phase; European Neighbourhood and Partnership Instrument-,
- Financial Agreement; Financial Agreement Ryder; Financing Proposal; Internal Administrative Documents - Partial De-commitment; Programme estimate checklist; Ryder Requests (with or without approval from DEVCO);
- Summary Note; technical offer; Identification Fiche; local data for project formulation; Logical Framework Matrix;
- Strategic and analytical information: Country Strategy Paper, National Indicative Programme, Studies;
- Monitoring and evaluation information: ROM, final or mid-term evaluations, etc. with an average of 3 documents per project for 30% of the files, representing 1 document or 0 for the remaining projects.

Output: Final list of 54 projects

Tool: 'Mother List' data mining; virtual library

- The data mining and content management tool ('Mother List') systematised the mass of information and data collected by the experts in a way that they can constantly updated and retrieved. It allows the visualisation of data and information along a sequence that reproduces both classification and assessment criteria. It was conceived as a living tool that DEVCO may wish to continue to utilise and from which the extrapolation, disaggregation and aggregation of data and information supported referencing and reporting;
- The virtual library and repository in the 'Dropbox' virtual platform was created to store the vast quantity of documentation related to projects received from DEVCO. It also was used to store a library of documents produced by international partners, scholars, academia and practitioners on TVET policies, strategies, reforms, broader human development issues, HRD and socio-economic policies and programmes which TVET and Skills Development is expected to contribute to in different countries at varying stages of development.

Visit to ETF

- Output: Mission Report;
- Method: Bilateral meetings with country and operations managers and experts; regular consultation and exchanges via e-mail.

2.2. Task II Stocktaking/mapping and assessment

Conduct a stocktaking/mapping exercise to identify and assess projects aiming at supporting TVET funded within the EC Development Cooperation with partner countries. The assessment should focus on different elements of TVET projects: objectives, expected results and activities implemented as well as ROM, in order to build up an inventory of the type of approaches. Specific attention should be paid to the question of people who are excluded from education and training systems and to the Youth perspectives of TVET and Skills development. An analysis by typology of action will be done to feature Commission cooperation up to now.

- Outputs: Classification, Data Map, 48 Assessment Fiches;
- Methodology: Desk assessment, meeting at DEVCO;
- Tools: The experts developed a number of tools to carry out the stocktaking/mapping and assessment exercise in order to collect, systematise and compare the abundant data and information that was extracted from the project documentation.

Classification and stock-taking tool

The classification and stock-taking tool (Annexes 3 and 5), clusters the typology of projects, by instrument, period and funding, based on official data. Hence, an objective comparison is provided in terms of the modalities through which Commission Technical Cooperation on TVET is embodied in concrete programmes.

Projects were classified according to:

- Thematic areas;
- Financing instrument;
- Region and country, and
- Period and status.

Assessment Tool: diagnostic approach and analytical framework

The **Assessment Tool** was the analytical framework applied in assessing the received project documentation. It acted as a template for identifying the extent to which Commission interventions did what TVET and skills systems were in need of, in which thematic area, and with the participation of key stakeholders, coherently with national policies, strategies and in cooperation with existing support programmes. The assessment also acted as a gauge in ascertaining where expectations had been met or not. It was specified by the Commission that the exercise would not be an evaluation of projects. To this end, the analytical framework of the assessment tool revealed the strengths and deficiencies of the projects in relation to the training systems they aimed at supporting, as well as with the national plans they sustained. It was also a means to identify the constraints the projects faced from a systemic perspective. The assessment results were not meant to provide feedback to steer and adjust project implementation.

The **Diagnostic Approach** to this desk assessment and analysis virtually interrogated the TVET systems and the main stakeholders of TVET and Skills Development reform in the concerned countries.

The overall analysis was carried out against 8 criteria (3 main broad criteria and 5 additional ones were applied in a flexible manner) and a summary of priority issues (strengths and deficiencies).

a) Overall analysis

Systems and projects that supported them were then assessed according to three broad criteria, viz., *relevance*, *effectiveness* and *efficiency*.

These 3 criteria can be illustrated in the following diagram:



A sequence for questions in analysing the TVET projects is provided, from broad to specific, i.e. from the economic and social demands on the system the project aims at supporting the details of resource use within institutions. The order is important. If a project is not first aimed at doing "the right things", then it matters little whether is effective. Questions of effectiveness and efficiency become important only when the project is maintained in proper alignment with a continuing flow of labour market information.

i. Relevance

The relationship between objectives and national needs is considered under the perspectives of economic and social needs; questions in this respect are:

Economic needs:

- The market test: to what extent are employers or individuals willing to pay the full or part of the costs of training?
- To what extent do employers prefer to try to attract skilled workers from other enterprises by better wages or working conditions?
- What are the linkages with employers and feedback on changing labour market needs?
- To what extent are important skills met by the system?
- Flexibility: what is the response time to close courses and start new ones?
- How relevant is training content to the need for occupational mobility?
- To what extent does vocational training train people for work in the rural and informal sector?

Social needs (i.e. coverage of various groups, particularly women, economically disadvantaged and rural youths):

- To what extent do the economically and socially disadvantaged have a fair chance of enrolling on and completing training?
- To what extent are there special programmes that cater for illiterates and groups with special needs?
- To what extent are there public programmes to increase access to training?
- If there are conflicts between the economic and the social needs, how are they handled?

ii. Effectiveness

The relationship of outputs to objectives is analysed in terms of the capacity of Commission actions to achieve their planned objectives, provide real benefits to the selected beneficiaries and towards the achievement of EU policies and strategies. This relationship is defined in the answers to the following questions:

- How well are the outputs of the system identified and measured?

- How well are the outcomes of public training monitored and evaluated? Feedback: to what extent is information about outcomes fed back into adjustments and improvements?
- How are qualifications organised (related to occupational standards and translated into skills standards)?
- How well does the system of trade certification and testing work?
- How good is the system in producing the number and quality of skills intended?
- What do employers think about the outputs of the system (e.g. general knowledge, specific skills and work attitudes)?
- At the micro-level, what are the key institutions with good practice? What accounts for their success? To what extent and how could these factors be replicated?
- How effective are the various institutions in placing graduates in training-related employment?
- How effective is the traditional apprenticeship system? Could it be expanded or improved?
- How strong is institutional and management capacity at various levels? How effective are mechanisms for policy formulation?
- To what extent are enterprises serving their interests by spending on training?
- To what extent are there incentives built in to improve the quality of output from the system?
- To what extent is the system able to attract and retain qualified administrators and instructors?
- To what extent are recurrent budgets adequate for materials, maintenance and supplies?

iii. Efficiency

The relationship of inputs to outputs is observed in terms of the capacity of projects to implement the planned interventions in the given timeframe together with the reasons for possible delays and the effects those delays have on the overall process.

The efficiency criterion has two aspects:

1. How could the outputs of the projects be expanded, improved, maximised without spending more resources? Or
2. How could the costs of producing the present levels of output be reduced or minimised?

Within this context, the following questions would matter:

- To what extent could the project increase access to training? (Could trainers handle more trainees e.g. use of assistant instructors to double the number of trainees per workshop, or the use of more individualised instruction? How could the utilisation of equipment be increased?)
- Was the project aiming at achieving greater economies of scale in TVET, e.g. the consolidation of institutions and why?
- Did the project promote a reduction in the length of training and to what extent?
- Did the project target the micro-level, e.g. training suppliers, about efficiency? Were incentive systems introduced to cut costs or to raise output? How could these be strengthened and replicated?

In addition to the three main broad criteria, the following 5 criteria will be utilised in a more flexible manner, depending on the conditions and status of the Commission's interventions in the countries: coherence, quality of design, impact, sustainability and the added value of the ETF:

iv. Coherence

This criterion is used in terms of:

- Coherence within the Commission's development programme;
- Coherence/complementarity with the partner country's policies and with other donors' interventions;
- Coherence/complementarity with the other Commission's policies.

v. Quality of the design

Quality of the design relates to the involvement of all stakeholders in the design and planning processes and their assessment on the quality of project design.

vi. Impact

Impact relates to projects which have been completed. On the basis of the evaluation reports, this criterion was a means to assess the capacity of Commission interventions to produce long-term effects and in particular to actually modify policies and TVET strategies in partner countries. Impact is articulated in terms of primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

vii. Sustainability

Sustainability indicates the level of ownership of national counterparts benefitting from different EU actions, as well as the possibility that they will obtain concrete follow-up either through national resources or the support of other external donors. Sustainability is also considered as the continuation of benefits from an intervention after major development assistance has been completed. In the case of ongoing projects is has been considered in term of probability of continued long-term benefits. In countries where phase II projects have been launched this criterion proves particularly revealing.

viii. Added value of the ETF

This is applicable to ETF projects or to the ENPI programme where ETF is a service provider. It also considers the possibility of similar services being provided to other EU programmes, organisations and/or institutions.

b) Summary of priority issues

The overall analysis revealed the strengths and deficiencies of the TVET systems and support interventions. In particular, it was clear whether:

The Commission's interventions strengthened the present systems or sub-systems:

- Aspects of the present system or sub-system that were particularly relevant, effective, and/or efficient;
- Strengths, as achievements of the system, existing institutions or processes that were important building blocks for further improvement.

The Commission's interventions addressed the deficiencies of the present system:

- Major problems in order of priority, which the project intended to address to improve the TVET system in terms of:
 - Dimension (nature and scale of the problem);
 - Causes and factors (why problems exist and their basic underlying causes and factors);
 - Consequences (impact of the problem, who or what is directly and indirectly affected, the extent to which consequences have been measured).

i. Plans and constraints

The fourth step refers to the results of the overall analysis and priority issues in terms of national plans. The extent to which identified problems are addressed in national plans and the constraints that exist impeding their full implementation were considered. In particular, the following questions were formulated:

- What plans does the Government have to change policies and otherwise improve the system?
- To what extent do government plans address the causes of the main problems in the system?
- What are the viable solutions to overcome institutional, technical, financial, social and political constraints?

ii. Alternative options

This step allowed the team of experts to understand whether proposals had been identified in order to solve the main problems and whether all the possible, viable options had been explored. Options are specified in terms of policy, administration, required resources and typical questions focused on:

- To what extent does each possible solution address the causes of the problem identified earlier?
- What are the potential advantages and disadvantages of each approach?
- What are the relative costs and trade-offs of each approach?

Are alternatives options feasible in:

- Financial terms: to what extent are proposed solutions financially affordable by government? If not, can private resources be mobilised?
- Institutional terms: do existing institutions have the capacity to implement planned changes? If not, can private resources be mobilised?
- Technical terms: do planned changes make good sense from a training point of view?
- Social terms: to what extent are planned changes likely to be accepted by affected parties and interest groups? For example, would it be realistic to expect employer participation in training? If not, what can be done to increase such participation?

iii. Elements for lessons learned, best practices and recommendations

The final step is to identify and recommend strategies for improvement. By this is meant a set of hierarchically ordered ends and means on the basis of the solution selected from the previous part. This initially included the establishment of objectives for improvement of the TVET system in order of priority. Next, the specific lessons learnt, best practices and recommendations, ways and means for achieving the objectives under current projects and for future programming. This might include policy changes, system changes, quality and financing.

2.2.1 Assessment Fiche

The Assessment Fiche (overleaf) was developed to embody the findings of the analytical framework in a systematic and comparable way. The fiche was developed on the basis of a model utilised by UNESCO to extract best practices from TVET projects. The advantage of the adopted fiche is the combination of a set of quantitative information, from the project typology to instruments, region/country and temporal dimension with qualitative information. Snapshots of the TVET systems that the projects operate in were provided with a problem analysis and response. The projects were then viewed through the lens of the 8 assessment criteria chosen in the assessment tools. Materials for future recommendations as the main outcome of the study are to be found in the key elements of success and lessons learnt.

1. Identification CRIS decision number	A title refers to project or programme (executed either by a Government, single agency project or joint programme)
2. Classification:	
a) By Sectors / Thematic Area:	TP- TVET policy and systems: TM- TVET access to target groups: ST- Sectoral Training: LS- Active Labour Market policy and Measures: IE- Informal Economy IP:
b) By Instrument (Fund/budget line)	DCI: geographic programmes DCI: thematic programmes (Investing in People (IiP)) ENPI: (European Neighbourhood and Partnership Instrument)
c) By region Geographical Zone (Country or region)	Geographic programmes: Latin America Asia and Central Asia Middle East and South Africa African, Caribbean and Pacific (ACP) ENPI
d) By Period and status.	Decision year: (2000-2012) Status: Closed, Ongoing, Committed, Provisional
3. Financial data	Total EC amount (+ % of indicative programme)
4. Outcome	What were the goals of the project?
4. 1. Objective (problem statement)	<ul style="list-style-type: none"> What were the problems that the project/programme (or policy) was meant to address?
4.2. Result of the project	<ul style="list-style-type: none"> Please describe the result achieved by the above project/programme (or policy intervention)
Grading: Overall analysis carried out against on 8 criteria (which will be applied in a flexible manner)	<ul style="list-style-type: none"> 3 main broad criteria Relevance, Effectiveness and Efficiency 5 additional criteria: Coherence, Quality of the Design, Impact, Sustainability, and Added value of ETF <ul style="list-style-type: none"> Relevance Effectiveness Efficiency Coherence Quality of the Design Impact Sustainability Added value of ETF
4.3. Beneficiaries	Who benefitted/benefits from the project, directly and/or indirectly?
5. Synopsis	Please give a brief description of the project in a maximum of 3 paragraphs.

6. Key elements of success	What were the critical elements that contributed to “scalability”? Or what was the particular approach to capacity development or approach that led to policy impact/changes?
7. Lessons learned	Please include any lessons-learned whether or not they were originally envisaged at the inception of the project.
8. Implementation partners	Please include line ministries that undertook the implementation as well as donors or agency partners.
9. Contacts:	Provide contact details for further information, including tel. and e-mail
10. Sources, links and publications	Provide references and links to allow access to more detail on the content of the project (preferably concise Internet URLs)

2.3. Task III: overview of current TVET reforms in developing countries (LICS and LMICs)

Outputs: selection of the countries, mapping criteria, reform trend matrix, 11 TVET reform descriptions (Annex 7).

The 11 selected countries were:

- Latin America: Nicaragua and Peru;
- Sub-Saharan Africa: Benin, Ivory Coast, Niger and Botswana;
- North Africa and Arab States: Egypt and Morocco;
- Asia: Bangladesh and Pakistan;
- Neighbourhood region: Georgia.

The selection of the countries was made on the basis of the analysis of the provided documentation and other objective criteria such as:

- DEVCO's priorities;
- Number of DEVCO, IiP and ETF projects;
- Dimensions (size and duration);
- Areas of TVET addressed by the projects (from policy and system reform to quality, sectors, access and coverage);
- Balanced presence of Low Income Countries and Low to Middle Income Countries;
- Geographical distribution;
- Presence of a TVET and Skills Development reform national track record;
- Presence of donors and development partners working on areas of TVET.

The trends and common TVET reform elements in 11 selected countries were mapped with the aim of identifying a common framework and a holistic approach to the reforms' life cycles, whilst recognising the diverse realities and paces of implementation. TVET reforms were examined through six main components and each component has been described by criteria (a total of 9) in order to establish a comparison between the countries. The components and criteria are the following:

Component I: The structure of TVET (formal, non-formal, informal):

Criterion 1: Responsiveness and relevance (broad-based on general education matching skills demand and supply, quality assurance in delivering training, flexible training provisions, employment services).

Component II: TVET regulatory and strategic framework (NTVET policy, strategies programmes):

Criterion 2: Coherence, considered as internal coherence to the reform (policy convergence and coordination mechanisms) and external coherence with EU TVET policy.

Component III: TVET stakeholders. Criteria:

Criterion 3: Clear institutional arrangements among authorities, agencies and institutions.

Criterion 4: Holistic response to human resources planning (government agencies and TVET providers).

Component IV: Reform priorities. Criteria:

Criterion 5: Shared responsibility of government, employers and individual workers, with social and other partners (sector-based approach workplace learning, including apprenticeships or other forms of on-the-job training, public-private partnerships including NGOs in improving outreach).

Criterion 6: Equal opportunities and access for all and Lifelong learning (employability, portability of skills, seamless pathways from education to TVET and to the world of work).

Criterion 7: Provisions for Assessment (M&E) of policy implementation and impact.

Component V: TVET links to HR, broader social and economic policies. Criteria:

Criterion 8: Integration (TVET policies embedding skills development within broader development strategies e.g. industry sector development, local economic development, youth employment).

Component VI: International Aid (development partners/donors supporting the reform process in the country). Criteria:

Criterion 9: Existing good practices established by international development partners.

The TVET reform trends in the 11 countries:

Reform Trend Matrix: countries against TVET reform components/criteria

Nº Country	1. Structure of TVET	2. TVET Regulatory and strategic framework	3. TVET Stakeholders	4. Reform Priorities	5. TVET links to HR and broader social and economic policies	6. International Aid in TVET
	<u>Criteria:</u> 1: Responsiveness and relevance	<u>Criteria:</u> 2: Coherence with the system	<u>Criteria:</u> 3: Clear institutional arrangements 4: Holistic response to HR planning	<u>Criteria:</u> 5: Shared responsibility 6: Equal opportunities and access for all and 7: Lifelong learning; Assessment	<u>Criteria:</u> 8: Integration	<u>Criteria:</u> 9: Existing good practices

The produced Matrix (overleaf) shows the extent to which TVET reform components - all present in each of the 11 selected countries - are addressed. The grading is not meant to express an evaluation of the merit of the reforms but rather the priorities attached to them and their level of implementation.

The Matrix reflects the diversity of the different contexts in which the reforms are being implemented. Hence, it shows that some countries have placed more attention and succeeded in advancing on some components, whilst on others, they proceed with greater difficulty.

The overview visualised in the Matrix is a means to identify areas and priorities on which international aid is currently concentrated, as well as room for future interventions in support of the TVET reforms in the 11 selected countries.

The grading of the different levels of attention on the reform components, analysed through the 9 criteria, is expressed in accordance with the nomenclature adopted in the ROM.

The scale: **A**, **B**, **C**, **D** refers to the criteria and not to the components.

2.3.1 Matrix of trends and common elements of TVET reform in the selected countries

Map of Analysis 'country against criteria':

Nomenclature: in accordance with ROM grading: A:  B:  C:  D: 

Components	1. Structure of TVET	2. TVET Regulator y and strategic framework	3. TVET Institutions and actors		4. Reform priorities:			5. TVET links	6. Internat -ional aid in TVET
	Responsiveness and relevance	Coherence of the system	Clear institutional arrangements among authorities, agencies, institutions	Holistic response to human resources planning	Shared responsibility	Equal opportunities and access for all, including lifelong learning	Provisions for assessment (M&E) of policy implementation and impact		
Criteria n°								Integration	Good practices
1. Egypt	C	C	C	D	B	D	B	B	A
2. Georgia	A	A	A	A	A	A	A	A	A
3. Morocco	B	C	C	C	B	C	B	A	A
4. Benin	C	B	B	C	B	C	B	B	A
5. Botswana	B	C	C	C	C	C	C	B	B
6. Ivory Coast	C	B	C	C	C	C	C	B	B
7. Niger	C	B	C	C	C	B	B	C	A
8. Bangladesh	A	B	C	B	B	B	B	B	A
9. Pakistan	C	C	C	D	B	B	B	C	A
10. Peru	B	B	C	B	B	B	B	B	A
11. Nicaragua	C	C	C	D	C	C	B	B	A

2.4. Task IV: overview of TVET and SD addressed by development agencies

The experts will carry out an overview on how TVET and Skills development are addressed in EU development agencies such as AFD, GIZ and others as well as ETF for ENP South and East countries — the overview will also take into account recent developments concerning skills development and the role of TVET carried out by international organisations in particular in preparation for the G20 meetings.

The main development cooperation partners, EU Member State bilateral development agencies and international organisations working in TVET and Skills Development, in respect of their specific mandates and approaches (methodologies, planning schedules, financial regulations and submission and reporting procedures and communication), have agreed on guiding principles in relation to the linking of skills and work, when contributing to international cooperation programmes on TVET and skills development. Donors were requested to provide:

- Vision, policy, strategic lines and approaches of their technical cooperation on TVET (TVET TC);
- The countries targeted by their TVET TC;
- The links with their main, flagship projects, relevant literature, main reports;
- The main lessons learned from their respective institutional assessments and evaluations.

Output: Donor trend reviews (Annex 8).

Method: Contact made by DEVCO; desk review.

2.5. Task V: Field mission

The experts carried out field missions to at least three countries in order to check the actual implementation of some types of projects that had been mapped and analysed under Tasks II to IV.

The main objective of the field missions was to gather primary data, information and opinions for comparison and incorporation with those obtained from the secondary sources during the desk review. The countries for the field missions have been selected among the 11 countries where an in-depth analysis of the main projects has been made - agreed upon under Tasks II to IV.

The following criteria were used to identify the 3 most suitable countries for the field missions:

- Geographic distribution (North and Sub-Saharan Africa, South East or Central Asia, Central America);
- Number of different TVET projects;
- Inherent importance of the TVET project (amount of EU resources, visibility and established EU presence);
- Successful/unsuccessful stories;
- Context complexity e.g. fragile states;
- Built up and presence on TVET of the international development partners and EU member states' development agencies;
- National TVET reforms;
- Country experience of the senior experts.

Output: Field mission report (Annex 6).

Methods: Desk preparation, structured and informal meetings, visits to authorities, institutions, schools, enterprises, students and trainees.