

Annex 4

Mapping and Classification of TVET and Skills Development interventions in EU Development Cooperation

For the purposes of the current study, the European Commission decided to take stock of the current state of affairs with regards to its support for TVET and Skills Development within overall European Commission Development Cooperation. This will act as a basis for an effective, structured and coherently strategic approach to those issues.

The information and data were extracted from the provided documentation and additional sources identified by the Team. Given the complexity of this task and the amount of content to manage, a fiche containing the results of the classification and assessment was prepared. Annex 3 presents the 48 detailed assessment fiches of the sample of 54 projects. A Data Map/inventory of the sample projects is provided in Annex 5.

Each Assessment Fiche contains:

- TVET at a glance in each country;
- For Classification:
 1. Identification (title and CRIS Code);
 2. Classification Projects were classified by: **Thematic areas; Financing instrument; Region and country, and; Period and status.**
 3. Financial data;
- For Assessment:
 4. Outcome (What were the goals of the project?):
 - Objective (problem statement);
 - Result of the project, Grading: Overall analysis carried out against 8 criteria (this grading is an essential basis for Chapter 4);
 - Beneficiaries.
 5. Synopsis;
 6. Key elements of success;
 7. Lessons learned;
 8. Implementation partners;
 9. Contacts; and
 10. Sources, links and publications.

It was decided to adopt a clustering system coherent with the Commission initiatives in Employment and Social Inclusion (ESI) (EC 2011d) that have been classified by sector and clustered into macro-sectors. In the ESI classification, the three main axes of the Commission interventions were identified as:

1. Decent work, social cohesion & labour market governance;
2. Employment & labour market demand;
3. Vocational training & labour market supply.

Vocational Training has been analysed as:

- TP-TVET Policy & Systems;
- TM-TVET Access For Marginalised Groups;
- ST-Sectoral training;
- LS-Labour Supply And Measures;
- IE-Informal Economy as people who are excluded from education and training systems and the youth perspectives for TVET and Skills Development.

1. Global overview of the mapping/stocktaking analysis of Commission on TVET and Skills development

The initial list of projects and countries identified by the Commission consisted of 121 projects in 37 countries and did not represent the total of all its TVET interventions funded over the 2000-2013 period.

Table 1: Comprehensive overview: sources and number of EC TVET and Skills Development projects

Source	TVET Identified Projects	TVET Assessed Projects	% over the identified projects
Bilateral Projects	51	32	
IiP: Investing in People	44	22	50%
ETF	26	0	0%
Total	121	54	44.62

With regard to the main bilateral projects, the sample includes large multiannual and longer-term projects from 2000 until 2022 (ongoing projects).

Final agreement was reached on 32 large bilateral projects at different implementation stages ranging from closed to ongoing projects for the 2000-2013 period (2007-2013 was the period proposed in the study's Terms of Reference).

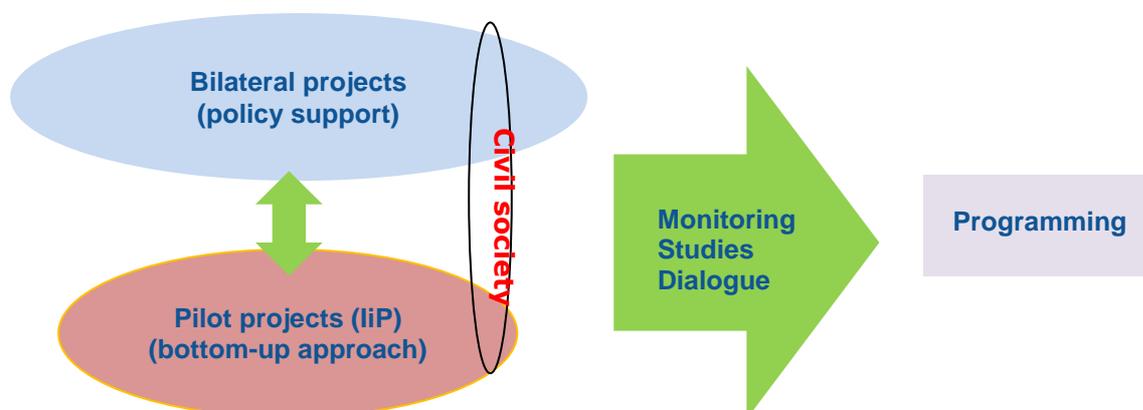
In addition to the large bilateral projects, an initial list of 44 IiP projects for the years 2008-9-10 is included:

- a) 4 targeted projects;
- b) 4 of 2008 Call for Proposals: *'Education, Knowledge and Skills: Towards demand-driven Technical and Vocational Education and Training (TVET) systems'*, provide TVET and SD in specific sectors. The objective is to improve demand-driven TVET in the formal and informal economy, through greater involvement of the private sector.
- c) 3 of 2008 Call for Proposals: *'Promoting social cohesion, employment and decent work. Improving labour market information systems'*;
- d) 14 of 2009-2010: Call for Proposals: *'Developing TVET methodologies and services for the informal economy'*;
- e) 19 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'*.

The final sample of 22 projects varying in status, from closed to on-going did not include projects from the c) and e) Calls for Proposals, and it represents 50% of the total IIP projects implemented by the Commission.

The following graph shows that Bilateral and IiP projects have complementary objectives, common target groups; they are interlinked, mutually supportive and their results provide elements for future programming.

Figure 1. Graph extracted from a DG DEVCO presentation of Skills for Employability
(Author: Donatella Gobbi)



The majority of the four hundred received documents corresponded to ex-ante documentation for the numerous on-going projects. However, in the case of a limited number of projects, the received information covered the whole project cycle (programming/identification/formulation/implementation/evaluation).

On the whole, the received documentation was sufficient to cover the assessment needs. In several cases, the information provided was complemented with the sourcing of project web sites and other available web-based documents, covering all of the phases of the project cycle.

It was difficult to measure the final results because ROM does not make reference to these. Point 10 of the Assessment Fiches (to be found in Annex 3) shows the sources, links and other publications consulted to undertake the classification and assessment.

2. The mapping/stocktaking of EC-TVET and Skills Development initiatives in EU Development Cooperation

The mapping/stocktaking exercise provides a classification of projects and quantitative information on TVET and Skills Development projects. This was achieved by analysing the thematic areas of TVET and Skills Development, title and decision number, country, financing instrument, decision and implementation years (temporal dimension) and status.

The proposed typology serves the purpose of a systematic classification of projects by type that have characteristics in common. In order to provide a classification that would facilitate a synoptic visualisation of the results, the classification developed by taking into account the examples of similar exercises, e.g. the Thematic Global Evaluation of European Commission support in the sectors of ESI in partner countries (including vocational training) (EC, 2011c) and the UNEVOC-UNESCO Good Practice Guide (UNESCO, 2010a), as well as the characteristics of the project documentation received from DEVCO.

Table 2: Synopsis of Bilateral projects

Proj Code	Thematic Area	Instrument	Region	Country	Temporal Dimension	Status	Amount (EUR)
CRIS codification	TP, TM, LS, ST, IE	ENPI, EDF, DCI	EU Neighbourhood, ACP, Asia, Latin America	24 countries	2000-2020	19 Closed, 11 Ongoing, 2 Committed	465 992 247.61

Table 3: Synopsis of IiP projects

Proj Code	Thematic Area	Instrument	Region	Country	Temporal Dimension	Status	Amount (EUR)
CRIS IiP codification	TP, TM, LS, IE	DCI-IiP	All: EU Neighbourhood ACP, Asia, Latin America	55 countries	2009-2015	8 Closed, 14 Ongoing	35 586 369.85

2.1 Commission TVET and Skills Development interventions by thematic area

EC interventions strictly relating to TVET and Skills Development are classified into the five thematic areas of 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*.

The analysis of documentation shows that a project can be classified into more than one thematic area, according to its components. For instance, the project: *Support to Poverty Reduction Strategy through the development of human resources as a result of a modern efficient vocational education & training system, bilateral project of Armenia*, and the two ensuing projects, include all the five thematic areas.

The analysis of thematic areas for IiP projects is conditioned by the nature of the projects and the regulations of the Calls for Proposals. This financial instrument supports country and regional programmes where they exist, while acting as a catalyst of change in countries where they do not, thus establishing the thematic areas.

TP-TVET policy and systems:

This thematic area addresses policies and programmes aimed at developing and strengthening technical and vocational education systems, TVET training infrastructures and curriculum development in general.

TP is the most common thematic area (represents 25 bilateral out of 32 projects) as demonstrated by the vast budget allocation percentage (representing more than half of the budget). The focus is TVET reform. However, these reforms adopt different mechanisms and components according to the country context, challenges and priorities (see point 4.4):

- *Support to Technical and Vocational Education and Training of Mongolia (2012-2019)* is focused to support the economic development and human capital potential of the Mongolian government and population by enabling key stakeholders to provide TVET in a way that is responsive to the needs of a rapidly changing labour market. Strengthen and consolidate the work of the Agency for

Vocational Education and training (AVET) to establish an efficient, *sustainable* and demand driven TVET sector with attention to rural area, and an appropriate quality assurance procedures for assessment and certification;

- *Support to the Technical and Vocational Education and Training Sector (TVET I 2000-2012) and Supporting TVET Reform in Pakistan (TVET II - 2010-2017) - TVET II*: the overall objective is poverty reduction through increased and improved access to employable skills. The project's purpose was to increase the access, equity, relevance and quality of the TVET sector.

Only 3 IiP projects could be classified under TP:

- One of them is *Articulation of the National Technical Education and Vocational training System with the needs of the informal economy in Nicaragua*.

TM-TVET access to target groups:

The thematic area classified as TM mainly addresses policies and programmes promoting and supporting the access of target groups as women, youth, disadvantaged and vulnerable groups to TVET and Skills development.

TM is present in 18 out of the total 32 bilateral projects:

- *Annual Action Plan 2007. Secondary Education and Training for Young People Programme* is a good example of a TM bilateral EU-Argentina programme focused to the youth.

Under IiP projects, 5 projects could be classified under TM. Several target groups are supported, i.e. the project *Pour un accès et un maintien dans l'emploi des personnes sourdes et/ou malentendantes en Afrique de l'Ouest* is a representative example and is clearly addressed to target groups.

ST-Sectoral Training:

ST represents the intervention sector that provides support to the implementation of training programmes and schemes in specific productive sectors, such as agriculture, the banking sector, tourism and health at secondary level education.

The repetition rate for ST is 13 out of the total 32 bilateral projects. In addition, ST is thus the third relevant sector among TVET bilateral projects; likewise with TP TVET or/and LS, ST is characterised by having its funding allocation in accordance and in balance with its intervention weight:

- One good bilateral project example is the *Vanuatu Tourism Education and Training Project (VATET)* whose objective is to contribute to poverty reduction and to the sustainable development of the national economy by providing essential inputs to the vital tourism industry.

In the case of IiP 9 projects provides support to the implementation of training programmes:

- The tourism is also supported in 2 IiP projects *Vocational Training and Sustainable Tourism* and *High Impact Tourism Training for Jobs & Income (HITT)* both are multi country projects. Other relevant sector is the agriculture;
- Certain 2008 projects addressed LS as well as ST. One example is *Sahel Agro Formation Mali-Niger*. This project aimed to contribute to improve revenues and the job insertion rate of vulnerable groups (youths, women and rural populations) in Mali and Niger. The specific objective was to establish demand-driven agricultural and rural VT systems;
- Another example is *Amélioration des capacités de formation paramédicale au Maroc et au Mali, par l'appui à la création d'instituts de formation paramédicale au sein du Croissant-Rouge marocain et de la Croix-Rouge malienne*. This was designed to improve access to employment for TVET students in Mali and Morocco in targeted areas and to reinforce paramedical training at selected technical

training institutes by means of coordinated and dialogue regulation linked to health.

LS-Active Labour Market policy and Measures:

For this assessment exercise, LS represents the measures and projects addressing the social consequences of transition; training for the unemployed and economically inactive; institutions that facilitate access to the labour market.

Data show the LS repetition rate as 14 in bilateral projects; the relative frequency of total financial weight is 16.98% and the frequency of the total project weight is 23%. Within the assessed sample of projects, LS does not represent a major thematic area, but is considered as a complementary component of other key sectors (mostly TP or TM). However, most projects have a component linked to the labour market, especially those focused on supporting TVET reforms, as the link with employment is the single, most important, factor in successful training results.

The *Support to the Employment and Technical Vocational Education and Training (ETVET) reform* Commission-Jordan bilateral project is a clear example of a Commission LS initiative.

The IIP projects were targeted projects (8 projects). The targeted projects exclusively addressed LS - focusing on employment and not clearly on TVET and Skills Development. Four of the projects projects were managed by the ILO:

- *Monitoring and Assessing Progress on Decent Work (MAP)*. The objective is the development – in support of the global decent work policy agenda – of a global methodology to strengthen the capacity of developing and transition countries to self-monitor and self-assess progress towards decent work;
- *Assessing and addressing the effects of trade on employment*;
- *Improving social protection and promoting employment*. Development of national plans to extend social protection and to promote employment demonstrating the feasibility and effectiveness of both a basic social protection package and coordinated inclusive employment strategies;
- *Improving safety and health at work through a Decent Work Agenda*.

IE-IP Informal Economy:

IE represents the measures and projects that address TVET development methodologies and services for the informal economy. It supports the social inclusion and social protection of workers in the informal economy also in addition to the protection of vulnerable groups at community level.

Only 6 projects are classified as IE bilateral projects; their weighted frequency (project weight) is 8%. In this context, this sector falls under the TP (policy and systems) thematic area as a complement to the principal sector addressed.

IE-IP is present as a principal thematic area only under the IiP instrument, with 16-repetition rate. Fourteen IiP projects were approved under the 2009 Calls for Proposals on *Developing TVET methodologies* (EUR 8 million) and the 2010 Call for *Services for the informal economy*¹ (EUR 9 million). The objective is to provide appropriate training services to actual and potential workers and employers in the informal economy in order to improve their living and working conditions.

¹ (ref. EuropeAid/129198/C/ACT/Multi).

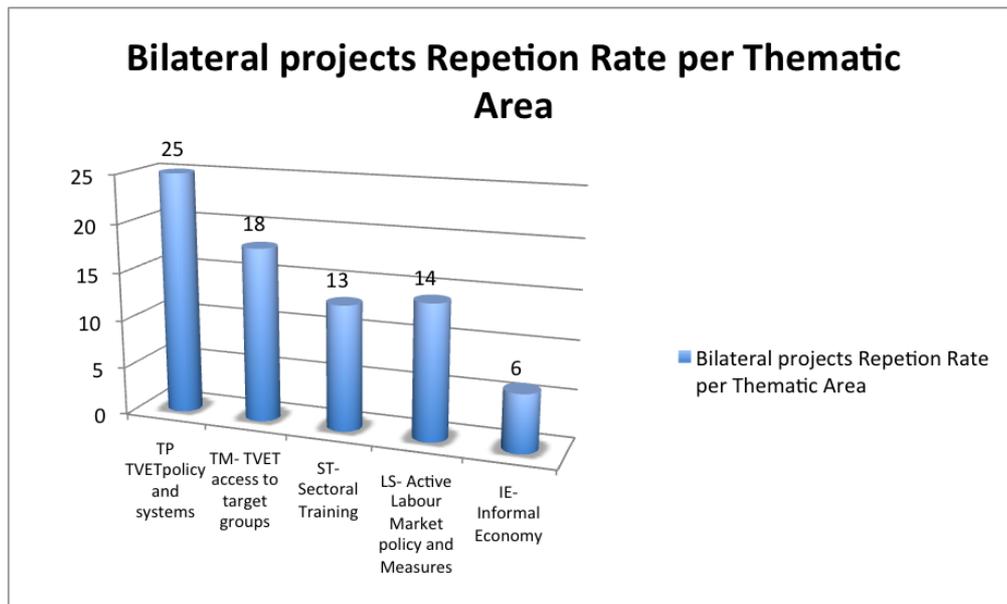
This last group of assessed projects belonging to the 2009 Call for Proposals addresses multiple thematic areas of TP-TVET policy and systems; TM-TVET access to target groups; IE-IP Informal Economy; ST sectoral training; LS active labour market policy and measures. An example is:

- *Developing Vocational Training for the Informal Economy in Somalia (DVTIES).*

Thematic areas: Brief overall sector assessment for bilateral projects

The classification of the assessed sample of 32 bilateral projects per thematic area indicates that the Commission has predominantly supported national efforts related to TP-TVET policy and systems areas.

Figure 2: Distribution of bilateral projects by thematic areas



Concurrently, more specific aspects such as the IE-IP- Informal Economy has been the least financially supported sector with the lowest repetition rate. This low representation does not indicate the irrelevance of the sector *per se*, but rather a lower representation among the assessed projects.

The above overview per thematic area is quite fragmented but not unbalanced; predominance is given to TP-TVET (policy and systems) - the largest sector - with 24 out of the total 32 bilateral projects assessed. TM-TVET access to target groups rates second in the classification sectors. At the other end of the spectrum, the least represented sector is IE.

On the other hand, from the thematic area repetition rate data, it is possible to observe the division of the sectors according to the budget allocated. The distribution of financial allocations shows a preference (decanted statistically) for the TP sector, that represents 62.88% of the total financial effort for bilateral projects. However, the remaining portion distributed among the other sectors represents less than half (37.12%) of the total financial effort.

Two distribution trends (blocks) can thus be observed among the 5 thematic areas:

- The categorisation per thematic area reveals that bilateral projects predominantly prioritise TP-TVET policy and systems-focused interventions. This prioritisation does not entail a DEVCO preference, but is a common concern worldwide, reflecting beneficiary priorities and interests. The leading sector in terms of funding for the bilateral projects (relative frequency expressed in %) is a consequent 62.88% of the total funds;

- TVET reform projects are usually complex interventions that also embrace access to target groups (TM), priorities such as employment, employability and TVET demand-driven modernisation (LS), sectoral training (ST) and the informal economy (IE). Operational support concerns the upgrading of career guidance and orientation for all levels of training, the setting-up or modernisation of TVET centres which is fully oriented to delivering training for key economic and employment sectors. These thematic areas are almost equally distributed (TM weight heads this second 'block' just ahead of LS and ST). The distribution of funding into two main blocks confirms the perception of higher relevance for the TP sector compared to others:
 - An example is the bilateral project 20480 addressing TP, ST and LS in Jordan, focusing on the water, pharmaceutical and renewable energy sectors in synergy with other Commission-funded energy projects;
 - Another example is bilateral project 17383 that addresses TP-TVET and LS in New Caledonia and focuses on reducing problems related to rural-urban migration, unemployment, a slow-down in growth and inequality between provinces and sub-regions.

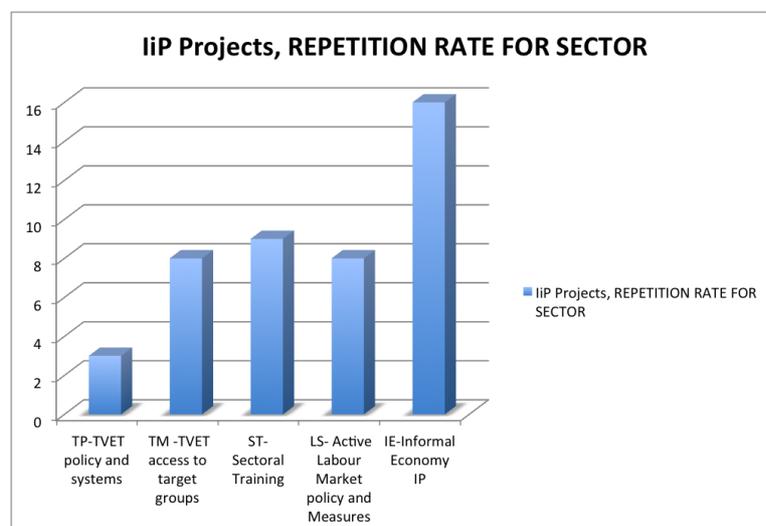
Thematic areas: Brief overall sector assessment for IiP projects

The relationship with the criteria of Calls for Proposals can be observed in the following table. The 2008 Call for Proposals focused on one sector only (LS).

Table 4: Relationship between thematic areas and IiP Call for Proposals projects

IiP Targeted and Call for Proposals Projects	n° of Projects	TP- TVET policy & systems	TM- TVET targeted groups	ST- Sectoral training	LS Labour Market	IE- Informal economy
IiP Targeted Projects	4	0	0	0	4	0
2008 Towards demand-driven TVET systems	4	0	0	3	2	2
2009 Developing TVET methodologies and services for the informal economy	14	4	4	2	5	13
SUBTOTALS	22	4 TP	4 TM	5 ST	11 LS	15 IE

Figure 3: Distribution of IiP projects per thematic area



The distribution of IiP projects per thematic area demonstrates that the focus of the initiative is on TVET and SD in the informal economy and in active labour market policies and measures.

2.2 European Commission TVET and Skills Development interventions per financing instrument

The funding instruments for external assistance in the 2007-2013 financial frameworks are implemented by the EuropeAid² Cooperation Office of the Commission. These instruments serve the overall goal of the eradication of poverty in partner countries and regions, in a sustainable development perspective. Based on strategy papers and annual action programmes, EU funding is delivered through budget support, grants and contracts.

For TVET and Investing in People projects, the Commission utilises geographic and thematic instruments (fund/budget line)³:

- **Geographic instruments** for the 2007 to 2013 are the Development Cooperation Instrument, the European Neighbourhood and Partnership Instrument and the European Development Fund;
- **Thematic instruments** support the MDGs by focussing on specific themes. They supplement other EU aid, which is geographically-based.

Geographical programmes for Cooperation are based on a dialogue between the partner countries and the Commission. They can be identified as follows:

- **ENPI - European Neighbourhood and Partnership Instrument⁴**: as the main source of funding for the 17 partner countries (10 Mediterranean and 6 Eastern European countries, plus Russia). ENPI replaces the TACIS (for the Eastern European countries) and MEDA (for the Mediterranean countries) co-operation programmes. The ENPI has a financial envelope of EUR 11.2 billion for the 2007-2013 period;
- **EDF - European Development Fund**: The EDF supports actions in the 18 African, Caribbean and Pacific (ACP) Sugar Protocol countries. ACP countries and the Overseas Countries and Territories (OCT) have been earmarked for the following key areas for cooperation: economic development; social and human development; regional cooperation and integration. The **tenth EDF** covers the 2008-2013 period and has an overall budget of EUR 22.6 billion. The TVET and Skills Development projects are included under the auspices of the 8th 9th and 10th EDF;
- **DCI - Development Cooperation Instrument⁵**: Launched in January 2007, the DCI replaced a wide range of geographic and thematic instruments that were created over time. In this way, it increases the effectiveness of the EU Development Cooperation. The DCI covers three components: geographic programmes, thematic programmes and programmes of accompanying measures for the 18 ACP Sugar Protocol countries. The budget allocated under the DCI for the 2007-2013 period is EUR 16.9 billion; EUR 10.06 billion for the geographic programmes; EUR 5.6 billion for the thematic programmes; EUR 1.24 billion for the ACP Sugar Protocol countries. The DCI was established for the 2007-2013 period with the primary and overarching objective of eradicating poverty in partner countries and regions. Priorities set out in the Europe 2020 Strategy, and the latest EU development policy, will require the review of the DCI Regulation

² <http://ec.europa.eu/europeaid/how/finance>

³ http://europa.eu/legislation_summaries/development/general_development_framework/l14173_es.htm.

⁴ The European Neighbourhood and Partnership Instrument (ENPI) countries include the European Neighbourhood Policy (ENP) countries and Russia; Regulation (EC) No 1638/2006 of the European Parliament and of the Council of 24 October 2006 laying down general provisions establishing a European Neighbourhood and Partnership Instrument.

⁵ Regulation (EC) No 1905/2006 of the European Parliament and the Council, establishing a financing instrument for development cooperation (DCI).

(Communication *A Budget For Europe 2020*; Communication *Increasing the Impact of EU Development Policy: An Agenda for Change*).

The DCI 2007-2013 includes DEVCO thematic instruments and programmes:

- **Bilateral and regional geographic programmes** covering cooperation with Asia, Latin America, Central Asia, the Middle East and South Africa;
- **Thematic programmes** cover, *inter alia*, Investing in People: the Investing in People programme aims to support actions in the area of human and social development. In particular, these include: education, health, gender equality, social cohesion, employment, childhood and youth as well as culture. Based on Article 12 of the EU Regulation establishing the DCI, this is the only thematic programme which covers nearly all the Millennium Development Goals. For the 2007-2010 period, the programme had a budget of EUR 541 million.

Findings per financing instrument

The table hereunder shows how the projects included in the assessed sample were funded by 4 instruments for a total amount of: EUR 465 992 247.461 for the 32 bilateral projects and EUR 35 586 369.85 for the 22 IiP projects.

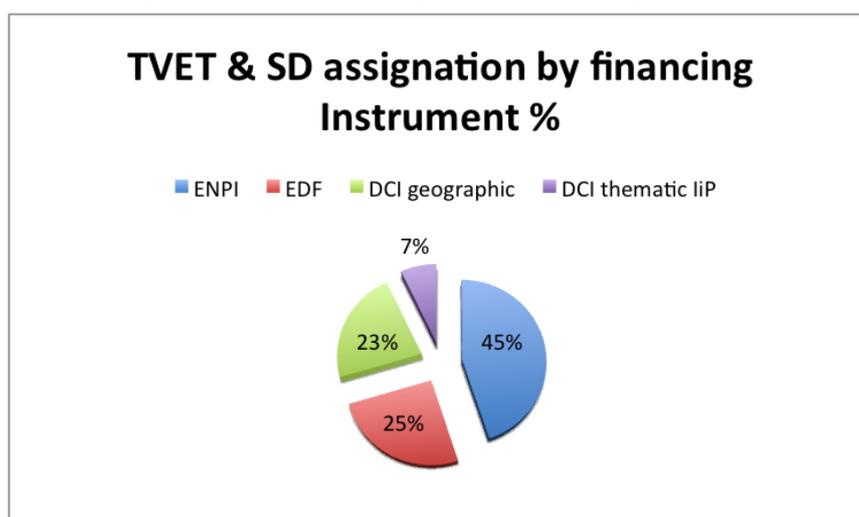
Table 5. Allocation by financing instrument

Instrument	Amount in EUR	%
ENPI	225 581 159.07	44.97%
EDF	127 525 730.94	25.42%
DCI geographic	112 885 357.60	22.50%
DCI thematic (IiP)	35 586 369.85	7.09%
Total	501 578 617.46	100%

Figure 4: TVET & SD projects per financing instrument

The categorisation per instrument shows the uneven utilisation of the financing instruments for TVET & SD support (for example the DCI instrument). The following observations can be made:

- The main part of 9 ENPI bilateral projects, linked to TP-TVET policy and systems, focused on reforms and promoted the use of the European TVET tools e.g. National Qualification Framework and Quality Assurance and utilised 44.97% of funds. It is clear that there is a political will to push forward reforms in ENPI countries - also supported by the ETF;
- The 14 bilateral projects, under the EDF (8^o, 9^o and 10^o) utilised 25.42% of total resources;
- The DCI geographic programmes cover 22.50% of the total allocation over 9 projects;
- The DCI thematic programmes represent only 7.09% of the total over 22 IiP projects.



2.3 Commission TVET and Skills Development interventions by region and country

This point presents the EU's external assistance across the main geographic regions. The geographic instruments covered here are the aforementioned ENPI, the DCI and the EDF. The EDF is the main source of financing for Commission assistance to Sub-Saharan Africa (except South Africa), the Caribbean and the Pacific regions (ACP).

The EDF is separate from the EU budget, which finances external assistance to other geographic areas and thematic aid programmes. Commission TVET and SD interventions, through the 54 assessed projects, could be classified according to the following geographic regions, LICs and LMICs.⁶

2.3.1 European Neighbourhood and the Middle East⁷:

The EU works with its southern and eastern neighbours to achieve the closest possible political association and the greatest possible degree of economic integration. This goal builds on common interests and on values - democracy, the rule of law, respect for human rights and social cohesion.

Out of the 16 countries targeted by the European Neighbourhood Policy⁸, 12 are currently fully participating as partners in the ENP, having agreed on specific ENP action plans; only 6 of the ENP partner countries have been assisted with bilateral projects in TVET and Skills Development. These countries are identified hereunder:

- **3 Southern Neighbourhood countries:** Egypt, Jordan, and Morocco have 4 bilateral projects corresponding to an amount of EUR 170 385 317.88, representing **33.97% of the total sample allocation**. These projects support market-based reforms of TVET, the involvement of commerce and industry and the rationalisation of qualifications. Clearly, **Egypt** is the country that has most benefitted from TVET and Skills Development assistance; however, it is not clear whether the results are commensurate with the level of aid provided. The Phase I project had the overall objective of contributing to improve the competitiveness of enterprises on domestic and international markets. Specific objectives were to support the development of institutional capacity for the formulation and implementation of a national TVET reform policy;
- **3 Eastern Neighbourhood countries:** Armenia, Georgia and Moldova have 5 bilateral projects corresponding to EUR 60 195 841.19. This quantity represents **12.00% of the total allocation**;
- The project *Support to Poverty Reduction Strategy through the development of human resources as a result of a modern and efficient vocational education and training system in Armenia* aims at increasing the quality of VET, the relevance to the needs of the labour market and of individuals, the employability of the active population and boosting business competitiveness in the context of the Poverty Reduction Strategy adopted by the country.

The subsequent projects (21066 and 24345) continued and consolidated VET reform and the country's efforts towards an 'activation policy', encouraging unemployed people to actively look for jobs.

⁶ Income group: Economies are divided according to 2012 GNI per capita, calculated using the World Bank Atlas method. The groups are: low income, \$1,035 or less; lower middle income, \$1,036 - \$4,085; upper middle income, \$4,086 - \$12,615; and high income, \$12,616 or more.

<http://data.worldbank.org/indicator/NY.GNP.PCAP.CD>.

⁷ COM(2011) 303 Joint Communication to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. *A new response to a changing Neighbourhood*.

⁸ http://eeas.europa.eu/enp/index_en.htm.

Table 6. TVET & Skills Development bilateral projects in the Southern and Eastern European Neighbourhood

Region	Country	Number of projects	Amount in EUR
Southern Neighbourhood	EGYPT	2	88 000 000.00
	JORDAN	1	35 000 000.00
	MOROCCO	1	47 385 317.88
	3	4	170 385 317.88
Eastern Neighbourhood	ARMENIA	3	36 195 841.19
	GEORGIA	1	19 000 000.00
	MOLDOVA	1	5 000 000.00
	3	5	60 195 841.19
European neighbourhood	6	9 bilateral	225 581 159.07

2.3.2 Sub-Saharan Africa:

Africa is the most important of the ACP regions, according to the Millennium Development Goals. Bilateral projects are implemented in: Benin, Botswana, Ivory Coast, Guinea, Gabon and Niger.

An example is the *Programme d'appui à la formation professionnelle et à l'apprentissage (PFPCA)* in Niger that from 2005 to 2010, followed-up from the *NIGETECH 1* (1995-2000) and 2 (2000-2004) projects. The overall scope was to contribute to poverty reduction through an apprenticeship scheme for job insertion of youths and for the productivity of artisans' micro enterprises in the handicraft sector.

Table 7. TVET & Skills Development bilateral projects in Africa

Region	Country	Number of projects	Amount in EUR
Sub-Saharan Africa	BENIN	1	15 000 000.00
	GABON	1	5 200 000.00
	IVORY COAST	1	25 000 000.00
	BOTSWANA	2	18 345 709.49
	GUINEA	1	2 231 382.47
	NIGER	3	13 980 357.86
Sub-Saharan Africa	6	9 bilateral	79 757 449.82

2.3.3 Latin America & the Caribbean

Table 8. TVET & Skills development bilateral projects in Latin America

Region	Country	Number of projects	Amount in EUR
Latin America	PERU	2	22 118 510.61
	ARGENTINA	1	9 400 000.00
	2	3	31 518 510.61
Caribbean	GUYANA	1	1 328 342.72
	DOMINICAN REPUBLIC	1	13 406 482.27
	2	2	14 734 824.99
Latin America & the Caribbean	4	5 bilateral	46 253 335.60

Latin America

Only two bilateral projects were implemented in: Argentina and Peru.

The overall objective of the *Support to the Vocational Education and Training in Peru: Consolidation and Enlargement – APROLAB I and II* projects was to contribute to strengthening the competitiveness and quality of the workforce in order to promote economic development and reduce poverty in Peru. The objective was to reorient vocational education towards market demands, socio-economic needs and assist in the development of the country.

Caribbean

Only two bilateral projects have been implemented in: the Dominican Republic and Guyana. Caribbean countries receive the lowest allocation of resources in Latin America & the Caribbean.

The bilateral *Guyana Training Agency* project contributes to increasing the productive capacity of Guyana's enterprises through the services of a private sector training agency.

In the case of the Dominican Republic, the reform of the technical education system is supported through the enhancement of the capacity and competences of the public TVET education institutions and providers.

2.3.4 Asia, Central Asia & the Pacific

Bilateral projects are implemented in: Bangladesh, Cambodia, China, Kazakhstan, Mongolia and Pakistan.

Table 9. TVET & Skills Development bilateral projects in Asia

Region	Country	Number of projects	Amount in EUR
Asia	CHINA	1	13 821 446.13
	BANGLADESH	1	14.000.000.00
	PAKISTAN	2	41 545 400.86
	3	4	69 366 846.99
Central Asia	KAZAKHSTAN	1	5 000 000.00
	MONGOLIA	1	7 000 000 00
	2	2	12 000 000.00
Pacific	SOLOMON	1	1 955 927.13
	VANUATU	1	2 398 000.00
	NEW CALEDONIA	1	28 679 529.00
	3	3	33 033 456.13
Asia, Central Asia & the Pacific	8	9 bilateral	114 400 303.12

Pacific

Bilateral projects are implemented in Vanuatu, the Solomon Islands and New Caledonia. These projects have varying objectives including a contribution to political and social stabilisation, as is the case of the project *Rural Training Centres Phase II (RTC II)*, in Solomon Islands.

Budget allocations at regional level (multi-country programmes)

54.45% of IiP projects are multi-country projects and the remaining ten projects are single-country projects. The multi-country projects focus on:

- Support to the implementation of the Decent Work Agenda (the four ILO projects);

Table 10. Multi-country DWA IIP projects

Multiple: Regions	Targeted Project	Amount
Bangladesh, Cambodia, Brazil, Indonesia, Malaysia, Niger, Peru, Russia, Ukraine, Zambia	<i>Monitoring and Assessing Progress on Decent Work (MAP)</i>	3 989 997.00
Bangladesh, Indonesia, Benin, Guatemala	<i>Assessing and addressing the effects of trade on employment</i>	3 227 710.00
Burkina Faso, Cambodia, Ethiopia, Honduras	<i>Improving social protection and promoting employment</i>	2 500 000.00
Republic of Moldova, Ukraine, Honduras, Nicaragua, Malawi, Zambia	<i>Improving safety and health at work through a Decent Work agenda</i>	1 500 000.00
Total: 19 countries	4 IiP Targeted projects	11 217 707.00

- Relevance of TVET and SD systems (the 4 "Education, Knowledge and Skills: Towards demand-driven Technical and Vocational Education and Training (TVET) systems", 4 projects); ENPI South (Maghreb), Latin America and Western Africa;

Table 11. Multi-country 'Education, Knowledge and Skills: Towards demand-driven Technical and Vocational Education and Training (TVET) systems' projects

Multiple: Regions	Project	Amount
Mali, Niger	<i>Sahel Agro Formation Mali-Niger</i>	3.208.469,00
Morocco, Mali	<i>Amélioration des capacités de formation paramédicale au Maroc et au Mali, par l'appui à la création d'instituts de formation paramédicale au sein du Croissant-Rouge marocain et de la Croix-Rouge malienne</i>	1.451.028,45
Bolivia, Nicaragua, Morocco, Senegal: Dakar, Gambia	<i>Vocational Training and Sustainable Tourism</i>	1.119.053,00
Morocco, Ivory Coast, Benin, Brasil, Honduras, Guatemala, El Salvador	<i>Réseau Interrégional pour l'adaptation de la Formation technique professionnelle aux besoins de l'Artisanat (RIFA)</i>	1.499.295,00

Total: 14 countries	4 IiP projects	7.277.845,45
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- Informal economy: To provide appropriate training services to actual and potential workers and employers in the informal economy in order to improve their living and working conditions. 4 of 14 IiP projects are Multi-countries programmes.

The single country projects are the following:

- Africa: Uganda, Sierra Leone (2), Somalia, Senegal; Ethiopia
- Latin America: Nicaragua;
- Asia: Bangladesh, Nepal.

Findings by region

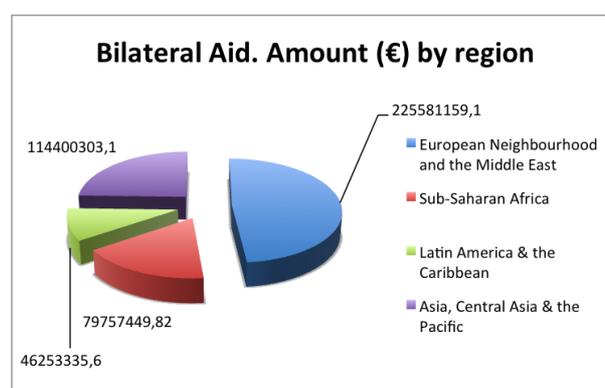
To summarise, Commission bilateral interventions on TVET and Skills Development could be mapped as follows:

Table 12. TVET & Skills Development in bilateral projects across all regions

Region	Countries	Number of Projects	Amount in EUR by region
European Neighbourhood and the Middle East	6: EGYPT (2), JORDAN, MOROCCO, ARMENIA (3), GEORGIA AND MOLDOVA	9	225 581 159.07
Sub-Saharan Africa	6: BENIN, BOTSWANA, IVORY COAST, GUINEA, GABON AND NIGER	9	79 757 449.82
Latin America & the Caribbean	4: ARGENTINA, PERU, DOMINICAN REPUBLIC AND GUYANA	5	46 253 335.60
Asia, Central Asia & the Pacific	8: CHINA, BANGLADESH, PAKISTAN KAZAKHSTAN, MONGOLIA, SOLOMON, VANUATU AND NEW CALEDONIA	9	114 400 303.12
Total: 4 regions	24 countries	32	465 992 247.61

Figure 5: Funding amounts (in EUR) per region

- The European Neighbourhood region is the most financially supported in terms of TVET and SD interventions. This ranges from EUR 88,000,000 for Egypt to EUR 5 000 000 for Moldova;
- The second most supported region is Asia, Central Asia and the Pacific with an allocation sub-total of EUR 122 912 247.85;
- The figures reveals 2 geographic and strategic priorities for DEVCO: the European Neighbourhood (the most targeted region has been the Mediterranean) and Asian countries;



- A group of 24 countries benefit from bilateral projects. The global amounts range from a minimum of EUR 1 328 342.72 for Guyana to a maximum of EUR 88 000 000 for Egypt split into 2 projects of EUR 50 000 000 and EUR 33 000 000;
- Six of the 32 countries are currently classified as Upper middle-income countries⁹ (GDP per capita from USD 4086 to USD 12 615): Botswana, the Dominican Republic, Gabon, Jordan, Kazakhstan and Peru.

2.4 EC TVET and Skills development interventions by Period and Status.

The selected projects refer to an extended period from 2000-2012 that neither correspond to a specific programming period nor to a continuous presence of projects in all concerned countries. There are countries with only one project, whereas countries have received funding through consecutive projects during a more extensive period.

For example, in bilateral projects, the TVET reforms in Armenia have been funded through three consecutive projects during the 2004-2012 period. This is the same for Niger where the Commission Technical Cooperation projects on TVET lasted from 2000 to 2010. Resources for consecutive projects in Armenia, Egypt, Botswana, Niger, Peru and Pakistan averaged between EUR 30 million to EUR 88 million.

The classification considered the implementation status of: closed, ongoing and committed funds. The status of the 54 assessed projects (Bilateral and IiP) is presented hereunder:

Table 13. Status and period

Status	Bilateral: 32	IiP: 22
Ongoing	12 = 37.5%	14 = 63.63%
Committed	01 = 3.1 %	0
Closed	19 = 59.37 %	9 = 36.36%
Period	Bilateral: 2000-2022	IiP: 2009-2018

It should be noted that the assessment was performed over a sample of 12 ongoing bilateral projects (37.5%) and 14 on-going IiP projects. There are bilateral projects that are expected to run until the year 2020 and IiP projects that will close in 2018 (see Data Map in Annex 5).

Thus, the immediate consequence of assessing a 'living' sample is that final evaluations had not yet taken place and consequently, impact and other assessment criteria such as effectiveness and efficiency could only be prospected but not compared. The status of the sample has unavoidably impacted significantly upon the assessment analysis.

⁹ <http://data.worldbank.org/about/country-classifications/country-and-lending-groups>.