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**MID-TERM EVALUATION OF THE ARCHIPELAGO  
PROGRAM: AN AFRICAN-EUROPEAN TVET INITIATIVE**

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### DISCLAIMER

This report has been prepared with the financial assistance of the European Commission. The views expressed herein are those of the consultants and can in no way be taken to reflect the views of the European Commission.

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## ACRONYMS

ACRA	Fondazione ACRA
AFDI	Agriculteurs français et développement international
AGRO-PME Fondation	AGRO Petits et Moyennes Entreprises
ALEKOSLAB	Associazione ALEKOSLAB
AMAPRO	Association malienne des professionnels de la mécanique
ANATRABEVIM	Association nationale des transformateurs du bétail viande au Mali
APCMM	Assemblée Permanente des Chambres de Métiers du Mali
APEFE	Association pour la Promotion de l'Éducation et de la Formation à l'Étranger
BAN	Bet Al Nadjah
BSO	Business Support Organisations
Cámara Gran Canaria	Cámara Oficial de Comercio, Industria, Servicios y Navegación de Las Palmas de Gran Canaria
Cámara Málaga	Cámara Oficial de Comercio, Industria, Servicios y Navegación de Málaga
Cámara Santa Cruz de Tenerife	Cámara Oficial de Comercio, Industria, Servicios y Navegación de Santa Cruz de Tenerife
Cámara Sevilla	Cámara Oficial de Comercio, Industria, Servicios y Navegación de Sevilla
CAN – de Côte d'Ivoire	Chambre Nationale d'Agriculture de Côte d'Ivoire
CAPEF	Chambre d'Agriculture, des Pêches, de l'Élevage et des Forêts du Cameroun
CCI Côtes-d'Armor	Chambre de Commerce et d'Industrie des Côtes-d'Armor
CCI-BF	Chambre de Commerce et d'Industrie du Burkina Faso
CCIA Diourbel	Chambre de Commerce, d'Industrie et d'Agriculture de Diourbel
CCIA Kolda	Chambre de Commerce, d'Industrie et d'Agriculture de Kolda
CCIA Louga	Chambre de Commerce, d'Industrie et d'Agriculture de Louga
CCIAD	Chambre de Commerce, d'Industrie et d'Agriculture de Dakar
CCIAM	Chambre de Commerce, d'Industrie et d'Agriculture de Mauritanie Entités affiliées
CCIAMA Tchad	Chambre de Commerce, d'Industrie, d'Agriculture, des Mines, de l'Industrie et de l'Artisanat du Tchad
CCIM	Chambre de Commerce et d'Industrie du Mali
CCIMA Cameroun	Chambre de Commerce, d'Industrie, des Mines et de l'Artisanat du Cameroun
CCIW	Chambre de Commerce et d'Industrie de Wallonie
CCKafrine	Chambre de Métiers de Kafrine
CEDEAO (ECOWAS)	Communauté Économique des États de l'Afrique de l'Ouest
CEFAM	Centre de Formation et D'appui aux Métiers
CEFRA - ULg	Centre de formation et de recherche en aquaculture, Université de Liège
CEGIM	Centre d'Information et de Gestion des Migrants
Centre d'Élevage de Poisy	Centre d'Élevage de Poisy Lucien Bizet
Centre de formation AMA	Centre de Formation Professionnelle et Technique AMA
CERMES	Centre de Recherche Médicale et Sanitaire
CFAH	Centre de Formation Agropastorale et d'encadrement des jeunes d'Hangloa
CFPPA	Centre de formation professionnelle et de promotion agricole
CFPT	Centre de Formation Professionnelle et Technique
CIAN	Conseil Français des Investisseurs en Afrique
CIGEM	Centre d'Information et de Gestion des Migrants (Mali)
CIF-OIT	Centre International de Formation de l'Organisation Internationale du Travail

CMA – Burkina Faso	Chambre des Métiers et de l'Artisanat du Burkina Faso
CMA Bretagne	Chambre de Métiers et de l'Artisanat de Région Bretagne (avant : CMA du Finistère)
CMA Nouvelle-Aquitaine - Vienne	Chambre de Métiers et de l'Artisanat de la Vienne
CMA Région Occitanie	Chambre de Métiers et de l'Artisanat de Région Occitanie (avant : CMA d Gard)
CMA Saint-Louis	Chambre de Métiers Saint-Louis
CMA Tambacounda	Chambre de Métiers Tambacounda
CMANI	Chambre de Métiers et de l'Artisanat du Niger
CMAR Nouvelle Aquitaine	Chambre de Métiers et de l'Artisanat de Région Nouvelle Aquitaine
CMAR Pays de la Loire	Chambre de Métiers et de l'Artisanat de Région des Pays de la Loire
CNJ	Conseil National de la Jeunesse
CNPB	Conseil National du Patronat Burkinabè
COFIDES Nord Sud	Coopérative Financière pour le Développement de l'Économie Solidaire Nord Sud
CONAPROCAM	Confédération nationale des producteurs de Cacao et Café du Cameroun
CPCCAF	Conférence permanente des chambres consulaires africaines et francophones
CPPAF	Conférence permanente des chambres consulaires africaines et francophones (CPPCAF)
CS BTP	Centre sectoriel de formation professionnelle du bâtiment et des travaux publics
CSO	Civil Society Organisation
DGME	Délégation Générale des Maliens de l'Extérieur
DNDS	Direction Nationale du Développement Social
EAH	Approvisionnement en eau, de l'assainissement et de l'hygiène
E.N.GI.M.	Ente Nazionale Giuseppini Del Murialdo
ENILIA-ENSMIC	CFPPA de l'École Nationale d'Industrie Laitière et des Industries Agroalimentaires
ENSTP	École Nationale Supérieure de Travaux Publics
Entrepreneurs du Monde	Entrepreneurs du Monde
EPAB	École Pratique d'Agriculture de Binguela
EQ	Evaluation Question
EUD	EU Delegation
EUTF	European Union Emergency Trust Fund - Fonds fiduciaire d'urgence de l'Union européenne
GSCC	Ghana -Sweden Chamber of Commerce
IAO	Institut Agricole d'Obala
IBS	Inclusive Business Sweden
ILO	Organization
IOM	International Organisation for Migration
INCEF-CCIM	Institut Consulaire d'Études et de Formation de la CCIM
INFPA	Institut National de Formation Professionnelle Agricole de Côte d'Ivoire
INTPA	Directorate General International Partnerships
ISEP	Institut Supérieur d'Enseignement Professionnel
JC	Judgement Criteria
MEBF	Maison de l'entreprise du Burkina Faso

MEFPE	Ministère de l'Entrepreneuriat de la Formation Professionnelle et de l'Emploi
MJSPE	Ministre de la Jeunesse, des Sports et de la Promotion de l'entrepreneuriat
MUPECI	Mutuelle pour la Promotion de l'Épargne et du Crédit
NEET	Not in Employment, Education or Training (Sans emploi, éducation ou formation)
OAE	Organisation d'adhésion des entreprises
OECD	Organisation of Economic Cooperation and Development
ONAPE	Office Nationale pour la Promotion de l'Emploi
ONFP	Office National de la Formation Professionnelle
OPA	Organisations Professionnelles d'Artisans
PADE	Programme d'Appui aux Diplômés sans Expérience
PNUD	Programme des Nations Unies pour le Développement
PROMOSOL-ACT	Centre pour la Promotion de l'Énergie Solaire
REA	RH Excellence Afrique
SDG	Sustainable Development Goal
SEG	Social Enterprise Ghana
SEQUA	Agence de Développement du Secteur Privé Allemand
SIAD	Service International d'Appui au Développement
SLC	Sahel et du Lac Tchad
ToC	Theory of Change
ToR	Termes of Reference
TVET	Technical and Vocational Education Training
TU Delft	Delft University of Technology
EU	European Union
UGECI	Union des Grandes Entreprises Industrielles de Côte d'Ivoire
UNCM	Union Nationale des Chambres de Métiers du Sénégal
UNDP	United Nations Development Programme
UPTAB	Unité Polyvalente de Transformation des Aliments de Base
VAIM	Village Artisanal Ibrahim Moussa
YMCA Ghana	Young Men's Christian Association- Ghana



# EXECUTIVE SUMMARY

## Background of the project

The European Union Emergency Trust Fund for Stability and Addressing the Root Causes of Irregular Migration and Displaced Persons in Africa (EUTF for Africa) was launched in November 2015 at the Valletta Summit on Migration as an implementation tool to provide a rapid, flexible and effective response to an emergency situation. With resources totalling more than €4.7 billion, EUTF for Africa helps address challenges and promotes stability in the Sahel and Lake Chad (SLC), Horn of Africa, and North Africa regions. Recognizing that there is a strong correlation between the decision to migrate and lack of economic opportunities, unemployment or informal employment, high population growth, and difficult access to land, one of EUTF's objectives, as outlined in its Sahel and Lake Chad Operational Framework, is to create economic and employment opportunities in areas of high migration potential, prevent irregular migration, and facilitate the socio-economic reintegration of returnees.

## Description of the programme and its objectives

The overall impact objective of the ARCHIPELAGO program is to better match labour supply (skills available in the local market) with labour demand (generated by the local private sector and productive economic growth). The ARCHIPELAGO program and its 20 projects were evaluated in a mid-term evaluation between October 2021 and January 2022. In terms of direct beneficiaries, ARCHIPELAGO targets 10,500 young people and entrepreneurs through the combined action of implementing partners SEQUA gGmbH, CPCCAF and EUROCHAMBRES. They are mobilizing their networks to promote the implementation of 20 vocational training partnership projects based on an entrepreneurial vision and the choice of promising trades and sectors in Burkina Faso (2 projects), Cameroon (4), Chad (2), Côte d'Ivoire (2), Ghana (2), Mali (1), Mauritania (2), Niger (1) and Senegal (4).

The evaluation examined the overall implementation of the project, including the achievement of the following expected outcomes:

**Specific Effect/Objective 1:** Increase and improve local employment opportunities based on the analysis of skills gaps and the identification of potential growth factors that stimulate job creation in existing MSMEs and future start-ups; and

**Specific Effect/Objective 2:** Develop local vocational education and training (TVET) resources tailored to the needs of the private sector to enhance the employability of youth.

## Purpose and scope of the evaluation

This mid-term evaluation assessed the results of the intervention during the period to be evaluated from its start on 09/12/2018 to the mid-term evaluation period and is based on the realities on the ground. The evaluation used a systems and evaluative inquiry approach to manage and interpret the information collected. Rights-based methods of analysis, with a particular focus on gender, were applied in all aspects and stages of the inquiry and conclusion processes. This means that they were fundamental to the entire process, in a cross-cutting manner. The norms and standards, ethical guidelines, and code of conduct of the UN Evaluation Group were applied during the evaluation. Twelve of the 20 projects were selected for field visits based on the selection criteria defined during the evaluation's inception period. The evaluation was limited to 12 project visits, although others were included through document review and participation in round table discussions, either during the visits or subsequently via Internet.

## Evaluation Questions

### Relevance

Evaluation Question 1 - To what extent do ARCHIPELAGO's objectives and design respond to and are structured to address priority needs?

### Coherence

Evaluation Question 2 - Compatibility and alignment of ARCHIPELAGO to achieve synergistic coherence?

### Effectiveness

Evaluation Question 3 - The extent to which projects have contributed to intended outcomes and objectives?

Evaluation Question 4 - Extent of achievements with regard to gender, returning migrants, environment and climate change?

### Efficiency

Evaluation Question 5 - To what extent does ARCHIPELAGO deliver results in a timely and efficient manner?

### Impact

Evaluation Question 6 - To what extent does ARCHIPELAGO generate higher level impacts?

### Sustainability - Viability

Evaluation Question 7 - How likely is it that net benefits will continue beyond the implementation period of ARCHIPELAGO?

Evaluation Question 8 - To what extent can ARCHIPELAGO envisage geographic and thematic expansion and diversification?

### Added value of the European Union

Evaluation Question 9 - How does ARCHIPELAGO contribute to the optimization of efforts and the creation of synergies between EU and Member State interventions?

## Methodology

The evaluation is based on a multidimensional methodology that goes beyond simple triangulation.

Data collection included analysis of relevant documents and websites, supplemented by interviews and focus groups with key stakeholders to gather their feedback, and observations at project sites.

Finally, an online survey of key stakeholders was conducted.

The selection of people to be interviewed and/or included in the meetings and focus groups was done using "snowball" sampling methods, i.e., key people identified for interview referred others who were relevant.

A total of 500 people were interviewed or included in focus group discussions throughout the evaluation. Of these, 350 were men and 150 were women. For the survey, 62 out of 86 people responded, representing a response rate of 72%.

A vertical and horizontal analysis was conducted across the documents and layers of information collected and traversed the different levels of the ARCHIPELAGO program. Atlasti qualitative data analysis software was used to ensure in-depth analysis of the data.

## Limitations

It was difficult to assess the results of some projects due to significant delays resulting primarily from the impact of the COVID19-related pandemic.

One project (Niger) did not begin implementation until September 2021.

## Answers to the evaluation questions and findings

The ARCHIPELAGO program implements a highly innovative and intensive initiative to support the development of a well-targeted approach to achieving a better match between the workforce and labour demand in the Sahel and Lake Chad regions.

At mid-term, the ARCHIPELAGO program and its 20 projects have made good progress in laying the groundwork for these innovative actions, particularly with regard to building TVET systems. The program facilitates the creation or strengthening, depending on the country, of networks and ecosystems within African countries. That is, between the EU and African partners, between EU partners and, most importantly, to create networks and strengthen TVET ecosystems within African countries. Capacity building of implementation actors, including entrepreneur mentors, is ongoing and requires sustained attention. The identification and training of entrepreneur mentors for youth internship placements is often difficult but should be achieved in the coming months.

The training topics were correctly identified by the ARCHIPELAGO program, with input from the private sector. The modules (curricula) were consistent with the training topics. Stakeholders met during the evaluation confirmed that the training topics are well aligned with local labour market needs and opportunities. Many modules are innovative and/or in areas that are beneficial to sustaining the environment and combating climate change.

### 1) Relevance, appropriateness

The design of the ARCHIPELAGO program and its projects is very relevant to regional and national youth employment needs, although the targets for the participation of women across all projects and trades and especially for returning migrants are not always realistic.

### 2) Coherence

The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and harmonized to achieve internal and external synergistic coherence, although the formulation of some indicators needs to be improved for accurate measurement of results.

### 3) Effectiveness of Systems Strengthening

Systems strengthening between African and EU partners at the local level of TVET ecosystems has progressed well despite some initial challenges regarding clarity of roles and relationships in some of the projects.

### 4) Effectiveness of dual training development and implementation

The identification and development of training modules is good, but there are delays in the implementation of training in many projects. The focus on ensuring decent working conditions during and after training is still not very visible. Although there is potential for employability of the beneficiaries, evidence of placement in (self-)employment is still lacking at mid-term mainly due to delays.

#### 5) Effectiveness regarding the extent to which gender, return migrants, environment/climate change activities have been implemented

Gender, return migrants, environment/climate change activities have been implemented, and some progress has been observed at mid-term. There is notable progress notably on the coverage of environment/climate change in the different training modules. However, across ARCHIPELAGO's projects, there are challenges to the inclusion of women and return migrants.

#### 6) Efficiency

The budgets provided for in the program and project documents are sufficient although additional funding needs have been identified to cover learner logistics support and coordination. There are significant delays in implementation, mainly due to COVID19 and the time needed to develop partnership systems for TVET. Central program management and coordination is optimal and project-level management is good with some variations that need improvement. Monitoring systems lack clarity on the value chain indicator and consideration of the specifics of individual projects.

#### 7) Impact

The ARCHIPELAGO program and its projects are generating significant positive and not at all negative impacts at the higher systemic level in terms of building EU-Africa and local TVET systems. It is difficult to judge the broader impact of the training beyond the mid-term projects because of the delays in implementation of most projects.

#### 8) Sustainability

At mid-term, there are early signs of likely net benefits--especially for strengthening the TVET ecosystem--that the interventions and outcomes of the ARCHIPELAGO program and its country projects will be sustainable beyond the implementation period. Given the delays, sustainability can only be maximized if the ARCHIPELAGO program and its projects are given extensions to fully implement activities to the highest expected quality.

#### 9) EU Added Value, Enlargement and Diversification of the ARCHIPELAGO Program

The ARCHIPELAGO program contributes to optimizing efforts and creating synergies among EU Member States, without duplicating efforts in the field of TVET. The results achieved so far are clearly a consequence of the ARCHIPELAGO program through the joint efforts of several EU member countries with participating African countries. The benefits of broadening and diversifying the geographic and thematic support of the program are likely and the institutional capacity to do so exists within the ARCHIPELAGO consortium.

## Conclusions

**C1 - The design of the ARCHIPELAGO program and its projects are highly relevant addressing regional and national youth employment needs, although the targets for the participation of women across projects and training subjects and especially of return migrants are not realistic.**

### Remarks

- 1) The overall design of the ARCHIPELAGO program and its individual projects are directly linked to the regional and national priority needs identified in the participating West African countries. That is, with respect to increasing and improving local employment opportunities for youth and developing more relevant TVET.
- 2) There is a fairly satisfactory consideration of economic, environmental, social equity, political economy and stakeholder capacity conditions.
- 3) However, particularly with regard to the inclusion of return migrants and women, some aspects were less appropriately designed. The evaluation showed that overall, the quantitative indicator for women's participation seems realistic, but disparities by occupation appear. The quantitative targets for return migrants' participation do not seem to be achievable.

**C2 - The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and harmonized to achieve internal and external synergistic coherence, although the formulation of some indicators needs to be improved for accurate measurement of results.**

### Remarks

1. The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and aligned to achieve internal and external synergistic coherence, with explicit attention to successes in relation to strengthening:
  - The developing local TVET ecosystem
  - The partnership of African and European professional organisations that supports the development and improvement and operation of the projects
2. The elements of the ARCHIPELAGO program are for the most part logical and coherent at all levels and between levels, but some aspects deserve to be improved especially since among the 13 project indicators, 3 are problematic:
  - Rather than talking about value chains, the program seems to address trades instead
  - The concept of dual training varies between models and countries.
  - For business support organisations, the indicator on the expected increase in membership is difficult to measure.
3. The program logic as formulated in the Logical Framework has multiple ways to achieve synergy and impact in the different program areas.

**C3 - The partnership between African and European private sector partners (chambers, employers' associations, etc. and training centers) is facilitated and consolidated and contributes to the strengthening of local TVET ecosystems. For some projects, the distribution of roles was not sufficiently defined upstream, leading to less efficiency.**

### Remarks

- 1) As the projects were implemented, relationship building continued to be strengthened, although for two of them there is still room for improvement.
- 2) Capacity building of TVET institutions, associated local civil society organisations (CSOs), and project training providers has been implemented and continues to be satisfactory.
- 3) Public-private sector linkages are being strengthened in the projects visited.
- 4) Efforts have been made to support private sector access to TVET funding, but actual funding has yet to be realized in practice.

**C4 - The identification and development of training modules is good, but there are delays in the implementation of training in many projects. The emphasis on ensuring decent working conditions during and after training is still not very visible. Although there is potential for employability of the beneficiaries, evidence of placement in (self-)employment is still lacking at mid-term mainly due to delays.**

#### Remarks

- 1) A common area of success in ARCHIPELAGO projects is the identification and development of appropriate training modules for young beneficiaries.
- 2) Dual training and efforts to improve youth employability are implemented but with delays in many projects and with difficulties for learners to attend due to lack of funding to cover logistical costs (transportation, food, lodging).
- 3) When training is implemented, it is well appreciated, including the development of technical and entrepreneurial skills.
- 4) Placement of youth with entrepreneurs for practical experience is delayed.
- 5) Stakeholders do recognize the potential to improve employability.
- 6) Given the delays and the limited number of youths who have completed training, however, it is difficult to judge objectively the extent to which increased employability is being achieved.

**C5 - Activities on gender, return migrants, environment/climate change have been implemented, and some progress has been observed at mid-term. There is progress notably on the coverage of environment/climate change in the different training modules. But, across ARCHIPELAGO's projects, there are challenges with regard to gender and inclusion of returning migrants.**

#### Remarks

- 1) It is not certain that the projects will be able to reach the expected target of 40% of female learners in all trades.
- 2) The extent to which gender rights have been addressed beyond the achievement of the target figures was still limited at mid-term.
- 3) Of greater concern are the difficulties that projects face in enrolling sufficient numbers of returning migrants in training, in line with the planned outcome of 30% of participants.
- 4) Most projects are unlikely to achieve their objectives in these areas, especially to reach the expected number of returnees. Useful steps have been taken in the area of attention to environmental issues.

5) There is evidence that projects have made adaptations to trainings in response to external contexts and factors, such as the challenges faced in specific countries and the COVID-19 pandemic.

**C6 - The budget for capacity building activities is sufficient. However, these budgets should be supplemented to cover logistical support to learners and for project coordination.**

#### Remarks

- 1) Significant delays in implementation due to COVID19 pandemic and the time needed to develop partnership systems for TVET.
- 2) Central program management and coordination is optimal.
- 3) The governance structure has allowed projects to be generally well implemented, despite many constraints related to the pandemic and the difficult country context.
- 4) There is room for improvement in several projects with respect to cross-cultural and interpersonal communication styles.
- 5) The level of information from the different project partners is uneven in terms of implementation modalities, timing, and type of activities conducted. Management at the project level is good with a few cases that need to be improved.

**C7 - The ARCHIPELAGO program and its projects are generating significant positive and not at all negative impacts at the higher systemic level in terms of building EU-Africa and local LFE systems. It is difficult to judge the broader impact of the training beyond the mid-term projects because of the delays in implementation of most projects.**

#### Remarks

- 1) The ARCHIPELAGO program and its projects generate significant positive and not at all negative impacts at the higher systemic level. That is, impacts beyond and between projects. The importance of building and strengthening systems at the local TVET ecosystem level and between African and EU partners should be stressed. Building these systems provides the basis for broader impact.
- 2) At mid-term, due to the slow pace of implementation in many places, it is not yet clear how to measure the broader impact of the projects, although there are already encouraging signs (capacity building of local TVET ecosystems).

**C8 - At the mid-term, there are early signs of net benefits-especially for strengthening the TVET ecosystem. It is reasonable to expect that the interventions and results of the ARCHIPELAGO program and its country projects will be sustainable beyond the implementation period. Given the delays, sustainability can only be maximized if the ARCHIPELAGO program and its projects are given extensions to fully implement activities at the highest expected quality.**

#### Remarks

- 1) The private sector and other national systems are adequately supporting the implementation and operation of ARCHIPELAGO projects.
- 2) Although progress has been slow in many areas, the level of enthusiasm and the degree of success in the quality and potential usefulness of the training modules and systems strengthening are encouraging.

3) Sustainability is likely to be maximized through a focus on networks of TVET actors, i.e., within and across countries and partners.

**C9 - The results are genuinely correlated to the actions of the ARCHIPELAGO program and through joint efforts between local and European partners. The ARCHIPELAGO program helps to optimize efforts and create synergies without duplicating efforts in the field of TVET. Benefits of broadening and diversifying the geographic and thematic support of the program are likely and the institutional capacity to do so exists within the ARCHIPELAGO consortium.**

#### Remarks

1) The ARCHIPELAGO program contributes to optimizing efforts and creating synergies among EU interventions, without duplicating efforts, by bringing together a range of contributions based on the unique experiences of member countries to strengthen results.

2) The results achieved so far are a consequence of the ARCHIPELAGO program. There is evidence that cooperation between the EU and stakeholders has been significant in terms of financial support, technical assistance and exchange, provision of equipment and human resources, adding value to the projects.

3) The overall concept and implementation of the ARCHIPELAGO program and its projects should benefit from a broadening and diversification of its geographical and thematic support measures to beneficiaries.

4) There is an institutional capacity of the ARCHIPELAGO Management Unit and consortium that has been demonstrated in their implementation.

#### **Lessons learned**

1. The implementation of the program has demonstrated at mid-term that collaboration between the African and EU private sectors to develop appropriate TVET approaches is feasible.

*Wider Application and Targeted Users of the Lesson Learned: Other Future TVET Programs and Projects*

2. The ARCHIPELAGO approach has proven to be interesting for a sustainable rapprochement of the African and European territories and business communities.

*Wider application and targeted users of the lesson learned: Other future TVET programs and projects.*

3. It has been demonstrated that it takes time to build and strengthen collaborative systems between African and European private sector partners and between local TVET partners.

*Wider application and targeted users of the lesson learned: Other TVET programs and projects, other forms of education, and other development-oriented exchanges.*

4. It has been demonstrated that it takes a long time to build and strengthen collaborative systems between African and European private sector partners and between local LFE partners.

*Wider application and targeted users of the lesson learned: Any future program, whether or not it follows the ARCHIPELAGO format of intensive collaboration between the private sector in Africa and the EU. Even if implemented with other types of development partners, it is useful to include the private sector in identifying labour market needs.*

5. The involvement of the private sector has proven to be effective in identifying appropriate, often innovative, training modules aligned with local labour market needs.



Wider application and targeted users of the lesson learned: All future development projects, regardless of the type of project.

6. It is clear from the results that identifying appropriate training for returnees needs a careful assessment of the specific localities, needs and wishes of this target group in the project design. The signing of an agreement between IOM and the local project structures is necessary to ensure sustainability of activities aimed at integrating returning migrants.

Wider application and targeted users of the lesson learned: Any future project that includes employment creation.

7. It is necessary to allow sufficient time in project planning to design and develop dual training modules as opposed to training centre-based types of TVET only. This is especially true when past experience with dual training is limited and the technical content of the modules is new.

Wider application and targeted users of the lesson learned: Other future TVET programs and projects.

8. Not allocating sufficient logistical and financial resources to attend and stay in training proved to be a serious problem affecting the participation of target groups, including women and returning migrants.

Wider application and targeted users of the lesson learned: Other future TVET programs and projects

9. Participatory management techniques combined with online group sessions in the form of webinars and meetings are feasible and have proven useful for a wide range of stakeholder types in the participating African and European countries.

Wider application and targeted users of the lesson learned: Any future projects that rely on close collaboration between African and European partners for implementation.

## Recommendations

1. Continue to support the strengthening of TVET ecosystems from the private sector (public-private dialogue activities initiated by the private sector). Continue to integrate the ARCHIPELAGO network with the CPCCAF, EUROCHAMBRES and SEQUA networks that facilitate best practice exchange activities, transfer of know-how, and bridging the gap between the Africa-Europe business communities
  - Positive results in system building can be further strengthened, especially among EU countries and among African countries.
2. Extend the duration of the existing ARCHIPELAGO program to allow it to achieve the core training objectives and employability outcome at the centre of the program while incorporating a digital tracking method to follow graduates after training.
  - Note that the investment in the ARCHIPELAGO program and its projects can only be fully realized if an extension is granted to allow the completion of all planned actions with the highest possible quality.
  - To enable the collection of vital information to maximize learning from the experiences of the ARCHIPELAGO program and its projects, a tracking method using ordinary SMS and smart phone digital technologies identifying individual learners must be designed and implemented.
  - The current African and European partners collect simple data on beneficiaries' jobs at three-month intervals for one year after project closure and provide feedback to EU offices for decision-making on similar initiatives in the future.

3. Improve the indicators by better defining them so that they are clearly distinguishable from other outcomes, and more measurable and understandable.

Especially (but not only) for terms and phrases:

- "Value chain" and consider changing to "business" or similar term that more clearly delineates the focus that is lacking due to the wide variation in types of value chains and the lack of clarity on how the diversity of training topics can be placed along those value chains.
  - "Dual training" to avoid any misunderstanding that the work placement experience always begins immediately from the start of the training.
  - Consider adding an indicator for when a learner was placed in a company to begin the "dual" portion of the training. This information would provide insight into progress and improve future approaches.
4. Further support efforts to ensure that learners are provided with the necessary occupational safety and health equipment during their training at the centers and at the contractors' sites, and of course under decent working conditions.
    - Increase information sharing on decent work and the importance of occupational safety and health with youth beneficiaries, training centre staff, and contractors.
    - Links to ILO tools and materials in the areas of training topics may be useful for this purpose. (See the list of references)
  5. Identify and link with local and international financial resources available to sponsor youth participants in training and to further fund materials and equipment at training centers and contractors.
    - Work more intensively to identify additional funding resources for current projects while continuing to focus on longer-term funding beyond the project period, as is already the case.
    - Identify mechanisms for individual and group sponsors to support individual trainees and/or small groups with transportation, food, and lodging as needed. Chamber members, European and African students sponsor their peers
    - Put more emphasis on connecting participating project partners in-country to apply for any additional local funding available (government, donor, and private) to supplement the purchase of materials and equipment for the trainings.
  6. Revise the key guidance on reintegration of migrants, broaden the authorized target groups of returnees to include potential migrants from the interior regions and countries, and adapt the provision of appropriate training in future projects to the needs of migrants
    - Recognize that the 30% target for inclusion of returnees is unrealistic, but continue efforts to include as many returnees as possible, including with the support of returnee associations.
    - In future projects, develop specialized modules for returnees that are shorter, close to their place of residence, with content tailored to their needs.
  7. Ensure that gender is more closely integrated into all project activities: for future similar projects, include specific objectives on adapting courses to address gender issues and ensure safe and appropriate conditions for women to participate.
  8. Improve efficiency by providing more support to cover the actual operating costs of coordination between European and African partners and at the local level, to build management capacity, and to develop a stronger quality assurance system.

- Adjust the support to the optimal functioning of the coordinations, based on the real costs incurred by the partners and the time spent on project management.
  - Strengthen managerial capacity, especially in collaborative management and leadership, in projects that need additional support in this area.
  - Strengthen the quality assurance and quality control of capacity building activities to ensure the same quality regardless of who is in charge and to anticipate organisational difficulties and better measure the achievement of targeted results.
  - Improve knowledge of the mechanisms of European projects and the intercultural and remedial dimensions that are essential to the success of this type of project, at the beginning of projects and throughout their duration.
9. Expand and diversify the ARCHIPELAGO program to a new phase with more countries involved and new thematic training topics.
- Continue the same structure of ARCHIPELAGO in order not to waste the institutional memory and capacities that have been built. Above all, enhance and develop the network of African and European TVET actors.
  - In addition, to develop a global communication system that VET Toolbox for the implementation of training and methodologies properly adapted to local needs and contexts. VET Toolbox has a wide geographical coverage, is multi-sectoral, already has a multi-level approach and has many partners. It can coordinate communications and ensure that the added value of all partners in their specific areas of interest is maximized for real legitimacy.
  - Include ARCHIPELAGO for continued private sector value-added and the Socioux+ program to strengthen the decent work components on the issue of employment strategies, labour market policies and social protection (decent work) with VET Toolbox and others.
10. In designing new projects: build on lessons learned to maximize women's socio-professional integration and ensure that implementation indicators and their targets are realistic and appropriate to reach large numbers of returning migrants.
- Reconsider for future projects whether the focus should be on migration prevention and/or migrant return.
  - Maintain the same target for the number of female participants, but design the program and projects to attract female participants from the early stages of project design.

# 1. INTRODUCTION

This report covers the mid-term evaluation of the ARCHIPELAGO programme, an Africa-Europe Technical and Vocational Education and Training (TVET) initiative.<sup>1</sup>

## 1.1. Aims and objectives of the ARCHIPELAGO program

The African Union has identified the root causes of forced displacement and irregular migration.<sup>2</sup> These are defined as: poverty, political, socio-economic and environmental conditions, armed conflict, insecurity and environmental degradation.<sup>3</sup>

In this recognised context, the European Union Emergency Trust Fund for Africa (EUTF) was launched in November 2015 to support stability and address the



*Training Centre, Diourbel, Sénégal*

root causes of irregular migration and forced displacement in Africa. It is an implementation tool that allows for a rapid, flexible and effective response to an emergency situation. 4.7 billion, EUTF aims to curb irregular migration while promoting stability in the Sahel and Lake Chad (SLC), Horn of Africa and North Africa regions.

The EUTF is fully aware of the strong correlation between the decision to migrate and the lack of economic activities, unemployment or informal employment, a situation that is accentuated by high population growth and difficult access to land. Therefore, one of the objectives of the EUTF, as described in its operational framework for the Sahel and Lake Chad, is to create economic opportunities for employment in regions with high migration potential; at the same time, the Trust Fund seeks to prevent irregular migration and facilitate the socio-economic reintegration of returnees.

To support the fight against these fundamental challenges, notably youth unemployment and the lack of decent employment opportunities, the ARCHIPELAGO programme was launched through the EUTF funding mechanism. The overall objective of ARCHIPELAGO is to better match labour supply (i.e., managing available skills more effectively) with demand (i.e., employment generated by the local private sector and productive economic growth).

The mismatch between the skills of young people and labour market needs, combined with rapid population growth - it is estimated that 15-20 million young people will join the African labour force each year over the next two decades - makes formal s inaccessible for many young people.<sup>4</sup> In addition, weak education systems and insufficient investment in higher education do little to prepare young people for employment or entrepreneurship. A large proportion of young people do not have

<sup>1</sup> ARCHIPELAGO Programme: an African-European TVET initiative

<sup>2</sup> As early as 2006, the African Union identified the difficult socio-economic conditions, such as low wages, high levels of unemployment, rural underdevelopment, poverty and lack of opportunities, that fuel migration. African Union (2006) African Common Position on Migration and Development. Executive Council 9th Ordinary Session 25-29 June, 2006, Banjul, The Gambia. These points were reiterated in 2018: African Union (2018), Migration Policy Framework for African and Plan of Action (2018-2030). Addis Ababa: African Union Commission.

<sup>3</sup> African Union (2018), Migration Policy Framework for African and Plan of Action (2018-2030). Addis Ababa: African Union Commission.

<sup>4</sup> World Economic Forum, 'Why the skills gap remains wider in Africa', September 2019.

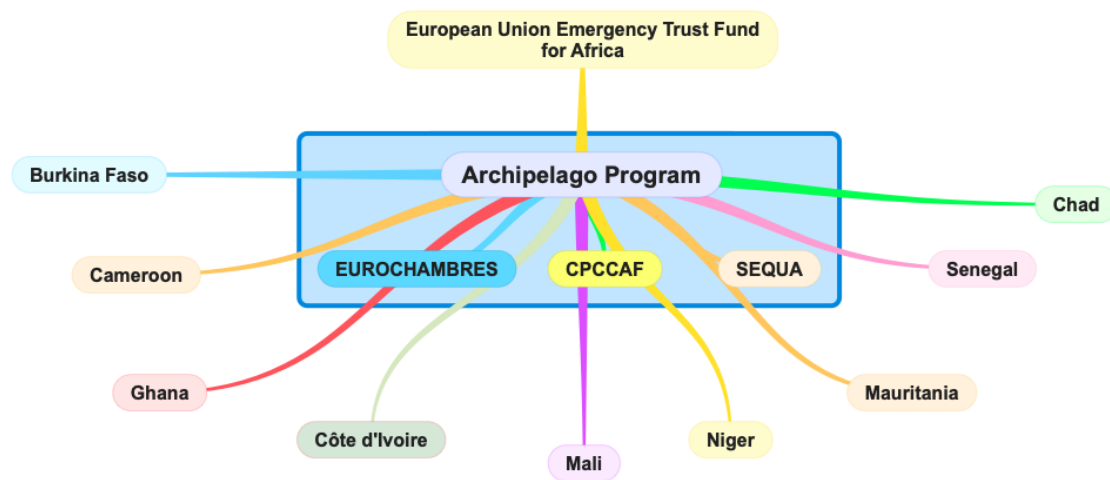
access to employment, nor to education or training.<sup>5</sup> Young people who are neither in education nor in employment and training (NEET)<sup>6</sup> often represent between 30 and 40% of young people in West African countries, with a peak of 69% for Niger, and 41% for Burkina Faso.

ARCHIPELAGO is one of the EUTF-funded programmes that seeks to support and cooperate with West African authorities in their efforts to (re)train and (re)qualify the workforce. It aims to support the creation of quality and sustainable s in the countries of the Sahel and Lake Chad regions (SLC). It thus aims to respond to the difficulties generated on the continent by economic and social exclusion, marginalisation and structural situations of inequality that lead to irregular migration.

15 million, ARCHIPELAGO covers nine SLC countries, including Burkina Faso, Cameroon, Chad, Côte d'Ivoire, Ghana, Guinea, Mali, Mauritania, Niger and Senegal. ARCHIPELAGO targets 10,500 direct beneficiaries, youth and entrepreneurs, through the combined action of the implementing partners SEQUA gGmbH, CPCCAF and EUROCHAMBRES. These partners are able to mobilise their networks to promote the implementation of 20 partnership projects in vocational training, projects based on an entrepreneurial vision and a choice of trades and promising sectors as follows Burkina Faso (2 projects), Cameroon (4), Chad (2), Ivory Coast (2), Ghana (2), Mali (1), Mauritania (2), Niger (1) and Senegal (4).<sup>7</sup>

It is important to note that in this report, when the authors refer to the ARCHIPELAGO programme, they mean all 20 projects.

**Figure 1 – Key elements of the ARCHIPELAGO program**



As mentioned above, the general principle of the ARCHIPELAGO programme is to better match labour supply with labour demand. Thus, the ARCHIPELAGO programme is geared to achieve at least two main objectives:

- Specific Effect/Objective 1:** Increase and improve local employment opportunities based on the analysis of skills gaps and the identification of potential growth factors, which should stimulate creation in existing MSMEs and future start-ups.
- Specific Effect/Objective 2:** Develop local vocational education and training (TVET) resources adapted to the needs of the private sector in order to enhance the employability of young people.

<sup>5</sup> World Economic Forum, 'Why the skills gap remains wider in Africa', September 2019.

<sup>6</sup> « Not in Employment, Education or Training- NEET)

<sup>7</sup> See Annexes 4, 5, 6, and 7 for an overview of the 20 projects. Details of the key findings for the 12 projects evaluated directly are provided in Annex 1.

To achieve these two objectives, the project proposed the following guidelines:

<b>Orientation 1</b>	The private sector and young people are aware of the opportunities offered by TVET.
<b>Orientation 2</b>	People are trained and have skills in line with the needs of the private sector and the identified economic potential.
<b>Orientation 3</b>	Local economic development and entrepreneurship are encouraged.
<b>Orientation 4</b>	The performance and service delivery of BSOs and other business support organisations in the Sahel and Lake Chad region is improved.

The ARCHIPELAGO programme is organised around a system-building approach to partnerships and dual education. Projects are anchored in cooperation between private sector entities from the South and the North. In one case, a European university is the lead partner (Technical University of Delft - TU Delft) and works with Ghanaian training institutes.

It is important to note here that the quality of the support is not intended to be unidirectional from North to South, but to flow in both directions. In a long-term perspective, the aspiration is to ensure sustainable understanding, collaboration and trade between the EU and participating African partners. Trade will, however, depend on the content of the identified dual training. The content of the modules is determined through an analysis of the labour market with a focus on the contribution of the local African private sector to determine the needs. In some cases, the content of the training may focus on trade with the EU, while in other cases it may target the local market.

While the creation of North-South co-operative systems is fundamental, so is the creation and/or strengthening of TVET systems (networks) at the national level. At the national level, partners include private organisations such as chambers of commerce and business associations; but government institutions of either national or local scope may also be involved. Less formal partners include business service organisations, training institutes and research institutes.<sup>8</sup>

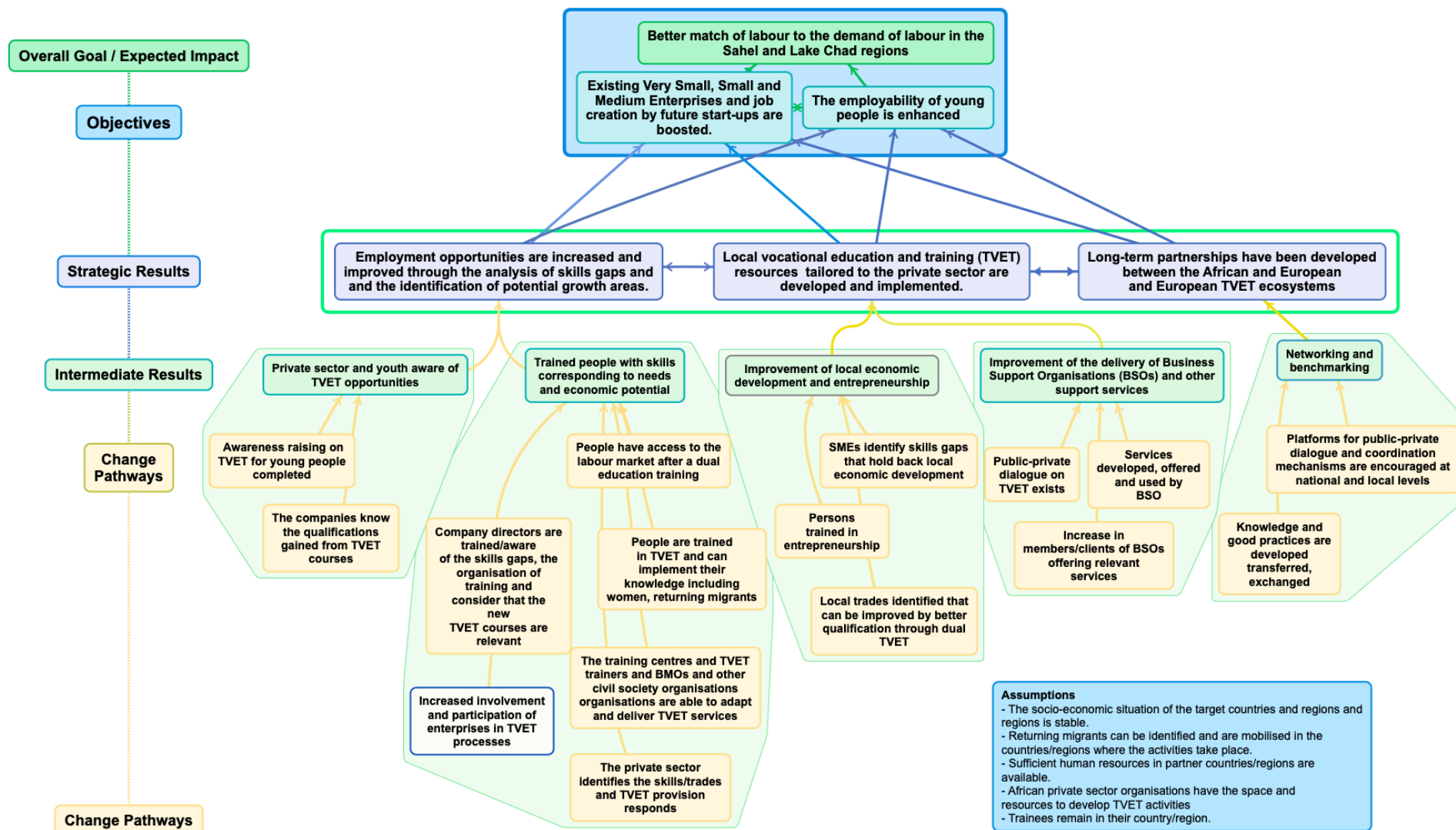
The logic of rationalisation and intervention of the ARCHIPELAGO programme is summarised in the reconstructed theory of change (Figure 2). As there was no theory of change when the ARCHIPELAGO programme was launched, the evaluation team developed one through several exchanges of views and input from the ARCHIPELAGO programme management.

The logic of the theory of change is outlined in section 2.2 "Coherence" where its structure and programme logic framework are analysed.



<sup>8</sup> They may be based in training centres, higher education institutions or within the government and contribute to the development of dual training modules.

Figure 2 – Reconstructed Theory of Change



## 1.2. Purpose and evaluation questions

The main objectives of this mid-term evaluation are to provide the relevant EU services, interested stakeholders and implementing partners with:

- A comprehensive and independent evaluation of ARCHIPELAGO's past performance, paying particular attention to its intermediate results measured against its expected objectives, with an examination of the causes underlying these results;
- The main lessons learned, conclusions and related recommendations to improve current actions and better identify future ones.
- The main lessons learned, conclusions and related recommendations to improve current actions and better identify future ones.

The EUTF programme and the implementing partners will particularly use this evaluation to assess the necessary duration extensions for the specific projects of interest and, more broadly, for the ARCHIPELAGO programme as a whole.

The specific objectives of the mid-term evaluation are:

- To evaluate the implementation of the ARCHIPELAGO programme as a whole, focusing on the management of calls for proposals and the implementation of cross-cutting activities;
- Evaluate the selected sub-grant projects.

The evaluation examined the overall implementation of the programme, including the achievement of its expected impacts at mid-term.

The evaluation questions suggested in the ToR were revised in consultation with the Evaluation Reference Group (ERG), mainly to make them more precise and practical.

The mid-term evaluation assessed ARCHIPELAGO using the six standard evaluation criteria of the Organisation for Economic Co-operation and Development (OECD) plus one European Union (EU) criterion: relevance, coherence, efficiency, effectiveness, impact, sustainability and EU added value. This methodology is in line with the terms of reference and is in line with the European Commission's guidelines for the evaluation of external cooperation programmes.

The mid-term evaluation matrix consists of nine questions organised around the requirements noted in the ToR with their judgement criteria, indicators, data collection tools and verification sources.<sup>9</sup> A summary of the evaluation questions is presented here. Each evaluation question addresses specific areas of interest on ARCHIPELAGO programme activities which can be found in the full evaluation matrix which is available in Annex 2.

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<sup>9</sup> See Annex 2



- 1 To what extent have the objectives and design of ARCHIPELAGO's overall intervention, as well as the individual projects, responded to the priority needs of the West African countries and is the programme structured in such a way as to be able to respond effectively to these needs?
- 2 To what extent and how are the overall ARCHIPELAGO programme and its individual projects compatible and harmonised to achieve internal and external synergistic coherence, with an explicit focus on successes and challenges.
- 3 To what extent have the projects, as implemented so far, contributed to the achievement of the expected results and objectives of the ARCHIPELAGO programme?
- 4 To what extent has attention to gender, returning migrants, and the environment/climate change been realised, and what progress and challenges have been observed so far?
- 5 At mid-term, to what extent is the intervention delivering or likely to deliver results in a timely and efficient manner to the ARCHIPELAGO programme as a whole - including cross-cutting aspects?
- 6 To what extent do or could ARCHIPELAGO and its projects generate significant positive effects or risks, intended or unintended, at higher levels (systemic, beyond projects and between projects)?
- 7 At mid-term, are there early signs of likely net benefits that the interventions and outcomes of the ARCHIPELAGO programme and its national projects will or are likely to continue beyond the project implementation period? And can the private sector and other national systems be expected to support the implementation and operation of ARCHIPELAGO projects in a satisfactory manner?
- 8 To what extent could a future ARCHIPELAGO programme envisage a geographical and thematic broadening and diversification of its measures to help beneficiaries finance and launch their businesses?
- 9 How does ARCHIPELAGO contribute to optimising efforts and creating synergies between EU and Member State interventions in the sector, without duplicating efforts?

### 1.1.1. Scope of the evaluation

Regarding the framework for this evaluation, this report has been prepared on the basis of the Terms of Reference (ToR), information obtained from project documents and the content of discussions with the EUTF and ARCHIPELAGO programme management teams, with the EU delegations in the beneficiary countries, and with the coordination teams of the 20 ARCHIPELAGO projects

This mid-term evaluation captures the results of the intervention during the period to be evaluated from its start on 09/12/2018 to its mid-term, based on field realities. To ensure consistency, results monitoring data was collected until the end of November 2021, a date that corresponds to the near end of the evaluation data gathering in the field.

The evaluation examined the overall functioning of the ARCHIPELAGO programme as well as its cross-cutting projects and activities. The analysis aimed to provide credible contextual information useful to understanding the collected data. Contextual aspects included, but were not limited to, economic, socio-cultural, political factors, considering the increasing insecurity in the region as well as the effects of the COVID 19 pandemic. Particular attention was paid to the way in which projects were adapted to this new health context. Finally, particular attention was paid to the potential for sustainability in relation to the development of organisational support structures and systems.

The evaluation focused on intended outcomes as well as possible unintended outcomes.

### 1.1.2. Evaluation users and stakeholders consulted by the evaluation

The key stakeholders included programme managers at ARCHIPELAGO headquarters and decentralised partners in African countries and participants in Europe, as well as other implementing agencies and beneficiaries.

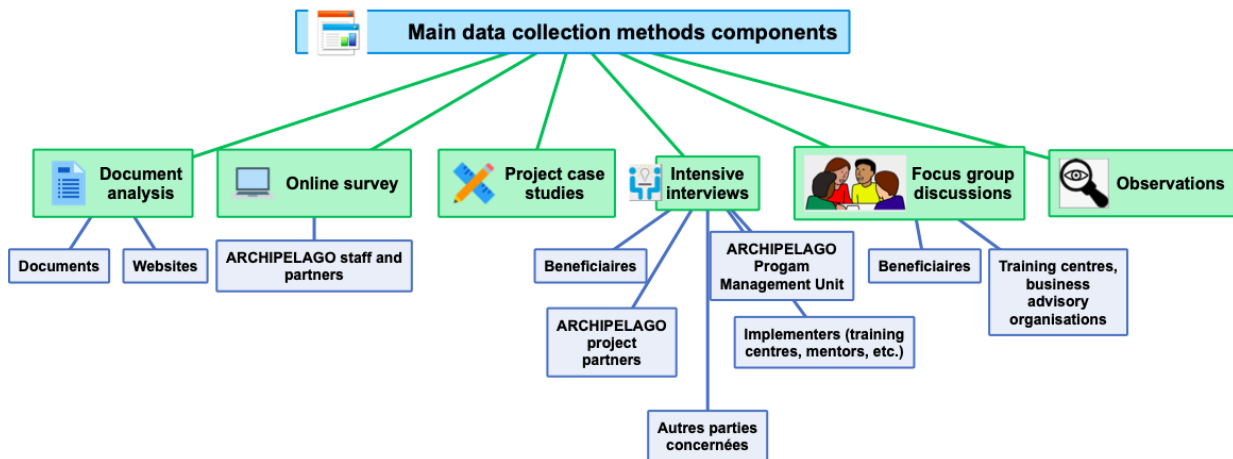


Projet Teed Ci Sama Rew, Agir pour l'emploi Sénégal

### 1.1.3. Summary of the Methodology

The evaluation is based on a multidimensional methodology that goes beyond simple triangulation. A vertical and horizontal analysis was carried out across the documents and layers of information collected and traversed the different levels of the ARCHIPELAGO programme.

Figure 3



**The dates for the field missions to the 9 countries** and the selection of the 12 projects out of the 20 were agreed with all stakeholders consulted by the evaluation in countries involved in ARCHIPELAGO. The fieldwork started on 22 November and ended on 10 December 2021. Annex 19 provides the times and locations of all meetings and fieldwork. Annex 18 provides maps of all project locations.

**Sampling of interviewees and focus group members:** The selection of people to be interviewed and/or included in the meetings and focus groups was carried out using 'snowball' sampling methods.<sup>10</sup>

**Three consultants conducted the evaluation,** a team leader evaluator and two other experts, supported by the TIEG headquarters team (see Annex 22 for details). On numerous occasions, stakeholders from the ARCHIPELAGO consortium and its management team were interviewed and/or dialogues were held with certain actors, some several times. These dialogues were organised to plan, double-check the information obtained or to ensure the correct understanding of the monitoring data.

**The evaluation used a systemic and evaluative enquiry approach** to collect, manage and interpret the information collected. The norms and standards, ethical guidelines and code of conduct of the UN Evaluation Group were applied.<sup>11</sup> Rights-based methods of analysis, with a particular focus on gender, were also applied in all aspects and stages of the investigation and conclusion processes.

At the end of the evaluation process, the results obtained on the project themes for the nine countries were analysed. The analysis and the derived clear and actionable recommendations are intended to improve the further implementation of ARCHIPELAGO and the development, planning, design and implementation of similar future EU interventions.

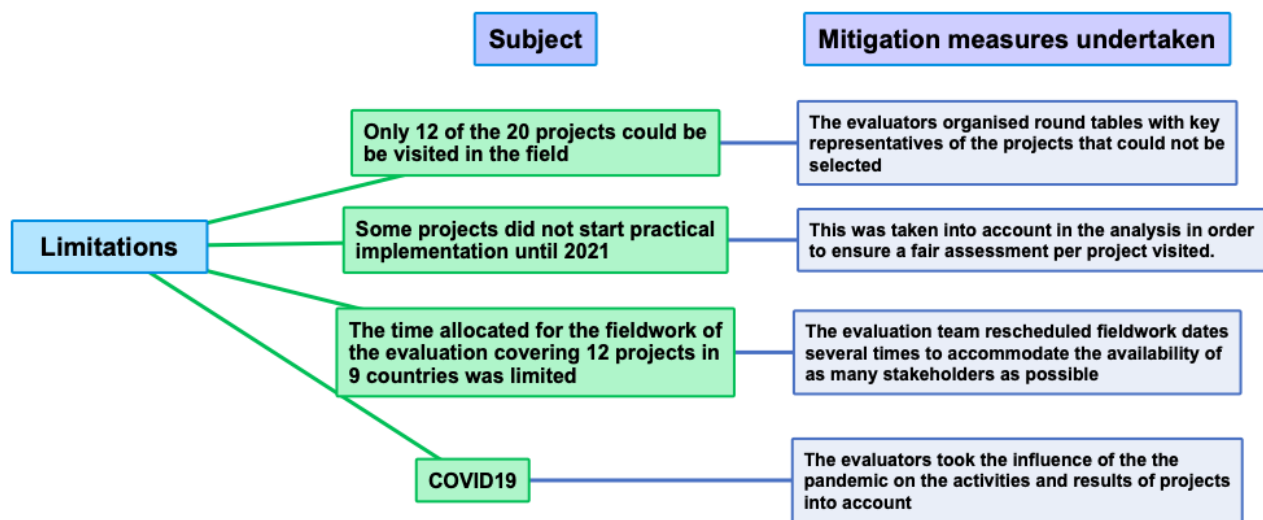
<sup>10</sup> A nonprobability sampling technique (which includes purposive sampling) in which a researcher starts with a small population of known individuals and expands the sample by asking these initial participants to identify others who should participate in the study. Greelane.com. (2019), When and how to use snowball sampling in sociological research. Available from: <https://www.greelane.com/fr/science-technologie-math%3c3%a9matiques/sciences-sociales/snowball-sampling-3026730/>. Website consulted 10/10/2021.

<sup>11</sup> United Nations Evaluation Group (2016), Norms and Standards for Evaluation, New York: United Nations Evaluation Group.

The qualitative data analysis software, Atlas.ti<sup>12</sup>, was used to code and process the information collected, in particular the notes from the interviews and focus groups. Eventually, 71 categories of codes (or topics) were identified. The categories were developed around the evaluation questions, sub-questions and actual data collected in the field. A total of **156 documents of interview and focus group notes were processed**. In the end, no less than 1,945 quotations were available in the 71 subject categories, a wide and comprehensive range that accurately reflected the reality of the projects in operation. The comments were all analysed by evaluation question, judgement criteria and evaluation indicators.<sup>13</sup> Clear trends were thus identified, which are naturally presented in the report. The main issues of concern to interviewees and focus group members are listed in Annex 17.

For the survey, 62 out of 86 people responded (see Annex 11 for the survey form), representing a response rate of 72%. As stated in the inception report, only key stakeholders, i.e. those with a good overview of the initiative's activities, were invited to respond. These were ARCHIPELAGO's official partners and representatives of the entities with which the project leaders had signed memoranda of understanding.

Figure 4 - Limitations



<sup>12</sup> <https://atlasti.com/>

<sup>13</sup> Analysis conducted with the support of Atlasti software for qualitative data analysis.

## 2. FINDINGS - ANSWERS TO THE EVALUATION QUESTIONS

The results section is organised around the evaluation criteria. The evaluation questions follow the judgement criteria as defined in the evaluation matrix.

Given the wide variety between projects in terms of number and types of partners, number and distance from project implementation sites, number and types of training, it is not reasonable to focus too much on comparing projects. Some projects, particularly the less complex ones, have made more progress than others. Country contexts, ranging from Chad to Côte d'Ivoire, are also very different from each other. To reduce the evaluation to a simple exercise of comparing projects would be unfair and would distract from identifying the most salient trends, successes and challenges. Throughout the results section, the main points are summarised and, where appropriate, examples of different projects are provided.

### 2.1. Relevance

**Evaluation Question 1 - To what extent do the objectives and design of ARCHIPELAGO meet and are structured to meet the priority needs?<sup>14</sup>**

#### Main findings

- 1) The overall design of the ARCHIPELAGO programme and its individual projects are directly linked to the regional and national priority needs identified in the participating West African countries, namely the increase and improvement of local employment opportunities for young people and the development of more relevant TVET.
- 2) There is a satisfactory consideration of economic, environmental, social equity, political economy and stakeholder capacity conditions.
- 3) However, particularly with regard to the inclusion of returning migrants and women, some aspects have been less appropriately designed. The evaluation showed that the target of including 30% returning migrants and 40% women among the young beneficiaries in each project and type of training module was not pragmatic.

The literature, interviews and focus group participants, and the survey all provide evidence of these findings. In addition, there was clear agreement between the different sources of information regarding relevance.

In terms of the structure of the ARCHIPELAGO programme and its 20 projects, the overall programme and the individual projects have generally also been structured in such a way as to be able to respond effectively to these needs. The main stakeholders of the programme and projects, i.e. the project partners and other implementing Business Support Organisations (BSOs), have consistently stressed this point throughout the evaluation period. That is, the concept of system building, linking the EU private sector and other actors with their counterparts in the participating countries, is highly relevant. Similarly, the emphasis on developing and strengthening local TVET systems with a more pronounced inclusion of private sector actors is considered very appropriate. Of course, as explained in the section on effectiveness, there is always room for improvement. Although the programme and most of the projects (first tender) were designed before the onset of the COVID pandemic, as we will see in section 2.4.4, adaptations were made in the design of the actions.

<sup>14</sup> The evaluation questions are listed in abbreviated form in this chapter

### 2.1.1. Regional and national alignment<sup>15</sup>

The logic of ARCHIPELAGO is well embedded in the operational framework of the EUFT and in related African and European policies and projects.

There are several structures with strategies and policies that are linked to the objectives of ARCHIPELAGO. These include the Sahel Alliance which was launched in July 2017. Members include the EU, the African Development Bank and the United Nations Development Programme.<sup>16</sup> Specifically, several of the EU countries are also members of the Sahel Alliance. The ARCHIPELAGO programme is well aligned with the policies and strategic direction of the Sahel Alliance, particularly with the first of its six priority areas, namely education and youth employment.<sup>17</sup>

Similarly, the design of the ARCHIPELAGO programme and its projects is also well linked to the African Union Commission's Migration Policy Framework and Action Plan (2018-2030).<sup>18</sup> One of the eight pillars of the policy focuses on labour migration and education, including attention to labour market-oriented skills development. Given the focus of ARCHIPELAGO's design on identifying labour market needs directly within the private sector, this can be considered a good fit.

With its focus on systems strengthening and tackling youth unemployment, ARCHIPELAGO's design has only become more relevant in the first half of its implementation. Insecurity and the effects of climate change, as well as massive displacement, coupled with endemic poverty and the effects of the COVID-19 pandemic, have led to increased humanitarian needs in the region. In November 2020, 31.4 million people in the SLC region were in urgent need of humanitarian assistance such as food, shelter and access to clean water, health and education, representing a 50% increase over the previous year.<sup>19</sup>

At national level, examples of relevance to national needs were also identified. A table listing the projects and needs identified at national level is available in Annex 6.

In each country, the projects have also been developed with input from the private sector and/or training institutions that prepare young people for employment in the private sector. This means that they are aligned with their needs.

#### Sample quotes from respondents to the relevance survey

"Modules are developed based on the needs of artisans and businesses in the field. Bottom-up approach."

"Focused on the real needs of the private sector for workers."

"Short-term trainings meet a need for skill building"

The dual training methodology was adopted as part of the program design to ensure that learners are better prepared and adapted to their work environment. Similarly, to ensure that those who wish to start their own business are well equipped, the program design included entrepreneurship training.

However, to ensure that learners receive the appropriate knowledge and skills, the training institutions and entrepreneurs where they will be placed must also have the right teaching and mentoring skills.

<sup>15</sup> Evaluation Question 1, Criterion 1.1, Evaluation Indicator 1.1. 1.

<sup>16</sup> L'Alliance Sahel (2021), Voir <https://www.alliance-sahel.org/lalliance-sahel/>. Website consulted 28 10 2021

<sup>17</sup> L'Alliance Sahel (2021), Voir <https://www.alliance-sahel.org/lalliance-sahel/>. Website consulted 28 10 2021

<sup>18</sup> African Union (2018), Migration Policy Framework for African and Plan of Action (2018-2030). Addis Ababa: African Union Commission.

<sup>19</sup> OCHA, 'Sahel Dashboard: Humanitarian Overview', November 2020.

Therefore, the design of the program and its projects also includes attention to capacity building of entrepreneurs, training centres, and business support structures where these learners would be placed during their dual training.

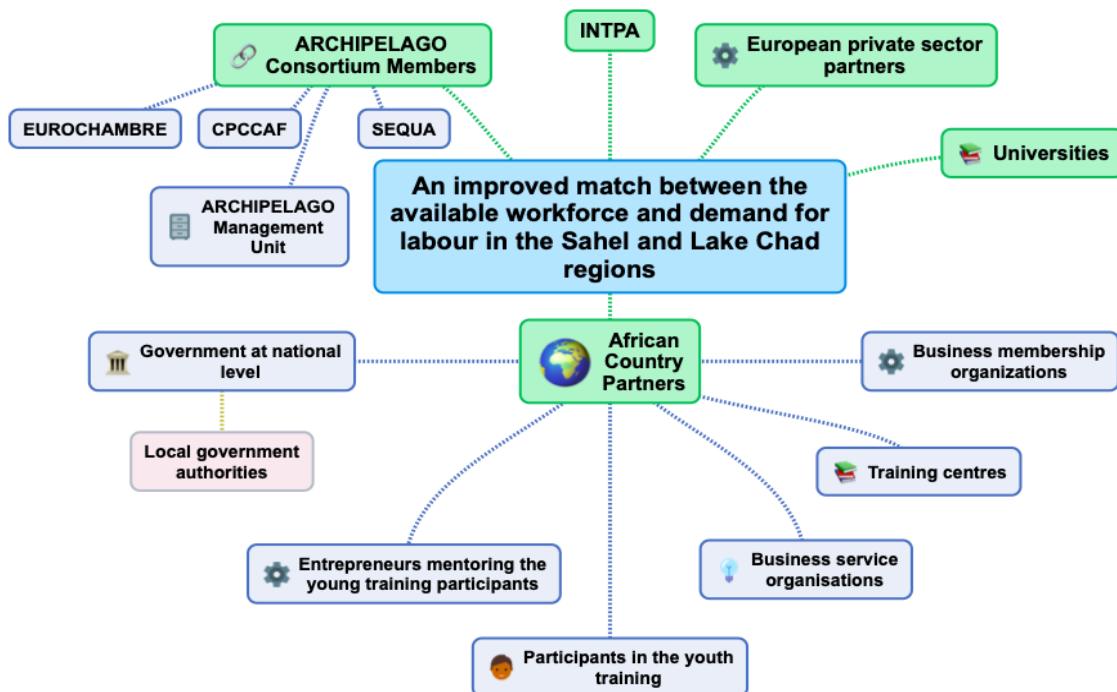
However, specific challenges have been identified with respect to specific design directions. These included the emphasis on including 30% returning migrants and 40% young women in the training. Some aspects of these design goals were not sufficiently addressed. Indeed, the majority of African migrants to and from the EU are men.<sup>20</sup>

The gendered socio-cultural nature of many types of work in partner countries means that it is not always easy to engage women in many types of training modules that the private sector has identified as useful. The effect of the combination of these factors was not, in fact, envisioned or planned for during the design period of the ARCHIPELAGO program. Finally, acting on both objectives (migrant return AND women's participation) at the same time was a difficult challenge.

### 2.1.2. Structure of the ARCHIPELAGO program and its relevance<sup>21</sup>

Given that the goal is to support youth to find employment, the emphasis on strengthening the structuring of TVET support systems in collaboration with the private sector, as conceived in the ARCHIPELAGO program design, is highly relevant. Building the capacity of participating partners and developing systems for long-term association is central to the overall design of the ARCHIPELAGO program.

**Figure 5 - Structure of the ARCHIPELAGO program to achieve the overall objective**



<sup>20</sup> European Commission, Joint Research Centre (2018) Many more to come? Migration from and within Africa, Luxembourg: Publications Office of the European Union

<sup>21</sup> Evaluation Question 1, Criterion 1.2, Evaluation Indicator 1.2.1.

## 2.2. Coherence

### Evaluation Question 2 - Compatibility and harmonization of ARCHIPELAGO to achieve synergistic coherence

This section focuses on **external coherence** with other relevant actors and **internal coherence** within the project logic.

#### Key findings

1. The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and harmonized to achieve internal and external synergistic coherence, with an explicit focus on success in relation to strengthening:
  - the developing local TVET ecosystem
  - the partnership of African and European professional organisations that supports the development, improvement and operation of the projects.
2. The elements of the ARCHIPELAGO program are for the most part logical and coherent at all levels and between levels, but some aspects could be improved, especially concerning certain indicators.
3. The logic of the program as formulated in the logical framework has multiple ways to achieve synergy and impact in the different areas of the program.

During the fieldwork and online interviews with stakeholders consulted by the evaluation, specific evidence and examples of interconnection, complementarity, harmonization, and synergy creation were identified. Similarly, the documentation and especially the ARCHIPELAGO website<sup>22</sup> and the websites of several of its partners<sup>23</sup>, provide clear and precise information with specific examples of interconnection, complementarity, harmonization and synergy building.

This is particularly the case with regard to exchanges and partnership between the EU and participating countries; but also, with key stakeholders in action in African countries. In fact, the system-building component is the strongest part of the ARCHIPELAGO program at mid-term.

The driving force behind these efforts was frequent contact between African and European partner stakeholders. The examples of interactions between ARCHIPELAGO program managers (especially the Management Unit) with national and European partners and other stakeholders are remarkable.

During the fieldwork to visit the projects in the nine countries, there were many occasions when examples of harmonization and synergies between African and European partners and also between local partners were mentioned to the evaluators. There was widespread satisfaction with the establishment of international systems and broader national TVET ecosystems. Nevertheless, some projects experienced internal management and relationship problems. These will be discussed in more detail in the section on effectiveness.

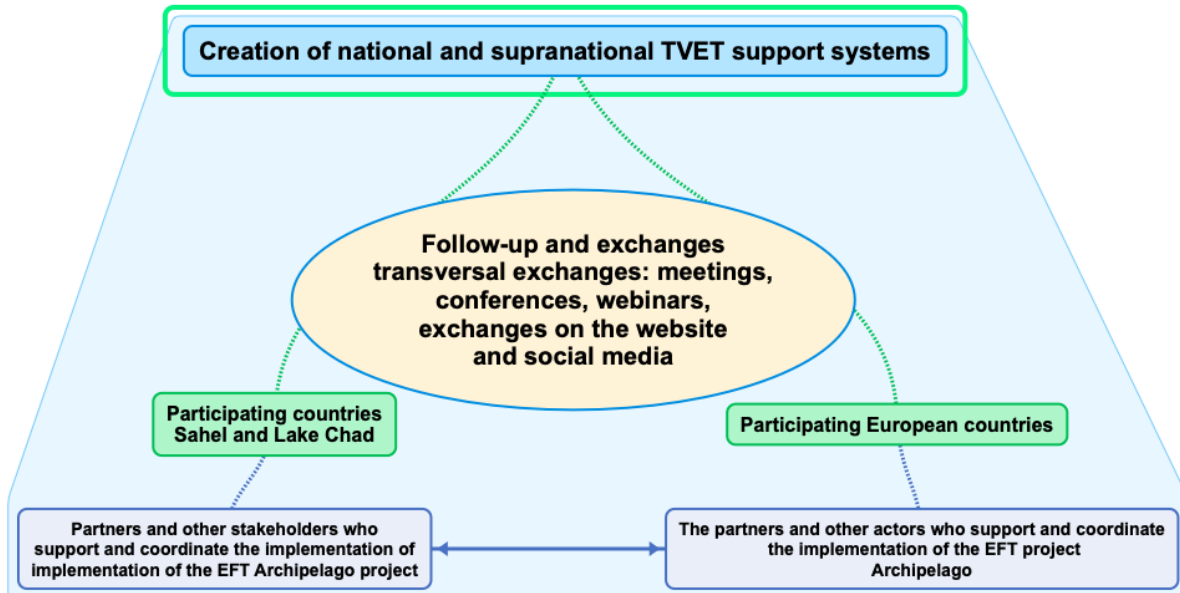
<sup>22</sup> ARCHIPELAGO, Page Principale. Available from <https://archipelago-programme.org/>. Site visited in September 2021 and then until December 2021.

<sup>23</sup> Among many examples, we cite (1) EUROCHAMBRES, Info flash Africa, Horticulture in Ghana for a Brighter Future. Available from <https://mailchi.mp/c84eb487ce55/eurochambres-info-flash-africa?e=40456aaace>. Website consulted 10 11 2021. (2) RH Excellence (REA), Le Programme KALANCI : à l'heure du bilan à mi-parcours <https://fr.rea-afrique.org/2021/10/20/le-programme-kalanci-a-lheure-du-bilan-a-mi-parcours/>. Website consulted 30 10 2021.



It should be noted that cross-cutting activities were conducted across all projects by encouraging participation in online meetings, webinars, and social media exchanges. Cross-cutting system building efforts are illustrated in Figure 6.

**Figure 6 - TVET Support Systems Development Process**



In addition to the many examples of collaboration and harmonization that the stakeholders consulted cited during the evaluators' field visits, more than 40% of survey respondents spontaneously gave examples of these aspects. These were mentioned among their top three successes in the ARCHIPELAGO program.

**Examples of quotes from respondents to the coherence survey**

- "Strengthening partnerships and cooperation between business support organisations and training centres in Africa and Europe"
- "Networking of African and European actors in TVET and entrepreneurship ecosystems"
- "Mobilization in synergy of actors who are not used to working together"
- "ARCHIPELAGO's strength is to have been able to initiate Europe/Africa cooperation by directly involving the private sector"
- "Federating five sectoral organisations and two training centres under the umbrella of the CNPB for a common cause: improving the quality of learning through concrete actions"
- "Local and governmental authorities are fully involved in the smooth running of the projects."

<sup>24</sup> As indicated in the form in Annex 14, the questions were left open-ended to allow respondents to share their ideas freely and openly.

### 2.2.1. Coherence: government programs and institutions<sup>25</sup>

A few projects have sought to link with government programs, sometimes through formal partnerships (government agencies) as in the case of the DEFI project in Senegal; other times through association with public training institutions as implementers. This is the case for the Horticulture project in Ghana<sup>26</sup> and the “Agir pour l'emploi” project in Senegal.<sup>27</sup> (See Appendix 5 for a legend incorporating abbreviations and full versions of project names in one place.)

The FormaEmploi<sup>28</sup> and FAIDOP<sup>29</sup> projects in Mauritania are unique in their objective to develop dual training in the country. The “unique” dimension does not mean isolated in the Mauritanian TVET system, on the contrary: the project is the object of particular attention from the ministerial authorities who are looking for training models that are complementary to those that already exist. The project was therefore developed as an opportunity to enrich the TVET ecosystem. It has therefore been developed without aiming to substitute for other training modalities.

In 2013, the African Union adopted a charter defining the age of youth as between 15 and 35. Most African countries have formally adopted this age range in their legal frameworks. However, in order to make more room for returning migrants and other vulnerable people, the program has adopted a range of 15 to 40 years to define “youth.”<sup>30</sup> This means that there is an inconsistency between government definitions and those applied in the projects. Although this difference has been noted in several countries, it is not considered particularly problematic.

Additional analysis was conducted on the consistency and alignment between projects that are in the same country and on the alignment of dual education initiatives across projects. Details are available in Appendix 12.

### 2.2.2. Harmonization of projects with COVID-19 regulations

Practical problems regarding the internal harmonization of projects were identified during the evaluation, primarily the inability to implement some activities according to schedule due to government regulations on COVID19 prevention. As a result, it has been difficult to move forward as planned, so this slowdown is not attributable to the overall program and its projects. As a result, it has been difficult to make progress as planned, so this slowdown is not attributable to the overall program and its projects. How ARCHIPELAGO program management and its projects adapted and coped with this situation is discussed in Section 2.4.4.

### 2.2.3. Logic of the ARCHIPELAGO program and its projects

Some conceptual and indicator definition problems hampered understanding and monitoring of project progress. Triangulation of data from interviews with stakeholders consulted by the evaluation as well as in-depth analysis of report documentation support this view.

Although over time the ARCHIPELAGO Program Management Unit has provided more definitions to help guide projects to better understand the indicators, some challenges remain. The evaluation team

<sup>25</sup> Evaluation Question 2, Judging Criterion 2.1. Evaluation Indicator 2.1.3

<sup>26</sup> Horticulture in Ghana for a brighter future (Horticulture Ghana)

<sup>27</sup> Teed ci sama rew – phase 2. “Agir pour l'emploi » in Senegal: se former et travailler dans la filière agricole/agroalimentaire (Dispositif pour l'insertion socioprofessionnelle et économique des personnes vulnérables de la Région de Thiès dans la filière).

<sup>28</sup> Formation professionnelle et innovation pour renforcer l'employabilité et l'entrepreneuriat en Mauritanie (BTP, énergies et femmes) (FormaEmploi)

<sup>29</sup> Formation Accompagnement et Insertion dans le domaine portuaire (FAIDOP)

<sup>30</sup> Union Africaine (2013), Charte Africaine de la Jeunesse. Addis Ababa: Union Africaine

found in the field that, in practice, there is still some confusion about what some indicators mean and how they should be interpreted.

Not all general ARCHIPELAGO indicators are necessarily appropriate for each project. For example, one indicator on value chain development states, "*Number of local value chains potentially enhanceable through better qualification resulting from dual TVET trainings/modules.*" The challenge here is the definition of what is meant by value chain and "contribution to the value chain." Not all types of occupations for which training is offered in ARCHIPELAGO projects lend themselves to the term contribution to "value chains".<sup>31</sup>

The differences between the value chains to which the different trades included in the projects belong are very important. Some, such as training in mango processing in a project in Burkina Faso<sup>32</sup>, could potentially be part of a very large value chain, i.e., from the development of appropriate seeds, to planting, growing, harvesting, processing, to selling in local and international markets. Others are more limited, such as local car repair or plumbing or hotel work.

Based on discussions with program management, the evaluators conclude that narrowing the definition to indicate the development of the number of "**trades**" tailored to local markets is a more appropriate indicator.

A more detailed analysis of the adequacy of the indicators as applied in the ARCHIPELAGO program and as translated into the projects is available in Annex 14.

### Logic of horizontal and vertical links between program levels

The reconstruction of the theory of change (see Section 1.1) indicates that there is a logic and many interconnections between the different parts of the program. Thus, the program as a whole is composed of many aspects/components that are interconnected.

A review of the logical framework and theory of change indicates that there is a clear link between the overall expected outcome and the two strategic objectives. The development of more dynamic micro, small and medium enterprises and start-ups as well as improved employability of youth are likely to lead to the overall objective. That is, a better match between demand and the availability of skilled workers. This is achieved through two main actions:

- 1) Participating enterprises, both those that train and mentor youth and those that are started by graduates, are directly strengthened
- 2) The goal of strengthening businesses should be achieved by training, mentoring and placing youth in their businesses as interns and potential future employees.

At the next level, the linkages between the strategic outcome areas and the intermediate outcomes are well designed, with the exception of the one on enhanced local economic development. In order to measure local economic development, a baseline should be established against which potential changes in local economic development could be measured. This has not been done.

<sup>31</sup> « A value chain is the set of activities necessary to bring a product or service from its conception to the final consumers. This includes activities such as design, production, marketing, distribution and end-consumer support services » ILO (2009), ILO Guide for Value Chain Analysis and Upgrading. Available from [https://www.ilo.org/empent/publications/wcms\\_093982/lang-en/index.htm#:~:text=a%20value%20chain%20is%20the,services%20to%20the%20final%20consumer](https://www.ilo.org/empent/publications/wcms_093982/lang-en/index.htm#:~:text=a%20value%20chain%20is%20the,services%20to%20the%20final%20consumer). Website accessed 15 12 2021.

<sup>32</sup> Projet de Développement des Compétences pour une Meilleure Employabilité des Jeunes et des Femmes Dans la Filière Manguier (PDCMEJF-FM)

### Evaluators' comments on the intermediate outcome "local economic development"

- 1) The concept of "local economic development" is particularly broad and not sufficiently defined.
- 2) This concept refers to an ideal state that is not necessarily realistic within the local project timeframe.
- 3) Even if the term 'local economic development' were clearly operationalised, it is not clear that a project of the size of those being implemented would have a measurable impact on local economic development. Even if the term 'local economic development' were clearly operationalised, it is not clear that a project of the size of the ones being implemented would have a measurable impact on local economic development. economic development.
- 4) Changes in local economic development may or may not be the result of many other factors over which projects have little to no control. Especially when there are many confounding factors such as COVID19, possible political unrest, climate challenges and others.
- 5) It is true that in the long run, if the projects and/or their components such as the development and implementation of new training modules are replicated, there may be measurable impact on local economic development.

Achieving intermediate outcomes depends on the interrelated components of the pathways of change. These components are not linear, but are all important for achieving the necessary outcomes. For this reason, they are grouped under each of the intermediate outcome areas. During the fieldwork, the evaluation found clear evidence that project partners and other implementation stakeholders understood the need to address problems through a combined approach to all key elements.

### Operationalization of the indicators

Although the program objectives are, on the whole, specific and interrelated, their operationalization into measurable indicators is not always clear. The focus is on quantitative measures<sup>33</sup> with less emphasis on qualitative measures. The deliberate focus on systems strengthening is because it is notoriously difficult to measure qualitatively. For example, success in areas such as relationship building in systems development is difficult to measure with existing indicators. It would have been more appropriate to leave more room for qualitative measures. The evaluation finds that forcing quantitative measures to serve as proxies for structural organisational development efforts may mean that positive progress within the ARCHIPELAGO program is not sufficiently highlighted.

#### 2.2.4. Consistency with international strategies and human rights<sup>34</sup>

The projects all include a focus on supporting the Sustainable Development Goals and their targets, in particular Sustainable Development Goals (SDGs). Number 1 on poverty, number 4 on education, number 5 on gender equality, number 8 on decent work and economic growth, number 10 on reducing inequality, and number 17 on partnerships.

The coherence of the program is attested to on the one hand with the "Leave No One Behind"<sup>35</sup> initiative and on the other hand with the will to respect the SDGs and the rights-based approach, including gender, environment and climate change. There is a strong focus on the inclusion of women and returning migrants in the training. Although, as we will see in section 3 on effectiveness, achieving

<sup>33</sup> Various methods exist to identify strengthening organisational functioning and systems change. E.g., FSG (2019) How Do You Evaluate Systems Change? A Place to Start. Available from: <https://www.fsg.org/blog/how-do-you-evaluate-systems-change-place-start> Website accessed 15 12 202. Intrac for Civil Society (2017), Organisation Assessment Tools, Oxford: Intrac for Civil Society. Williams, B and Hummelbrunner, R (2011), Systems Concepts in Action. Stanford: Stanford Business. Visionary Evaluation for a Sustainable Equitable Future (2020), Edited by Parsons, B. and Dhillon, J., Charlotte, NC: Information Age Publishing.

<sup>34</sup> Evaluation Question 2, Criterion 2.2, Evaluation Indicator 2.1.4

<sup>35</sup> UN Group for Sustainable Development (2021), Universal Values, Principe 2 : Leave No One behind. Available from :

<https://unsdg.un.org/fr/2030-agenda/universal-values/leave-no-one-behind>. Website consulted 11 11 2021.

these objectives has not been easy so far. Across the projects, there is evidence of several training modules that also include attention to environmental issues.

#### Examples of quotes from respondents to the survey on the inclusion of women and returning migrants

"Very interesting program, because it allows to fight against the emigration of young people by training them on promising trades"

"Importance placed on improving the employability of young people, in particular women and migrants, through short-term dual training"

"Gender mainstreaming in the whole implementation process"

"Training programs are designed in an inclusive way: they also take into account the gender dimension and the involvement of returning migrants".

Other vulnerable groups, such as people with disabilities or affected by HIV<sup>36</sup>, are rarely mentioned specifically. If they are, they are most often grouped with women and returnees, despite grant proposal guidelines<sup>37</sup> that ask applicants to indicate how they intend to include these vulnerable groups. One exception is the Mango project in Burkina Faso<sup>38</sup>, which explicitly mentions prioritizing these vulnerable groups when selecting learners. In the case of Cameroon, some respondents to the evaluation survey also noted that courses are only available in French, which excludes English-speaking participants or makes it more difficult for them to participate.

The design of several had at least one specific focus on the environment and climate change, particularly in the areas of training. Table 1 includes examples of how these issues were integrated into the projects.



Four solaire Projet PROMOSAL ACRA Tchad

**Table 1 - Examples of how projects have addressed the environment and climate change** <sup>39</sup>

Project	Orientation towards the environment and/or climate change
Green Economy Ghana	Includes training on organic composting and inorganic waste treatment.
Horticulture in Ghana for a Brighter Future	Provides training that encourages the use of environmentally friendly methods such as drip irrigation.
DEFI in Senegal <sup>40</sup>	Includes training in the field of para-agricultural water. This method, if applied correctly, also limits the amount of water needed.

<sup>36</sup>Living with HIV and/or having a family member affected by HIV.

<sup>37</sup> ARCHIPELAGO Program, (2019), Lignes directrices à l'intention des demandeurs de subventions. Budget : Fonds Fiduciaire d'Urgence de l'Union Européenne pour l'Afrique T05-EUTF-SAH-REG-15-01 Reference :796-APL-1/2019. Bruxelles : SEQUA ARCHIPELAGO General Program.

<sup>38</sup> Projet de développement des compétences pour une meilleure employabilité des jeunes et des femmes dans la filière de la mangue (PDCMEJF-FM)

<sup>39</sup> See Annex 5 for full project names

<sup>40</sup> Développement d'un dispositif « formation en alternance - insertion professionnelle » dans quatre régions du Sénégal

Projet Formation Dakar, Fatick, Kafrine	Includes training on solar energy
Ensemble pour promouvoir l'emploi vert et décent au Tchad	Includes training on eco-building and solar energy
Other projects focusing on agriculture and agri-food processing	Also address the promotion of sustainable agriculture and processing.

### 2.3. Achievement of Results - Effectiveness

#### Question 3 - The extent to which projects have contributed to intended outcomes and objectives

*At mid-term, the evaluation found that the ARCHIPELAGO program has contributed to the expected outcomes, but with disparities across projects. Some outcome areas show evidence of real progress and quality, while others continue to face challenges. In many cases, this is due to contextual challenges resulting from COVID19 and, to some extent, insecurity in some project areas. However, other factors were also identified as playing a role. These included the overly complex nature of some of the projects, which proved difficult to manage and move forward as quickly as desired.*

In addition, the need for intensive efforts to achieve some of the expected types and levels of results, particularly with respect to women's participation and the participation of returning migrants, was also identified as a factor affecting progress. It should be added that, as explained in the previous section, there are some challenges regarding indicators. This means that some of the successes may not be as clearly measured and reported as they could be. For this reason, the mid-term evaluation report also pays particular attention to more qualitative outcomes, including the creation of TVET systems using ARCHIPELAGO approaches.<sup>41</sup>

Despite the different levels of progress, *the evaluation finds strong commonalities in the qualitative aspect of the activities implemented.* There are similarities in the successes as well as challenges encountered throughout the period leading up to the mid-term evaluation.

The evaluation concludes that *the overall approach and commitment of the ARCHIPELAGO consortium leaders and managers as well as the local project partners is very positive.* The intention of these actors to make a real difference in helping youth find suitable TVET opportunities and improve their employability was evident in all interactions with the evaluation team. As one implementer stated, "If it was just for the pay, I wouldn't have taken this. It's more than the pay. This is a very important project." This type of attitude was observed whether stakeholders were interviewed online, during field visits, in webinars and social media, or whether this positioning was evident in the evaluation documentation and survey. This gives hope for even more progress in the remaining implementation period, especially if the program and its projects are extended.

*Identification of the types of training that are well suited to the needs of the private sector has been achieved across all projects. Awareness raising to draw attention to the training available for trainees has been concluded in the project implementation areas.* In some projects, the selection of trainees was not yet complete, but was to begin shortly after the field assessment visits.<sup>42</sup> Actual technical training was still to begin in 6 of the 12 projects visited at the time of the mid-term fieldwork. Job

<sup>41</sup>That is, private sector involvement, EU-Africa partnerships and strengthening of local LFE ecosystems, dual training.

<sup>42</sup> See Annex 7 for more details.

placement for practical training had begun in 5 of the 12 projects visited. Entrepreneurship training had begun in 8 of the 12 projects.

Because of delays in conducting and completing training, including company placement for dual field experience, job placement was very minimal at mid-term for 103 individuals. Therefore, it is not possible to assess the extent to which the ARCHIPELAGO program as a whole, and even its individual projects, contributed to employability. However, the evaluation finds that there is very good potential for the program's and its projects' approaches to contribute to employability in the implementation sites.

### 2.3.1. Progress on achieving mid-term outcomes

An overview of the monitoring results reported by the ARCHIPELAGO program is summarized in Table 2. To determine the latest progress, the evaluation team incorporated the latest information that the ARCHIPELAGO program management unit was able to provide as of 04 February 2022. The evaluation team included the latest available data when the most recent data covering the period up to and including December 2021 was not yet available. The available reporting dates for each project are shown in Appendix 7. For 16 projects, the most recent data available is before the end of December 2021. It should be noted, however, that the evaluation team completed its field visits on December 10, 2021. This means that although a project such as Ghana's Green Economy began implementing trainings shortly after the field visit, it was not possible to conduct an analysis of the quality of training implementation.

The fact that the table could not include the latest data for all projects through the mid-term means that there may be more progress than is presented in Table 2 for the period covering the mid-term, including December 2022. Note that the start-up and implementation of training has accelerated in the last two to three months.

It should be noted that the results in Table 2 are presented as common indicators. Projects have other individual indicators that are not covered in the common table. However, these individual indicators<sup>43</sup> are only updated in the narrative reports, which were not yet ready at the time of the mid-term evaluation. The latest narrative reports were dated September or several months earlier. Therefore, the evaluators consider the use of the common indicators with the information collected during the fieldwork of the evaluation to be more relevant for the discussion of current levels and quality of effectiveness than older reports.

**Table 2 - Updated list of indicators and progress by December 2021 based on available information**

**Beneficiaries:** Participants in TVET/entrepreneurship programs, train-the-trainer sessions, training for entrepreneurs, events. When targets have been exceeded, they are marked in green.

N°	Indicators <sup>44</sup>	Quantitative Results	Degree Of Progress
1	Of which people	20,085	200%

<sup>43</sup> Reported in the Annexes of the mid-term evaluation report.

<sup>44</sup> Indicator 12 on "Increase of at least 10% in the number of members/clients of business support structures offering relevant services" has been removed from this mid-term evaluation as it is only relevant at the end of the project implementation periods.

	At least 11,500 direct beneficiaries are made aware of the opportunities offered by Technical and Vocational Education and Training (TVET) through information campaigns and training activities	Of which business support structures, companies and training centres	2745	
2	At least 800 MSMEs in the relevant value chain(s) - including customer and supplier companies - participate in the identification of skill gaps.		1084	136%
3	A minimum of 7,130 young people are trained, including 4,130 through a dual vocational training approach (workplace and training centre) and accompanied after the training for job placement and at least 3,000 people are trained in entrepreneurship and accompanied after the training to create their business	Trainees in dual vocational training	2239	57%
		People supported in their job search	83	2%
		People trained in entrepreneurship	2103	72%
		People accompanied for the creation of an enterprise	411	14%
		Total youth trained	3145	46%
4	Of the 7,130 young people trained and inserted into the labour market (who obtained a certificate at the end of the training modules) and of which at least 1,000 are employed (including as self-employed) in the formal or informal sector	Inserted persons (after dual vocational training or entrepreneurship training)	1968	28%
		People employed	103	31%
		Full-time employees	33	-
		Persons employed part-time	2	-
		Self-employed	70	Included in "persons employed"
5	TVET supply for selected sectors/occupations per country is improved, based on the needs of the private sector and the growth sectors analysed above	No. of new TVET programs	54	-
		No. of appropriate TVET programs	26	-
6	At least 1,800 business leaders (employers) are trained/aware of workplace training and learning.		595	33%
7	At least 20 training providers and 30 business support structures are mobilized, trained and institutionally strengthened to provide new and/or improved TVET services	Training provider	96	485%
		Business support structures	81	267%
8	At least 600 local trainers (TVET centre trainers, company in-house training staff, other training providers) are trained		370	62%
9	At least 800 MSMEs are involved in activities to promote local economic development: surveys of local businesses and entrepreneurs to analyse economic potential, promising value chains, and identify barriers to the implementation of measures requested by businesses. These activities will include public-private objectives to promote a more favourable business environment		1085	126%
10	At least 24 local value chains are identified for development		14	58%



11	At least 60 new relevant services are developed and offered by business support structures		10	17%
13	At least 60 business climate topics addressed by business support organisations in a public-private dialogue	Topics related to the business climate	31	52%
		Participants	486	

*Data source and graphic design: ARCHIPELAGO Program Management Unit. The evaluation team has updated the figures with the most recent available totals.*

The monitoring results show that the ARCHIPELAGO program was able to exceed its targets in several areas (shown in green). These include:

The number of beneficiaries who were sensitised to the opportunities offered in the information campaigns and the TVET training activities
The participation of micro, small and medium enterprises in the identification of competency gaps
The mobilisation, training and institutional strengthening of at least 20 training organisations and 30 business support structure to provide new and/or improved TVET services

It is important to add that the results that the projects reported as part of their monitoring data are entirely consistent with the findings of the evaluation field visits. The interviews and focus groups with stakeholders consulted by the evaluation were fully consistent with the areas of success and challenges identified at mid-term. The evaluation documentation and survey results also support the same conclusions. Social media communications<sup>45</sup> also support the findings, although, as one might expect, they are more oriented toward sharing successes. Media communications can be found in the information on the ARCHIPELAGO program website, as well as on the project partners' websites and/or in their social media reports where implementation activities are actively shared.

Table 2 confirms the evaluation's finding that progress in training and employment is still quite slow. In terms of young people finding (self-)employment, the numbers are still limited. The number of people inserted in the labour market is 1,968 28% because they have completed their training. However, only 103 of these trainees have already found (self-)employment at the time of reporting. This low number should not be considered very significant at this stage of the mid-term evaluation. In most cases, those who have completed training have done so only recently and may still be looking for a job or are trying to find ways to start their own business. As we will see, lack of financial or other means to start their own businesses was identified as a major barrier to employment.

### Note of caution regarding the comparison of projects

Although projects are difficult to compare because of differences in context, training topics, and types of local partners, the evaluation notes that the more complex projects tended to progress more slowly.

Some projects have many more partners than others, ranging from 2 (the Horticulture project in Ghana) to 9 (DEFI project in Senegal). The number of sites where projects implement their activities varies from one to five, with some projects spread out in locations quite far apart. While some projects have only one theme, such as the horticulture sector (Ghana) or mango (Mali), others have several areas of activity. In the case of the Green Economy project in Ghana, for example, there are three main areas, but one of the topics has several sub-components. The three main areas of the Green Economy project are: forestry, plastic waste treatment, and organic waste composting. The forestry

<sup>45</sup> See Annex 1 for an overview of participating partner websites/social media pages.

area has sub-components with training modules for mushroom cultivation, snail farming, bricks from agricultural waste, and nursery planting.

### 2.3.2. Strengthening formal and informal TVET mechanisms <sup>46</sup>

#### Key Findings Effectiveness of Systems Strengthening

- 1) Systems strengthening between the EU and African partners and also at the local level of TVET ecosystems has progressed well despite some initial challenges regarding clarity of roles and relationships in some of the projects.
- 2) As the projects were implemented, relationship building continued to be strengthened, although in two cases, these relationships still need to be improved.
- 3) Capacity building of TVET institutions, associated local civil society organisations (CSOs), and project training providers has been implemented and continues to be satisfactory.
- 4) Public-private sector linkages are strengthened in the projects visited.
- 5) Efforts have been made to support private sector access to TVET funding, but actual funding has yet to be realized in practice.

#### Sample quotes from survey respondents on effectiveness successes in developing TVET support networks

- "Collective momentum on the issue of training and capacity building."
- "Strengthening the North - South partnership. Exchange of experiences"
- "ARCHIPELAGO has developed an innovative systemic approach in the implementation of dual TVET training and entrepreneurship activities by including and involving the private sector .... and local key actors (training centres, associations, incubators, public authorities, etc.) in the project activities" ;
- "We undeniably see a tangible effort and results in terms of cooperation between business chambers/associations, technical training centres and public authorities in charge of vocational training, in order to strengthen the local TVET ecosystem";
- The dialogue between training centres/businesses/institutions, change of perspective, exchanges on insertion and skills needs in the sectors"
- The involvement of the private sector and companies through the structures that represent them";
- Involvement of the private sector in vocational training and thus strengthening its role in the TVET ecosystem".

Systems building to strengthen TVET provision in project areas has progressed well through collaboration between the EU and African partners and also among local participants. Stakeholders interviewed as part of the evaluation saw the richness of the north-south collaboration. One exception is actually not one of the direct participants in the ARCHIPELAGO program. The evidence from the fieldwork, documentation, and survey is very clear in this regard. The evaluators noted an almost unanimous enthusiasm for this aspect of the ARCHIPELAGO program and its projects. Of course, as in any complex situation, there are variations.

Collaboration and strengthening of formal and informal TVET mechanisms, including capacity building of local SEOs and training providers, is satisfactory. Public-private sector linkages are strengthened

<sup>46</sup> Evaluation Question 3, Evaluation Criteria 3.1 and 3.2, Evaluation Indicator 3.1.1 and 3.2.1

in the projects visited.<sup>47</sup> The evaluation team met with national and local public sector authorities who were aware of and supportive of the projects' initiatives.

Activities to enrich vocational training programs are enhanced. Specifically, systems strengthening was carried out and support was provided in the areas of identifying and developing appropriate technical and entrepreneurial training modules. Advice has also been provided on the implementation of dual training methodologies, including with entrepreneurs.

It should, however, be added that few structured capacity building analyses have been conducted to determine the exact needs for support (baseline studies). Organized capacity needs assessments of staff at participating local institutions have been mostly conducted informally. This means that it is particularly difficult to determine the extent to which SEOs have actually been strengthened. Especially in projects where training with planned youth participants has not yet begun or has only recently begun. However, participating institutions in many cases reported to the evaluators that they appreciated the training and/or mentoring they received through the ARCHIPELAGO program.

There is still room to build the capacity of mentor entrepreneurs to host learners, as in most projects the identification of entrepreneurs for apprenticeship placements is still ongoing. It is not clear that the training needs of the participating organisations are fully met. Some of the stakeholders supporting these organisations told the evaluators<sup>48</sup> that they check and adjust the support that they provide based on direct assessments of needs as they work with them.

The ARCHIPELAGO program is taking steps to help the private sector access funding for TVET activities. For example, the ARCHIPELAGO program supported and participated in the African Network of Vocational Education and Training Institutions and Funds (ANVETF) conference held November 16-18, 2021 in Saly, Senegal. This conference focused on identifying fundraising mechanisms for long-term TVET. Many of ARCHIPELAGO's African partners participated in the conference. Participants expressed the usefulness of the conference to the evaluator who was present on the side-lines of the conference. But it remains to be seen how possible funding will be made available over time.

### 2.3.3. Development of Dual Training<sup>49</sup>

#### Key Findings: Effectiveness of Dual Training Development and Implementation

- 1) A common area of success across ARCHIPELAGO projects is the identification and development of appropriate training modules for youth beneficiaries.
- 2) Dual training and efforts to improve youth employability are being implemented but with delays in many projects and with difficulties for learners to attend due to lack of funding to cover logistical costs (transportation, food, accommodation).
- 3) Where training is implemented, it is highly valued, including the development of technical and entrepreneurial skills.
- 4) The emphasis on ensuring decent working conditions as part of training and subsequent employment is an area that can be improved.
- 5) The placement of youth with entrepreneurs for practical experience is delayed.
- 6) Stakeholders recognize the **potential** for improving youth employability through the projects.

<sup>47</sup> In Ghana and Senegal

<sup>48</sup> In Ghana and Senegal

<sup>49</sup> Evaluation Question 3, Judging Criterion 3.4, Evaluation Indicator 3.4.1.

- 7) Given the delays and the limited number of youths who have completed training, however, it is difficult to judge the extent to which the goal of increasing employability is being achieved. Most learners will complete their training shortly before the end of the projects. At mid-term, the means to follow up young learners after their inclusion in the projects and to check to what extent they have found a (self-)employment is not yet sufficiently developed.

A common area of success for ARCHIPELAGO projects is the identification and development of appropriate training modules for young beneficiaries.

**Examples of quotes from survey respondents on effectiveness successes regarding training**

"Granting of professional training and entrepreneurial qualities facilitating the adaptation of the graduates."

"The TVET module that was developed with the support of ARCHIPELAGO has really become an integral part of (our training centre) and become a vital part for the private sector. "

"Adaptation of local trainings systematically integrating entrepreneurship"

**Sample quotes from interviews and focus groups with stakeholders consulted during the evaluation**

"For curriculum development, a good job has been done. The content really addresses all the areas that need to be addressed."

"The local chambers are the key to the project. They organize the training. The role of the EU partners is to help identify the objectives and support the definition of the content of the training program."

As one stakeholder pointed out, an advantage of the ARCHIPELAGO program is that it offers great flexibility to projects in designing their dual TVET program. This is necessary because the projects are dependent on the legislation, actors, and socioeconomic contexts of the implementation sites. As a result, there is a wide variety of dual TVET programs.

In all cases, training topics and key content needs were selected with representatives of private sector contractors. This is one of the strengths of the ARCHIPELAGO program. Entrepreneurs met during the fieldwork for the evaluation noted that the choice of topics was well aligned with local employment opportunities. As one described the process, "We had a stakeholder consultation meeting. Industry stakeholders, people from TVET institutions, the forestry commission office, district managers, NGOs and our institute participated in the workshop. We really looked at which enterprises would be the most viable. We mapped and ranked them during the workshop."

In some cases, the projects used business surveys to determine the best topics. Interviewees who had participated in these processes indicated that they were satisfied with them. In addition, representatives of the training institutions and the youth interviewed agreed that the topics were interesting and had potential for employment opportunities.

What is notable is that many of the modules identified are not topics commonly seen in projects with TVET components. As observed in other project evaluation reports, the selection of topics that may be useful is often limited to standard topics that do not necessarily provide real (self-)employment opportunities aligned with private sector needs.<sup>50</sup> A quick review of some of the types of topics

<sup>50</sup> Zegers, M. (2019) Eliminating Child Labor in Cocoa (ECLIC). Final Evaluation including a methods analysis. Includes focus on child labour in the cocoa value chain, vocational education and skills training, government enabling environment analysis, service delivery for sustainability. Washington, DC: IMPAQ. A meta-analysis of evaluations that included a chapter on TVET concluded that there was a need to involve the private sector to ensure more appropriate topics and content. Zegers, M. (2017), Recommendations Based on Analysis of a Range of Development Agencies - Support to People Dependent on the Informal Economy Volume 4.2 EU Funded Program. Rome: Research Network and Support Facility – ARS Progetti.

developed in ARCHIPELAGO programs quickly indicates how different they are from the usual topics. They include organic and inorganic waste recycling, snail farming, drip irrigation horticulture, solar panel installation and repair, food processing including baby food, poultry farming, port logistics and security, hotel services. They also include other subjects such as automotive repair, construction work, leather crafts and various types of agriculture.

An important point is that there are many projects that have an agricultural and/or agricultural processing component. As one entrepreneur interviewed pointed out, "I know that the agricultural sector has a lot of potential to employ young people."

Given that the participating countries have a strong agricultural base in their economies, this is an important aspect. It should be added that youth interest in agriculture has declined worldwide.<sup>51</sup> However, during the fieldwork, the evaluation team met with youth who said that they were more interested because of the ARCHIPELAGO support training, due to the association with newer technologies. Some reported that they were initially hesitant, but because of unemployment, they decided to participate and then found it interesting. Some also stated that although their training had not yet begun, they were convinced of its usefulness as a result of outreach during recruitment for participation.<sup>52</sup>



*Projet Mangué Burkina Faso - Laboratoire de l'agroalimentaire Lycée Professionnel Guimbé Ouatarra*

Some projects offer longer training periods of up to six months, while others are much shorter. This is the case of the ProJaCam project in Cameroon.<sup>53</sup> This project offers 3 phases of training: 18 days of theoretical/technical training, 1 month with the training supervisors, followed by 5 days in the training centre to complete the training.

#### **2.3.4. Awareness and selection of trainees<sup>54</sup>**

The high level and quality of outreach activities often generated strong interest and requests from youth to participate in training. This is a further indication that the types of topics offered are of interest to learners. Projects reported to the evaluators that more youth applied than were available. In one case, more than twice as many people applied (840) as the target (400).<sup>55</sup>

The projects used a wide range of methods to share information and attract learners. These included social media, brochures, and word of mouth in public places such as churches or various associations. Many projects had a good response rate. Strict selection criteria were set and applied, although in some projects the selection had not yet been finalized at the time of the mid-term evaluation.

For one project, all applicants were interviewed by telephone to determine their qualifications and motivation to participate.<sup>56</sup> Projects also implemented methods such as involving local government authorities to help select participants.

<sup>51</sup>Among many other documents: Haruna O. I., Asogwa V. C. and Ezhim I. A. (2019) Challenges and enhancement of youth participation in agricultural education for sustainable food security. African Educational Research Journal Vol. 7(4), pp. 174-182, October 2019.

<sup>52</sup> Points mentioned in Ghana and Senegal.

<sup>53</sup> Formation duale pour une meilleure insertion des jeunes dans les filières agricoles, les organisations de producteurs et les territoires ruraux (ProJaCam)

<sup>54</sup>Evaluation Question 3, Judgment Criterion 3.4, Evaluation Indicator 3.4.1.

<sup>55</sup> Green Economy project Ghana

<sup>56</sup> Green Economy project Ghana.

The certification/validation of skills is still in development and therefore cannot yet be evaluated. This is unfortunate, as several stakeholders interviewed as part of the evaluation stressed the importance of certification. They stated that it will be very important to ensure that youth who seek employment are hired.

### 2.3.5. Training Implementation<sup>57</sup>

The process of implementing training is still underway - several projects (five of the twelve directly evaluated) had yet to begin training their first cohort at the time of the evaluation field visits.<sup>58</sup> Where training had begun, evaluation interviewees were very positive about the content and methods used in the training.

#### Sample quotes from focus group discussions with learners in the projects

"In the 4 months we have been here, we have learned a lot."

"The trainer is very talented and he helps us well to understand the content...How to run our business. This is very important and helpful."

"ARCHIPELAGO instructors show you how to manage the whole process from start to finish."

"The logic of what we are learning and how we can work in the future is really helpful."

"Without ARCHIPELAGO, we would never have known about the vegetable propagation method."

"If they continue and train more people in the next 5 years, farmers can make more products and money too."

"We also learned a lot about using digital technology and the business side of farming."

The training participants whom the evaluators met were happy to talk about what they were learning and the progress they were making in learning new things they considered useful. Evaluation stakeholders consistently mentioned the importance of the topic of entrepreneurship in the training.

Sometimes entrepreneurship training was directly integrated into the modules, while in other cases the projects organized it separately. Sometimes considered most important for the young beneficiaries, they were also considered useful by evaluation participants, such as members of chambers of commerce, training institutions and other participants. Follow-up data also indicated that progress in entrepreneurship training was more advanced than in technical training. Program officials indicated that this was due to the shorter duration and more defined training content in this area.

### 2.3.6. The challenges of dual education

During the evaluation interviews with stakeholders, it became apparent that the organisation of dual training was a challenge. Several representatives of training institutions indicated that they had used dual training methods before, but that the way they did it in the ARCHIPELAGO program was different and needed adjustment. Specifically, the difference is that there is a closer integration of training in formal settings and in enterprises. This means that entrepreneurs are more directly involved in the training institutions and that learners are more closely supervised during and/or after their work placement.

#### Sample quotes from survey respondents on challenges to dual training

"Difficulty in assuring the quality of dual training"

<sup>57</sup> Evaluation Question 3, Judgment Criterion 3.5, Evaluation Indicator 3.5.1.

<sup>58</sup> See Annex 7

"Quality of training to meet business expectations"

"Mobilization of companies around dual training"

**And from the interviews**

"We do theory and some practice, but it's not really the real world yet. Some of us don't know how to use the tools."

The evaluators found that the ARCHIPELAGO structured systems building approach mitigated these problems. It was in these situations that the usefulness of the ARCHIPELAGO program structure really became apparent. African and European partners as well as local actors in the TVET ecosystem worked together to develop the modules and address the challenges of making the dual element work. In one example, a stakeholder said, "For each course, we started by saying 'focus on the basics through a modular training system. This allowed us to have a better dialogue with the training centres.'"

Some stakeholders encountered during the field evaluation work indicated that there was a lack of appropriate equipment and machinery to properly teach or take ownership of the modules. This was mentioned in the case of the training modules on agriculture, food processing, organic compost production processing, inorganic waste processing and construction work.

Some of these projects budgeted for the purchase of necessary equipment, but trainers and learners noted that this was insufficient for effective learning.

In addition, in several cases, learners reported and the evaluators observed that not all learners had the necessary protective equipment during training.<sup>59</sup> Although learners reported learning how to do their jobs safely, they did not always have the necessary protective equipment or had to share it with other learners.

The evaluation finds that the emphasis on ensuring decent working conditions in training and subsequent employment is an area for improvement. It should be noted that the EU partners and the ARCHIPELAGO program management unit had consistently emphasized the need to pay attention to occupational safety and health in their interactions with local partners. However, this is one area where more personal visits by the EU partners and the program management unit would have been beneficial. Unfortunately, these site visits were delayed due to COVID-19. Such situations are better noted during personal observation of sites and training sessions than during online discussions. Links to ILO tools and materials in the areas of the training topics can be accessed for this purpose.<sup>60</sup>

Some project interviewees also mentioned that entrepreneurs only want to place trainees in their companies if they have already reached a sufficient level following their training. This means that the planned early placement in companies is a challenge since the youth have not yet reached the level that the entrepreneurs want. However, despite these challenges, adjustments have been made and are continuing as the trainings progress and more contractors are involved.

**Examples of quotes from survey respondents on challenges with funding support for learners include.**

<sup>59</sup> Boots, safety glasses, protective uniforms, etc.

<sup>60</sup> E.g.: ILO (2021) Fiches techniques et vidéos sur la sécurité et santé au travail. La sécurité et la santé sur les exploitations agricoles, à l'atelier de réparation automobile et en menuiserie. Available from [https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/promotion/WCMS\\_414247/lang--fr/index.htm](https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/promotion/WCMS_414247/lang--fr/index.htm). Website consulted 02 01 2022.

"Retaining youth and capturing their interest in attending with attendance despite constraints: transportation, food, health coverage"

"Too many constraints, including the impossibility of contributing to the support of young people during their training (scholarship and/or reimbursement of transportation and food costs)"

"Taking in charge the travel of the beneficiaries"

"Lack of financial support to entrepreneurs to host trainees"

"Inclusion of entrepreneurs (masters, artisans, farmers, etc.) to support skills improvement"

Other challenges, cited in the projects visited and in the roundtable discussions with the eight projects that were not selected for direct field visits, focused on practical aspects. These included issues related to the need for financial support for transportation to training sites, accommodation and food. Support for these items was not included in project budgets, primarily due to EU guidelines on allowable expenses. Some interviewees also noted that some felt that participants should show their commitment to the training by covering their own practical needs.

Delays in starting training in projects where it had not yet begun led to some frustration among organizers, implementers, and potential trainees. Statements were made to the evaluators that learners and entrepreneurs who might place youth in their businesses might lose interest because of the long delays in starting the training. In fact, some learners mentioned that their friends had already started other activities because the period before the training started was too long.

### 2.3.7. Youth employability <sup>61</sup>

As already noted in the previous subsections, it is very difficult to indicate the extent to which youth employability has actually improved at mid-term. Real evidence of employability can only be obtained by measuring the number of youths who have found (self-) employment. At the time of the evaluation field visits, the data indicated that only very few youths had actually found a job or started their own business. This was due to the many projects that had yet to begin training and the still limited number of those who had completed training in the others. Evaluation stakeholders of all types noted that employment potential had improved, however, among those already trained. They also stated that the potential would also be very good for those who attend and complete future training sessions

The assumption that contractors can employ learners after they complete their training is only partially true. Several evaluation interviewees, including contractors with whom youth were to be placed, stated that while the mentor contractors may employ some of the youth, they will not be able to employ all of the students placed with them. This is especially the case if they continue to receive multiple groups of learners one after the other. This mentor, for example, said that she could take two to three learners at a time but could not employ all of them.



*Projet Horticulture Ghana - Le mentor des apprenants reçoit un prix pour la meilleure agricultrice de la part du gouvernement local*

The lack of financial support through ARCHIPELAGO to help graduates find (self-)employment is a serious problem that many interviewees and focus group members pointed out. Indeed, all projects

<sup>61</sup> Evaluation Question 3, Judgment Criterion 3.5, Evaluation Indicator 3.5.1.



lack support for employment, as there is very little funding provided for economic activity development in project budgets.

Participating countries have a variety of support mechanisms to help youth and others become entrepreneurs. As a result, some projects have already tried to mitigate the lack of financial support by linking to them. Projects in Chad, for example, link to the Programme d'Appui aux Diplômés sans Expérience (PADE), which has two self-employment windows. In Cameroon, the CIMAR Technopole<sup>62</sup> project has partnered with the Mutuelle pour la Promotion de l'Épargne et du Crédit (MUPECI). CIMAR's co-applicant, the financial cooperative COFIDES Nord Sud, provides a 50% loan guarantee for all youth who graduate from the first two training cohorts.<sup>63</sup>

Some projects have not yet attempted to establish such linkages to support the employment of training graduates. Even in projects where such efforts are underway, it is not clear that the needs of all current and future learners can be met through such mechanisms. The evaluation thus finds that, despite some ongoing efforts to support job search and/or means to become self-employed, these efforts are still too limited to meet the demand for employment of all graduates.

At mid-term, the means to track young learners after their inclusion in the projects have not yet been put in place. Given the delays in the implementation of training, most of them will finish their training shortly before the end of the projects. It is therefore quite possible that they are still looking for a job, as not all of them are likely to find a (self-)employment immediately after completing their training. Some may find it three months or even longer after the training. Especially if they do not have the necessary support to start their own economic activity if they want to.

It is therefore important to have a system to follow them after the projects in order to learn from their successes and difficulties in employment and to learn from them for future initiatives. Especially since it is often difficult to track participants after the project ends. Given that partnerships with local and European partners have been established, it should theoretically be possible to set up a follow-up system beyond the end of the project.

## 2.4. Gender, returning migrants, environment

### Evaluation Question 4 - Extent of achievements on gender, returning migrants, environment and climate change

#### Key Findings

- 1) Activities on gender, returning migrants, environment/climate change have been implemented, and some progress has been observed at mid-term. Progress notably on the coverage of environment/climate change in the different training modules. But, across ARCHIPELAGO's projects, there are challenges with regard to the inclusion of women and returning migrants.
- 2) It is unclear whether projects are able to reach the expected target of 40% of female learners in a consistent manner across projects.
- 3) The extent to which gender rights were addressed beyond the achievement of target numbers was still limited at mid-term.
- 4) Of greater concern are the difficulties that projects face in enrolling sufficient numbers of returning migrants in training, in line with the expected outcome of 30% of participants.

<sup>62</sup> Projet : Mise en place d'un dispositif d'insertion socioprofessionnelle des jeunes par les métiers ruraux non agricoles à travers le renforcement de l'offre de formation professionnelle et entrepreneuriale dans le département du Moungo (CIMAR Technopôle)

<sup>63</sup> After this test with the first cohorts, effectiveness will be reviewed and decisions made about future support.

- 5) Most projects are unlikely to achieve their objectives in these areas, especially to reach the expected number of returnees. Useful steps have been taken in the area of attention to environmental issues.
- 6) There is evidence that projects have made adaptations to trainings based on external contexts and factors, such as the challenges faced in specific countries and the COVID-19 pandemic.

### 2.4.1. Training and gender <sup>64</sup>

The focus on achieving gender-related results was primarily on reaching the 40% female participant target. While some efforts have been made to adapt and address gender-related challenges in training content and implementation, the evaluation notes that these efforts can be increased. The Independent Evaluation Office of the United Nations Development Programme (UNDP) has developed a gender effectiveness scale to capture the level of quality of results in this area. <sup>65</sup> See Appendix 16 for a chart.

Using this method of analysis, the evaluation concludes that the ARCHIPELAGO program achieves level three out of five. At level three, the results focus on the number of women, men, or marginalized people who have been targeted. In order to reach level four on the scale, ARCHIPELAGO would have had to achieve the following results: "The result took into consideration the different needs of men, women or marginalized populations and focused on the equitable distribution of benefits, resources, status, rights, etc. But has not been able to address the root causes of inequality. "Although efforts were made in some projects, it was still not enough to achieve a level 4 rating.

One of the main reasons for the difficulties in achieving the goals is that many topics in the training modules are gendered, with men participating more than women. This is especially true for subjects such as auto mechanics, construction work, electrical repair, solar panel installation and repair, cold chain repair, and cash crop cultivation. Although women are interested in some of these subjects, they are less numerous than men. There are some cases where women are traditionally more present, such as in the case of food processing. In Burkina Faso, for example, in the Filière de la mangue project<sup>66</sup>, women are in the majority.

Stakeholders in some projects told the evaluation team that traditional roles in the home and opposition from male relatives to "allowing" women to participate in training were also issues that discouraged women's participation in some projects.

Although the lack of assets (land, equipment, materials) applies to all youth, evaluation interviewees noted particular difficulties for women. This means that, even if they participate, women may have greater difficulty finding employment or starting their own economic activities.

The ARCHIPELAGO program attempted to mitigate these challenges by holding a cross-cutting webinar on gender mainstreaming, with a particular focus on how to integrate more women into vocational training courses. It was also emphasized that trainings should add gender issues, but in practice, the evaluation learned that the training content is really focused on the technical aspects to be learned.

To ensure a good level of women's participation and to reach the 40% target results across the projects, the projects made some adaptations. The first level of effort was to promote women's

<sup>64</sup> Evaluation Question 4, Evaluation Criterion 4.1, Evaluation Indicator 4.1.1.

<sup>65</sup> United Nations Development Program – Independent Evaluation Office (2016), Gender Results Effectiveness Scale (GRES): A Methodological Guidance Note. New York : UNDP/PNUD

<sup>66</sup> United Nations Development Program – Independent Evaluation Office (2016), Gender Results Effectiveness Scale (GRES): A Methodological Guidance Note. New York : UNDP/PNUD

participation in all training modules and to develop certain modules that would be particularly interesting to women. In Chad, it was possible to enrol women for the first time in tiling and eco-construction.<sup>67</sup> In Mauritania, the port employment training project has adjusted the training so that women can participate through training in more accessible jobs such as port logistics management.<sup>68</sup>

At the second level, mechanisms exist, or are already being implemented, to time training so that it is more easily accessible to women. In Ghana, a needs assessment of potential female participants was conducted as part of the green economy project.<sup>69</sup> The survey assessed and identified the need for childcare services while women were attending the training. Since training had not yet begun in this project, it was not possible to assess the implementation of responses to meet this identified need.

One African male interviewee listed the types of issues he felt should be addressed to ensure that gender issues are well addressed in ARCHIPELAGO projects: "The content needs to be adapted (to address issues in a gender-neutral way). It is not only about involving girls in the training, but also about creating the necessary conditions. For example, uniforms need to be adapted for both girls and boys.

Water, sanitation and hygiene (WASH) facilities also need to be addressed. It is not very expensive to provide menstrual hygiene materials. Participants may need to go home to help with household chores, so the schedule must be adjusted. Sexual harassment training" could also be included. Young women interviewed during the evaluation reiterated some of these points, particularly regarding the lack of adequate AHD facilities. Some youth also stated that there is a need for appropriate equipment and materials to decrease reliance on physical force during proposed activities.

Although not all of these aspects are included in ARCHIPELAGO project budgets, they influence women's participation and the quality of gender outcomes. Ways to improve gender-sensitive course content and linkages with support services deserve further attention.

#### 2.4.2. Returning Migrants<sup>70</sup>

There are many key challenges around achieving the expected 30% of returning migrants among training participants. Evaluation interviewees, including the International Office for Migration (IOM), the ARCHIPELAGO EU project coordinators and their counterparts in Africa, and other local implementing institutions, mentioned many of the same reasons for these challenges. In addition, the youth interns who participated in some of the evaluation's focus group discussions also made similar comments when this topic came up in the discussions.<sup>71</sup>

Common challenges to reaching the target numbers include the location of the project's training sites, the long duration and the subject matter of the training. Another challenge mentioned is the focus on returning migrants from the EU while there are returning migrants from the Middle East, other African countries<sup>72</sup> and internal migrants<sup>73</sup>. In West Africa, more than five out of eight migrants remain in the region.<sup>74</sup> Finally, returning migrants may have intended to go to the EU, but never arrived. Instead,

<sup>67</sup> Projet MPME et Centres Professionnels ensemble pour promouvoir un emploi vert et décent au Tchad

<sup>68</sup> Projet Formation Accompagnement et Insertion dans le domaine portuaire (FAIDOP)

<sup>69</sup>In the project: Developing a Prosperous and Inclusive Green Economy in Ghana (Green Economy)

<sup>70</sup> Evaluation Question 4, Judgment criteria 4.1 and 4.2, Evaluation indicators 4.1.2., 4.2.2., 4.2.

<sup>71</sup> For example, there were few returning migrants from the EU while, in their region, migrants return more often from the Middle East.

<sup>72</sup> As is the case, for example, in Burkina Faso, where they return from Ivory Coast and Ghana.

<sup>73</sup> In Côte d'Ivoire, for example, there is a lot of internal migration. International Center for Migration Policy Development / IOM, ECOWAS, (2016). A Survey on Migration Policies in West Africa, 2<sup>nd</sup> Edition. Dakar: ICMPD, OIM/IOM.

<sup>74</sup> Migration data portal (2020 data), migration data in Western Africa. Available from

<https://www.migrationdataportal.org/regional-data-overview/western-africa>. Website accessed 02 01 2022.

as in the case of Senegal, they return from Niger (47%) and Libya (38%) according to a 2018 IOM study.<sup>75</sup>

Returning migrants must also meet the selection criteria for training such as age and, depending on the course, type and level of education. In addition, as noted above<sup>76</sup>, migrants to the EU are more likely to be men, which does not meet the other target of including 40 percent women. The IOM study in Senegal, for example, highlighted that 97% of returning migrants are men.

As several evaluation interviewees pointed out, there is a cross-link between the enrolment of returning migrants and the lack of financial allowances for transportation and housing. This applies to all participants, but particularly affects the participation rate of returnees who, in many project areas, do not live in the training locations.

**Table 3 - Summary of the influence of geographic placement of projects**

In certain countries, like Cameroon, migrants often live in urban areas and less in some of the rural areas that the project targeted
In others, like in Senegal, they may return to the general project areas but not to the specific areas where the trainings are implemented. For example, in the DEFI project, training is organised in or near the larger towns which means peri-urban participants are more likely to attend as opposed to returning migrants who live further away.
In Ghana, in the two projects visited, returning migrants are more likely to be found in the North of the country as opposed to where the projects are being implemented.

The topic of the types of training offered is a concern, as interviewees noted that returnees want courses that will give them a quick return on their investments. They do not want to take long courses like those offered by ARCHIPELAGO projects. In fact, there is a limited match between the training offer and the demands of returnees.

In the survey, 20% of the responses on the biggest challenges focused on the issue of inclusion of returnees in project training.

**Sample quotes from survey respondents on the most important effectiveness challenges**

"Mobilizing returnees in project intervention areas"

"Integrating young returnees into training programs"

"The integration component of the returning migrants via a partnership with IOM is for me not successful"

"These objectives require specific attention to be achieved, which is not realistic in such small budgets and time frames".

ARCHIPELAGO program management, project partners, and other implementing actors have focused on addressing and mitigating the challenges associated with the increasing number of returning migrants. Much attention has been given to this issue. This included holding an online meeting of relevant ARCHIPELAGO and IOM partners on October 28, 2021, which the evaluation team leader attended as an observer in the margins. Discussions focused on identifying bottlenecks and how to increase the number of returning migrants in project trainings.

**IOM and ARCHIPELAGO**

<sup>75</sup> OIM (2018), Migration au Sénégal. Profil National 2018. Genève : OIM.

<sup>76</sup>

Although the IOM is an important agency with which the ARCHIPELAGO program collaborates, the efforts have also led to difficulties in some locations. The intent of the collaboration was to address the issues jointly. The ARCHIPELAGO program expected that IOM would be able to provide the names and contact information of returning migrants in order to contact them to assess their potential interest in participating in the trainings. However, IOM has confidentiality rules that mean such data cannot be freely shared.

Mitigation approaches included agreements with IOM to conduct outreach directly to potential trainees, or through associations of returning migrants, who then apply to participate in the training. In most places, however, this has not led to a large increase in returning migrants participation.

In several countries, discussions were held with IOM to determine whether IOM could provide any support to cover the logistics for returnees to attend the training. In Cameroon, the ProJaCam<sup>77</sup> project partnered with IOM to raise awareness among returnees and also to provide them with a more advantageous reimbursement of their travel costs.

### **Other efforts undertaken to increase the participation of returning migrants**

Other mitigation efforts to include returnees involve direct promotion of the training by Project ARCHIPELAGO to returnee associations and through local government authorities who may have information about returnees. In at least one case, the EU<sup>78</sup> delegation shared information on social media about the available training and suggested that returnees could participate. To attract more returnees, some projects have also developed shorter courses, as in the case of the DEFI<sup>79</sup> project in Senegal.

Several interviewees said that it would be more appropriate to organize special trainings for returnees in the right localities and places. In this way, the courses could be well adapted to their needs. However, one stakeholder pointed out that organizing special courses for returnees in existing training institutions could lead to stigmatizing them among their peers in the same school.

### **The challenge of finding solutions**

From all of the preceding discussion, it is clear that it is difficult to find solutions to the challenge of reaching the desired 30% participation target for returning migrants. In fact, two stakeholders from different partner agencies<sup>80</sup> indicated that they preferred to focus on preventing migration through the trainings they offer. They stated that they were wasting a lot of time and effort to reach the intended target, which means that existing trainings and participants are affected. agencies indicated that they preferred to focus on preventing migration through the trainings they offer. They stated that they were wasting a lot of time and effort to reach the intended target, which means that existing trainings and participants are affected.

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<sup>77</sup> Projet Formation duale pour une meilleure insertion des jeunes dans les filières agricoles, les organisations de producteurs et les territoires ruraux (ProJaCam)

<sup>78</sup> In Ghana

<sup>79</sup> Projet Développement d'un dispositif « formation en alternance - insertion professionnelle » dans quatre régions du Sénégal (DEFI)

<sup>80</sup> They cannot be identified in order to protect their anonymity.

From all of the above discussion, it is clear that it is difficult to find solutions to the challenge of reaching the desired goal of 30% participation of returning migrants. In fact, two stakeholders from different partner agencies<sup>81</sup> indicated that they preferred to focus on preventing migration through the trainings they offer. They stated that they were wasting a significant amount of time and effort to reach the intended target, which means that existing trainings and participants are affected.

### 2.4.3. Environment and Climate Change <sup>82</sup>

Although not all projects addressed environmental issues and climate change, as discussed in the previous sections, many projects developed training modules that included aspects of environmental sustainability. Consequently, in such cases, course design addresses environmental issues.

In meetings with agricultural entrepreneurs (mentors), representatives of training centres, and youth, comments were made about the importance of attention to the environment in ARCHIPELAGO projects. There was great enthusiasm about the choice of modules and the involvement of entrepreneurs in issues such as waste management. Some interviewees in Chad noted, for example, that "all the media in Chad were talking about the project's awareness campaign on environmental sustainability, climate resilience, and the benefits of the green building and solar energy sectors as well as achieving an equitable green economy."

<sup>83</sup> The youth we met expressed interest in these issues.

### 2.4.4. Adaptations to the COVID-19 pandemic<sup>84</sup>

The situation that COVID19 caused has led to delays in the implementation of the projects. In some cases, all work had to be stopped until the situation improved. How this affected implementation is covered in other sections, particularly Section 2.5 on efficiency.

The main adaptations that ARCHIPELAGO and its projects undertook to mitigate the impact of health restrictions were to increase digital communications and focus on teaching with digital tools and making access to these tools available. ARCHIPELAGO also decided to place more emphasis on engaging local consultants and other specialists in the African project countries, rather than relying on direct physical input from specialists from Europe. These approaches were good, although they had both advantages and disadvantages.

The increased emphasis on digital technologies has ensured accessibility to planning, mentoring exchanges, and training, thus laying the foundation for future communications when personal visits are not covered by project budgets. The downside is that personal visits remain truly important for quality communications and to ensure that hands-on learning (at training centres and with contractors) occurs as planned.



*Projet Horticulture Ghana- Technology: better manage water and other inputs by measuring air temperature, humidity, rainfall, soil temperature and moisture.*

<sup>81</sup> They cannot be identified in order to protect their anonymity.

<sup>82</sup> Evaluation Question 4, Judgment Criterion 4.3, Evaluation Indicators 4.1.2 and 4.3.1.

<sup>83</sup> Project « MPME et Centres Professionnels ensemble pour promouvoir un emploi vert et décent au Tchad »

<sup>84</sup> Evaluation Question 4, Judgment Criterion 4.3, Evaluation Indicator 4.3.1.

Evaluation interviewees noted that relying more on local experts in African countries was still beneficial, as it helped to build and further strengthen the local TVET ecosystem. It should be added that some interviewees emphasized that they already had most of the necessary skills and knowledge and did not really feel that they needed much input from European partners. Nevertheless, the vast majority of stakeholders whom the evaluation consulted indicated that partners could learn from each other. They insisted that it was not just a one-way street from the EU to Africa, but that European partners were also learning.

In fact, with the emphasis on digital technologies, the addition of more local specialists was ultimately helpful. In any case, almost all ARCHIPELAGO partners stated that more opportunities for African and European partners to exchange face-to-face are needed and should remain a priority for the rest of the project period.

#### 2.4.5. Adapting to insecurity challenges

The projects most affected by regional and local insecurity are those in Burkina Faso, Cameroon, Mali, Niger, and Chad. Since ARCHIPELAGO aims to test the feasibility of its approach to collaboration between Africa and the EU, it was not initially intended to work in the most unstable parts of the countries. The rationale was that only if the approach was effective and efficient could it be considered for implementation in more high-risk locations. Projects were implemented as much as possible in locations with fewer safety concerns. Despite this, all projects in higher-risk countries ensured that staff and beneficiaries were aware of and complied with government security advice and warnings.

### 2.5. Efficiency

#### Evaluation Question 5 - To what extent does ARCHIPELAGO deliver results in a timely and efficient manner?

##### Key findings

1. The budget **foreseen** for activities is sufficient to ensure the implementation of the program and projects under proper conditions, especially for capacity building activities. However, in practice the funds were found not be not necessarily adequate for the learners and the companies in the framework of dual training, which indicates a difficulty in calculating the costs of training. Similarly, the budgeting of project coordination tasks is insufficiently supported.
2. The program has fallen behind schedule, and the pandemic is not the only reason. The projects are ambitious and innovative, requiring ownership of new actors, equipment and processes; this is causing significant delays in the implementation of activities.
3. The project monitoring system is considered too restrictive and not very adapted by the partners.
4. The central steering of the program is considered optimal, thanks to an efficient management unit, especially in difficult contextual conditions.
5. The mode of governance has allowed projects to be generally implemented correctly, despite numerous constraints related to the pandemic and the difficult context in the countries.

#### 2.5.1. Cost-benefit balance <sup>85</sup>

In general, the evaluation can state that the budget foreseen for the planned activities is sufficient for their implementation under proper conditions. The budget for each of the twenty projects was between 400,000 and 600,000 Euros. Thus, the capacity building activities mobilized a budget that was generally adequate to establish a diagnosis of needs, identify operators, recruit workers and

<sup>85</sup> Evaluation Question 5, Evaluation Criterion 5.1, Evaluation Indicator 5.1.2

beneficiaries according to rigorous rules, and mobilize premises and equipment. For their part, the national coordinators and partners receive support that allows them to implement the project as planned. However, as we saw in section 2.3.6, the projects did not provide financial support for learners to travel to and stay at the training sites if necessary. Contractors are not paid to host trainees. Thus, while there is a balance between actual costs and benefits, this does not mean that the budgets have been adequate overall for the program's intended purposes.

The evaluation also found that the program did not provide sufficient resources to support the coordinators and partners, who are essential to the implementation of the projects. In each country visited, they are constantly mobilizing resources and time to explain, promote, convince, monitor implementation, guarantee quality, and communicate, all the while managing the many daily hazards in an unprecedented pandemic context. Let's be clear: their responsibility to make ARCHIPELAGO a success is central. The teams are certainly motivated, but fragile in terms of staff stability, especially since they are mobilized on other tasks than those related to ARCHIPELAGO (they have other activities than the program).

The method of calculating the costs incurred raises questions, because it is complex and not necessarily the same for each country or for the people in charge of the financial projections. For example, there was considerable debate during the evaluation about the cost of training per beneficiary. The magnitude of the figures suggests that they vary greatly depending on the method of calculation. The evaluation considers that the budget for training is correct, but that it was calculated at a minimum, without considering the foreseeable hazards in countries often plagued by recurrent crises and shortages. Add to this the numerous reprogramming of activities due to the global health crisis, which probably generated indirect costs that were not initially anticipated.

In addition, there is a problem for partners: few are able to correctly anticipate their financial needs at the time of budget negotiations, so vagueness often prevails. This often implies, and later, necessary adjustments. More details on this subject are available in Annex 13.

### 2.5.2. Timely implementation of activities<sup>86</sup>

The evaluation recognizes that the activities were based on excellent diagnostic quality and intensive consultation with local stakeholders. Decision-making and monitoring processes were discussed, and training was provided to ensure that coordinators and partners were able to implement the activities. However, all of the interviewees met in the field during this evaluation considered that the start-up of the activities took a long time, as there were a number of conditions for the activities to work and produce the expected results. Namely: the identification of training organisations and beneficiary audiences, the modalities for recruiting participants and facilitators (such as local expert trainers or internship supervisors in companies), as well as the availability of equipment (such as computers in the rooms). The pandemic has caused delays, but it is not the only reason. There are timelines that have sometimes been underestimated and are considered delay factors.

All project partners are fully aware of the delays and the obligation to achieve results. The evaluation notes the extent to which implementers have tried to keep up with the pace of planned activities. It also notes the pressure exerted on the coordinators and activity managers. It underlines the risk of rushing into activities to compensate for delays and to meet the imposed deadlines of the program by the end of 2023. There is a real risk of "working for the indicator rather than for the project objectives". In the same vein, experts, operators and beneficiaries fear that they will not have enough time to evaluate the first results. Finally, an enlightening quote: some interviewees fear "achieving numbers, but not results". More details on this topic are available in Annex 13.

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<sup>86</sup> Evaluation Question 5, Judgment Criterion 5.2, Evaluation Indicator 5.2.1.



### 2.5.3. Monitoring and evaluation - Quality control<sup>87</sup>

All the actors in charge of the ARCHIPELAGO program's monitoring and evaluation system know the monitoring and evaluation system well. Coordinators and partners are familiar with the logical framework and performance indicators. These are well taken into account in the programming of activities, even if there are some difficulties for all the partners to appropriate them. Overall, the monitoring and evaluation system for the program and its projects has facilitated the assessment of the program. However, at the local level, the coordinators feel that the program indicators are not sufficiently relevant at the project level. Several asked to separate the main ARCHIPELAGO program indicators and to associate them with specific indicators for the projects in the countries, as in the following examples.

#### Sample quotes from survey respondents on reporting challenges

"Heavy bureaucracy for EU reporting: some partnership projects do not have much experience with reporting (especially financial reporting). "

"Support needed for administrative and financial management of project stakeholders"

"Ensuring reporting, especially financial reporting, with partners is a challenge"

"It would be necessary to communicate and train partnership projects in the application of EU rules and procedures (financial reports, submission of supporting documents, etc.)"

There is a consensus among the interviews and surveys concerning the cumbersome nature of the reporting tasks, which are considered too frequent and time-consuming. Project partners do not appreciate the specificity of European accounting and budget monitoring rules. They have reported difficulties with reporting. At the local and individual level, it is not always possible to produce invoices or to require local consultants to fill in detailed time sheets. Many beneficiaries and local operators are not used to or unable to complete satisfaction surveys or indicator grids. As can be seen, measuring the level of activity and results remains a complex exercise if it is to be reliable.

The COVID19 pandemic was a major obstacle for the ARCHIPELAGO Program Management Unit teams and the European partners. They were prevented from holding face-to-face meetings and complying with locally established measures. However, the pandemic was not the only reason for delays in project implementation. Although the relationship between the coordinators and the ARCHIPELAGO program management unit was found to be good and very frequent, there is a dichotomy between the requirements for reporting results and impacts and the pace of implementation of activities that are supposed to produce them.

In addition, coordinators and partners share the impression that the monitoring required under this program is intended to control their capacities, implying doubt about their integrity and ability to implement activities. In this light, it is worth noting the important role of SEQUA and their consortium partners CCPCAF and EUROCHAMBRE in facilitating and providing technical support to other partners and local coordinators regarding monitoring. There is a particular consensus among stakeholders to commend the expertise, empathy, listening skills, and responsiveness of the ARCHIPELAGO program management unit. Its efforts have greatly facilitated the understanding of reporting exercises, problem solving without ever bypassing the rules of European accounting.

<sup>87</sup> Evaluation Question 5, Evaluation Criterion 5.1, Evaluation Indicator 5.1.1.

#### 2.5.4. Mobilized partnerships, operations and support

The evaluation confirms that the Program Management Unit team works closely with all project partners. The ARCHIPELAGO program is a framework that is implemented operationally with the European and local coordinators and with all the partners and co-applicants. This apparent complexity due to the large number of actors is however well oiled. Mechanisms exist to facilitate coordination both within the program and the projects: monitoring tools, regular face-to-face and remote meetings.

#### 2.5.5. Project management, organisation and implementation<sup>88</sup>

The governance of the projects, including the clear responsibility of the designated project organisations and staff, was generally well designed and sufficiently upstream of the implementation of the activities.

There has been a positive development of project management among field operators, such as school principals. The support of the program management unit has indeed enabled coordinators and partners to acquire new skills and become autonomous, and then to train local partners and operators themselves who had not benefited directly from the support of the management unit. The added value of the consortium partners' coordinators in this respect is to be commended as it contributed to the efficiency of the Archipelago program.

However, in the framework of consortia of partners, it is difficult to ensure that the implementers (training centres, consultants, companies, associations...) understand how these consortia are organized and the scope of their respective responsibilities within the project. At the partner level, the relay or focal points at local level are not necessarily designated in time or even known. There were several projects where implementing agency staff indicated that they were not clear on the roles and responsibilities of the various actors, including their own.

The capacity to program activities has improved significantly. The ARCHIPELAGO program management unit has shown remarkable flexibility in coordinating the adaptation of projects to the constraints of the pandemic. All the coordinators consulted emphasized this fact.

A recurrent problem concerns communication in the field. Both trainers and beneficiaries do not always understand the starting date of the programmed activities or receive information that is too limited. The evaluation notes, however, the development of the use of new technologies to facilitate exchanges and the precise follow-up of activities, such as the creation of WhatsApp groups and the use of social networks that facilitate communication between partners, who are sometimes geographically distant. The pandemic was a motivator to organize remote activities at lower cost.

The evaluation highlights the difficulties that some European or local coordinators encountered in managing projects. Some coordination work is centred around a single person or do not have sufficient managerial skills and/or relevant experience to manage a complex project. The evaluation also notes that the sensitivity of implementers, including local coordinators, is sometimes hurt if project managers do not seem to perceive and consider linguistic, ethnic, cultural and/or religious dimensions.

The evaluation also notes that the local coordination teams are often overloaded. This does not affect the quality of their work. However, it seems that their positions are not stable over the long term and departures during the course of the project create confusion among local partners and field operators. Moreover, both the local coordinators and the partners consider that they are bearing hidden costs that are not included in ARCHIPELAGO's budgets. In addition, the managers have neither the time

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<sup>88</sup> Evaluation Question 5, Judgment Criterion 5.3, Evaluation Indicator 5.3.1.

nor the means to check the quality of the services provided, particularly for training, except through satisfaction questionnaires. The evaluation does not wish to generalize this finding but wishes to draw attention to the need to ensure better quality control, especially in geographically remote areas that do not allow for regular verification visits. More details on this topic are available in Annex 13.

### **2.5.6. Central management of the Archipelago program <sup>89</sup>**

The evaluation did not identify any major difficulties in the central management of the ARCHIPELAGO program. The cross-referencing of the information collected through the document review and the field visits confirm the quality of the steering, from the definition to the implementation. The same can be said of the representatives of the CCPCAF and EUROCHAMBRE consortium partners who actively support the management of the program by being part of the steering committee and by coordinating some of the projects. Relations with the European and local coordinators are frequent and constructive, even if, due to COVID19, it has been difficult to carry out the support and follow-up trips foreseen in the participating projects.

It is noted that the ARCHIPELAGO program management unit shares tools/guidelines and workshops/mentoring through written materials, mentorships, and webinars to strengthen partnerships and the implementation process. SEQUA and the other consortium partners appear as coaches and facilitators rather than controllers of the coordinators. The advice provided is unanimously appreciated, as is the ability to find solutions collectively. The management unit team gives responsibility to the coordinators and local partners without micro-managing. The ARCHIPELAGO program management unit appears to be the body that knows both the program and all the projects. It is therefore the reference point on which the European Commission and the coordinators can rely. The experience of the teams and their interactions are appreciated.

The evaluation notes the good fluidity of relations between the ARCHIPELAGO program management unit and the European Commission. The program management unit positions itself as the interface between the project coordinators and Europe, seeking to clarify points of view that are not necessarily compatible and to maintain a good balance between the two parties. It manages to relax the rules or durations when necessary. More details on this subject are available in Annex 13.

### **2.5.7. Financing, procurement and budget management deficits<sup>90</sup>**

Several partners complained to the evaluators about the lack of payment of funds upstream of the activities, even though they had already mobilized resources. This is particularly applicable to the partner consular chambers and the other training institutions associated with the projects. A majority stressed the lack of funds to cover management and travel costs. This applies to the coordination teams and partners, but also to the beneficiaries. Most are vulnerable people who cannot afford to travel or acquire basic supplies. As for the facilitators (trainers, consultants), testimonies abound on the use of their personal means (notably their vehicle), but without compensation. They also reported low fees for their services, compared to what other donors offer and market prices for their services are insufficiently considered.

The evaluation notes that interviewees sometimes mentioned divergent interpretations of the eligibility of expenses, sometimes even between actors in the same project. Others emphasized the slowness of the disbursement of funds in order to be able to concretely start the activities. There are various reasons for this, such as complex financial circuits aimed at securing the destination and use of funds in countries that are sometimes plagued by corruption. Or these delays are linked to European rules,

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<sup>89</sup>Evaluation Question 5, Judgment Criterion 5.3, Evaluation Indicator 5.3.1.

<sup>90</sup>Evaluation Question 5, Evaluation Criterion 5.1, Evaluation Indicator 5.1.2.

particularly for calls for tender, which are not necessarily compatible with the requirements of the countries, for example in terms of public procurement. Thus, delays and complexity have had a significant impact on the timeframe and quality of services. However, the coordinators concede that the reallocation of budgets was possible, as long as the arguments provided were solid. More details on this subject are available in Annex 13.

## 2.6. Impact<sup>91</sup>

### Evaluation Question 6 - To what extent does ARCHIPELAGO generate higher level effects?

#### Key Findings

- 1) The ARCHIPELAGO program and its projects generate significant positive and not at all negative impacts at the higher systemic level; that is, impacts beyond and between projects. The importance of building and strengthening systems within the local TVET ecosystem and between African and EU partners should be emphasized. Building these systems provides the basis for broader impact.
- 2) At mid-term, due to the slow pace of implementation in many places, it is not yet possible to fully measure the broader impact of the projects. In other areas, however, there are already positive signs, especially with regard to capacity building of local African TVET ecosystems.

The positive results of systems development between African and European partners at the local level have already been discussed in detail in previous sections. The evaluators do not want to be too repetitive and will not repeat this aspect in this section. The training modules that have been developed are appreciated so far.

The broader impact in the following areas is beginning to be seen, but cannot yet be quantified in terms of strengthening:

- Dual training in technical and vocational education and training (TVET)
- Entrepreneurship
- The capacities of training organisations and business support structures

As already noted, the results on TVET for and with returning migrants are not yet well developed. Impact is therefore not a topic that can be discussed in this regard. It will be important for the ARCHIPELAGO program not to rush to complete the trainings and reach the target numbers just to show that they have been achieved. It takes time to truly integrate the results and ensure a broader positive impact. It is also important to avoid skipping necessary steps.

## 2.7. Sustainability - Viability<sup>92</sup>

### Evaluation Question 7 - Likelihood that net benefits will continue beyond the ARCHIPELAGO implementation period

#### Key Findings

- 1) At mid-term, there are early signs that the interventions and outcomes of the ARCHIPELAGO program and its national projects will be sustainable beyond the project implementation period.
- 2) The private sector and other national systems are adequately supporting the implementation and operation of ARCHIPELAGO projects.

<sup>91</sup> Evaluation Question 6, Judgment Criterion 6.1, Evaluation Indicator 6.11.

<sup>92</sup> Evaluation Question 7, Evaluation Criteria 7.1 and 7.12, Evaluation Indicators 7.1.2, 7.2.1

- 3) Although progress has been slow in many areas, the level of enthusiasm and the degree of success in the quality and potential usefulness of the training modules and systems strengthening are encouraging.
- 4) Sustainability is likely to be maximized through a focus on networks of TVET actors, i.e., within and across countries and partners.

The evaluation finds that the national/project partners were actively engaged in the design and implementation of ARCHIPELAGO program/project strategies. They were involved in decisions regarding adjustments/mitigation needed during implementation and initiatives to ensure long-term sustainability.

The evaluators were aware of and observed numerous examples of participatory discussions, both written and visual online and, where possible, face-to-face meetings. The evaluators did not find a single instance where an interviewee complained that they were not sufficiently involved in the planning and did not contribute to necessary changes. As noted in the section on effectiveness, there were occasional internal challenges among some individuals in a few projects that did not always result in smooth operations. However, unlike many of the other projects that the evaluation team assessed, there was a good level of active participation by the various partners. In the opinion of the evaluation team, this is largely due to the example and efforts of the ARCHIPELAGO program management team.

There were some complaints about the lack of clarity and the need for more information about roles and responsibilities. However, participants in the ARCHIPELAGO program and projects reported that they were able to share their opinions and contributions on relevant issues. Although the decisions ultimately made did not always match their own expectations, participants felt that they were heard and generally understood the reasoning.

The main concern with regard to sustainability is that ARCHIPELAGO projects rely heavily on these successful system-building efforts to ensure the long-term sustainability of project actions. While very important and necessary, this is not a sufficient condition for sustainability.

The evaluators did not see evidence of organized sustainability plans, which are useful. Sustainability plans provide an opportunity to step back and think methodically about how sustainability can be optimized. Given some of the challenges the evaluation team identified, it is not automatic that project actions that have been initiated will be sustained even if the groundwork for doing so has been laid.

Because of delays in training and thus a lack of evidence that learners are implementing what they have learned, it is not possible to answer the question about the extent to which the content of the training modules is being applied. As already noted, there is good potential for employment (self-employment), but due to the lack of evidence, it is not possible at mid-term to say whether employability has increased.

The main challenge to sustainability will be the issue of funding. Internal sustainability in the context of ARCHIPELAGO ultimately focuses on the sustainability of the work done to promote the employment of the youth who were included in the projects. It also applies more broadly to the capacity of the project partners, other training institutions, and local actors who have been involved in the ARCHIPELAGO program to continue to implement, replicate, and expand these activities. Although the RAFFRO conference held in Senegal in October 2021 emphasized this issue and ARCHIPELAGO program officials have also focused on it, final funding is not yet visible.

#### **Sample quotes from survey respondents on the most significant sustainability challenges**

"Insufficient project duration and budgets to set up effective and sustainable training schemes"

"Sustainability of actions undertaken in the framework of cooperation (too short)"

"Short duration (24 months for the implementation of the activities) to allow a good consolidation and follow-up of the achievements".

"An extension of the implementation period is necessary because of the COVID19 pandemic which prevented many projects from carrying out their initial work plan.

"Extension of the contract period taking into account the difficulties depending on the geopolitical situation of the country and the pandemic"

"ARCHIPELAGO's major challenges remain the involvement of the national authorities in each country to allow the sustainability of the project's activities and to really succeed in setting up and anchoring the dual training system in the practices".

Many interviewees also highlighted the issue of the need to extend the duration of individual projects and the ARCHIPELAGO program as a whole on a no-cost extension basis. An extension of at least six to eight months was considered vital to ensure the achievement of results and increase the chances of sustainability of the actions.

Strengthening national ownership and leadership of counterparts and partners is evident with good practices and lessons learned.

## 2.8. Expansion and geographic and thematic diversification <sup>93</sup>

### Evaluation Question 8 - To what extent can ARCHIPELAGO consider geographic and thematic expansion and diversification?

#### Key Findings

1) One of the main findings of the evaluation is that the overall concept and implementation of the ARCHIPELAGO program and its projects should benefit from a broadening and diversification of its geographical and thematic support measures to beneficiaries.

2) There is an institutional capacity of the ARCHIPELAGO Management Unit and Consortium, (composed of SEQUA, EUROCHAMBRES and CPCCAF), which have proven their institutional capacity to continue the projects and/or to extend them to other regions or countries.

It is true that there has been a slow implementation of training in most projects. The evaluation lacks evidence to answer some of the fundamental questions about the employability and inclusion of returning migrants. However, there are many positive aspects. Participants in the ARCHIPELAGO management program and the many participants in the individual projects have made this clear.

The innovative concept of organized partnerships between the EU and African partnerships is seen as a strong and useful point. The emphasis on integrating the private sector into and strengthening local TVET ecosystems was also widely appreciated. The participatory approaches to developing training modules to ensure that they meet the needs of the private sector and employment-seeking youth are particularly noteworthy.

The main point to consider, however, even if COVID19 were not a factor, is that such an approach takes time to develop. This means that any geographic and thematic expansion and diversification of its support measures must be realistic. It must be considered that the creation of systems in itself, as has been done in this program, requires the time of a full project period. The implementation of the

<sup>93</sup> Evaluation Question 8, Evaluation Criterion 8.1, Evaluation Indicator 8.1.1.

content, in this case training, mentoring, and employment search assistance for youth, requires another implementation period.

The projects were implemented in all approved locations. Some of the countries in the original ARCHIPELAGO proposal did not end up submitting projects for implementation or were not of high quality. This does not preclude that in the future projects could be implemented in other countries. It is certain that as good practices and lessons learned from this project continue to be identified, future projects can benefit from and improve upon these past experiences. Support can be provided in the candidate countries and with other partners, some of whom have experience with this ARCHIPELAGO program and its projects, to ensure that good proposals are made.

## 2.9. Added value of the European Union <sup>94</sup>

### Evaluation Question 9 - ARCHIPELAGO's contribution to optimizing efforts and creating synergies between EU and Member States' interventions

#### Key findings

- 1) The ARCHIPELAGO program contributes to optimizing efforts and creating synergies between EU and Member State interventions in the sector, without duplicating efforts by bringing together a range of contributions based on the unique experiences of member countries to strengthen results.
- 2) The results achieved so far are a consequence of the ARCHIPELAGO program. There is evidence that the cooperation between the EU and the stakeholders running ARCHIPELAGO projects has been significant: in terms of financial support, technical assistance and exchange, and provision of equipment and human resources, adding value to the projects.

An added value of the ARCHIPELAGO program is that it has created not only EU-Africa systems to address TVET, but also between EU member nations. The participating EU countries are France, Belgium, the Netherlands, Italy, Germany and Sweden. It is this structured approach where EU countries come together to address these issues that has provided added value. Furthermore, this added value is useful for the EU countries as well as for the African countries that benefit from bringing different views and approaches together on TVET and the private sector across Europe. Creating such a network would be more difficult for individual EU member states.

It should thus be said that, in addition to the relationships that have been built between the North and the South, there are also results among countries within the continents. The various components of the ARCHIPELAGO program could have been implemented by individual member states but for these cross-cutting effects.

The evaluation found evidence of numerous exchanges of all kinds to foster greater synergies between countries. This includes cross-cutting activities such as webinars<sup>95</sup>, online discussions, technical working sessions<sup>96</sup>, project monitoring coordination, and mentoring. The European project coordinators who support implementation in the different countries communicate regularly with each other. Other interviewees who are based in Europe indicated that they communicate more between chambers and with other ARCHIPELAGO partners in Europe.

Contacts between African countries are also evolving as partners participate in webinars and other ARCHIPELAGO program activities. While CPCCAF has already established some of the links, these

<sup>94</sup> Evaluation Question 9, Evaluation Criterion 9.1, Evaluation Indicator 9.1.1.

<sup>95</sup> For example, on decent work, gender, and formalizing the informal economy. Several of these webinars in collaboration with VET Toolbox.

<sup>96</sup>For example, recently on communication, 20 01 2022.

are being further expanded through the cross-cutting activities developed within the consortium with the ARCHIPELAGO program.

The ARCHIPELAGO program management unit and the ARCHIPELAGO consortium, composed of SEQUA, EUROCHAMBRES and CCPAF, have proven their institutional capacity to continue the projects and/or extend them to other regions or countries.

These contacts are likely to continue in the future if the projects are able to pursue successful implementation and develop other avenues of collaboration.

### **2.9.1. Added value of the ARCHIPELAGO program in relation to TVET**

An examination of the added value of the ARCHIPELAGO program and its projects compared to other TVET programs, indicates that the added value is clear. The many stakeholders interviewed and met in the focus groups confirmed the unique qualities of the ARCHIPELAGO program. Analysis of program and project partner documents and websites also confirms the clear and positive differences with other types of projects.

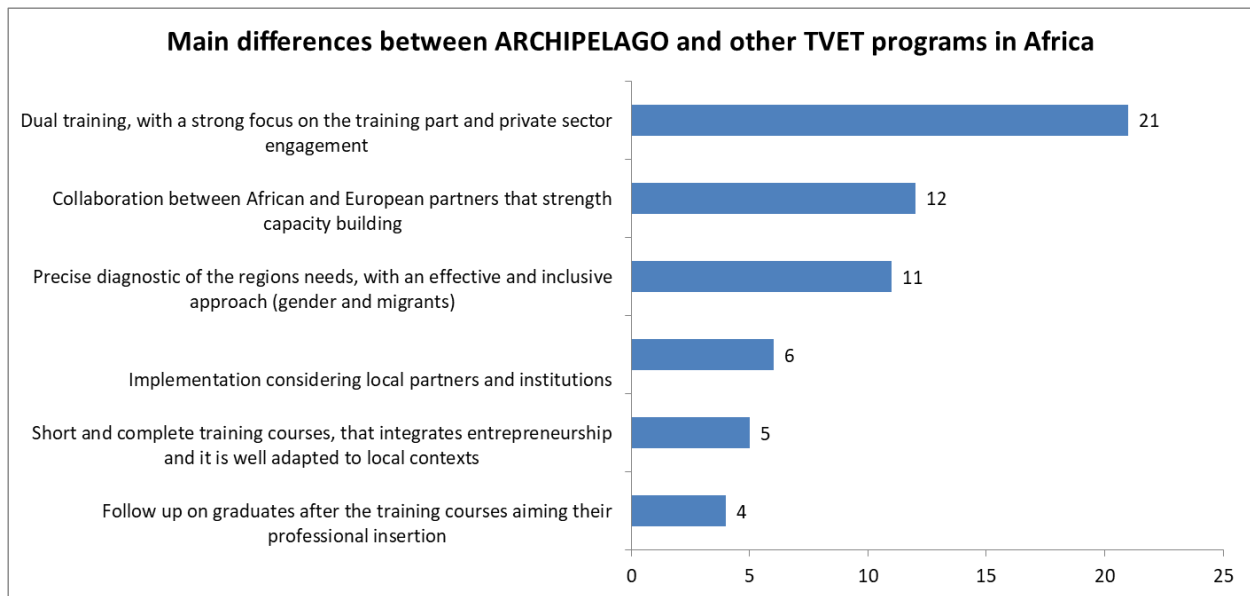
In fact, compared to other projects, the evaluators believe that it is much easier to identify the specific added value of the ARCHIPELAGO program and its projects. This is due to its design and implementation. The most important unique element and added value was to start with the needs of the private sector to ensure a match between their need for workers and the people appropriately trained to meet those needs. The process for achieving results ensures that local realities are taken into account.

The evaluators noted that, too often, projects with TVET components conduct studies that are not well focused on identifying actual local employment opportunities. The same subjects are taught over and over again despite the fact that there is not a need for as many people trained with such skills in the local labour market. There is an almost too automatic willingness to simply repeat and teach the same subjects for years. In this case, the added value was that innovative and interesting topics were identified as well as topics that the private sector identified as useful.

Numerous statements were made throughout the evaluation to support these conclusions about the added value of the ARCHIPELAGO program and its projects. The survey that was conducted for the evaluation summarizes them well. It is important to note here that the survey questions were open-ended and thus these responses are based entirely on the wording of the respondents themselves.

**Figure 7 -**





A few additional quotes from interviews with key stakeholders during the evaluation fieldwork support and illustrate these points. For example, one stakeholder noted, "The difference with ARCHIPELAGO is that there is more exchange at the local level of the different actors and also with the Europeans. This allows us to really make progress." Another person noted, "What we appreciate most about this project remains the partnership with the European chambers. They give us advice, but we have also shown them what we do and they have taken our experiences and applied them to their projects in Europe." Secondly, "We find that the relationship we have built from north to south and also between institutions at the local level has developed really well and this will be sustainable. And finally: "ARCHIPELAGO allows the meeting of private and public partners, to achieve the desired results."

### 3. CONCLUSIONS AND RECOMMENDATIONS

The ARCHIPELAGO program is implementing a highly innovative and intensive initiative to support the development of a well-targeted approach to achieving a better match of labour-to-labour demand in the Sahel and Lake Chad regions.

At mid-term, the ARCHIPELAGO program and its 20 projects have made good progress in laying the groundwork for these innovative actions, particularly with regard to building TVET systems. The program facilitates the creation or strengthening, depending on the country, of EFT networks and ecosystems within African countries, i.e. between the EU and African partners, between EU partners and, above all, to create networks and strengthen TVET ecosystems within African countries. Capacity building of implementation actors, including entrepreneur mentors, is ongoing and requires sustained attention. The identification and training of entrepreneur mentors for the placement of youth trainees is often difficult but should be achieved in the coming months.

The ARCHIPELAGO program properly identified the training topics, with input from the private sector. Stakeholders met during the evaluation confirmed that the training topics are well aligned with local labour market needs and opportunities. Many modules are innovative and/or in areas that are beneficial to sustaining the environment and combating climate change.

The awareness and interest of the youth targeted by the ARCHIPELAGO program for the proposed trainings is demonstrated. However, at the project level in the countries there is a high variability in terms of progress towards the achievement of results. At the time of the mid-term evaluation, actual technical training had yet to begin in 6 of the 12 projects visited. Job placement for practical training had begun in only 5 of the 12 projects visited. Entrepreneurship training had started in 8 of the 12 projects visited.

The challenges are still high at the project level to reach the expected targets of 40% female participation and 30% returning migrants. Some projects are more successful than others because they offer more traditionally female-oriented training modules, such as food processing.

Given the extent of training that still needs to be conducted to meet the targets, the evaluation finds that there is not yet enough concrete evidence to say that youth employment has been enhanced at mid-term. However, it is recognized that the *potential* for employability has increased. This finding is supported by evidence on the employment expectations of students and entrepreneurs as well as other local stakeholders met (e.g., local government, NGOs). Document analysis, results of surveys of key stakeholders, and observation of learners and their enthusiasm at the training sites also support the positive employment potential. The challenge for the ARCHIPELAGO program will be to translate the potential into actual employment creation.

The ARCHIPELAGO program, while innovative, lacked a research component that would allow for the full benefit of lessons learned from the rich body of country-level experiences and actions undertaken since the program began. Since no baseline studies were conducted at the outset, it is difficult to definitively and objectively assess the extent to which the projects are actually leading to a better match of available labour to labour market demand in the Sahel and Lake Chad regions. Although monitoring systems have been developed and are being implemented, they are more oriented towards tracking results and less towards learning from experiences as much as they could have been. A system to track the actual employment of youth accurately and reliably after training, especially for those who will graduate shortly before the end of the projects, is not yet sufficiently developed.

### 3.1. Relevance, adequacy

#### Key Conclusion

The design of the ARCHIPELAGO program and its projects is very relevant to regional and national youth employment needs, although the targets for occupational disparities appear for women's participation and especially the target for returning migrants is not realistic.

#### Remarks

- 1) The overall design of the ARCHIPELAGO program and its individual projects are directly related to the regional and national priority needs identified in the participating West African countries. That is, with respect to increasing and improving local employment opportunities for youth and developing more appropriate TVET.
- 2) There is a fairly satisfactory consideration of economic, environmental, social equity, political economy and stakeholder capacity conditions.
- 3) However, particularly with regard to the inclusion of returning migrants and women, some aspects were less appropriately designed. The evaluation found that the target of including 30% returning migrants and 40% women among the young beneficiaries was too ambitious.

### 3.2. Coherence

#### Key Conclusion

The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and harmonized to achieve internal and external synergistic coherence, although the formulation of some indicators needs to be improved for accurate measurement of results.

#### Remarks

1. The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and harmonized to achieve internal and external synergistic coherence, with an explicit focus on successes in relation to:
  - The developing local TVET ecosystem
  - The partnership of African and European professional organisations that support the development and improvement of projects
2. The elements of the ARCHIPELAGO program are for the most part logical and coherent at all levels and between levels, but some aspects deserve to be improved especially concerning among the 13 project indicators, 3 pose problems:
  - Rather than talking about value chains, the program seems to address trades instead
  - The concept of dual training varies between models and countries.
  - For business support organisations, the indicator on expected increase in membership is difficult to measure.
3. The program logic as formulated in the Logical Framework includes multiple paths towards achieving synergy and impact across the different program areas.

### 3.3. Effectiveness of systems strengthening

#### Key Conclusion

The partnership between African and European private sector partners (chambers, employers' associations, etc. and training centres) is facilitated and consolidated and contributes to the

strengthening of local TVET ecosystems. For some projects, the division of roles was not sufficiently defined upstream, leading to less efficiency.

#### Remarks

- 1) As the projects were implemented, relationship building continued to be strengthened, although for two of them there is still room for improvement.
- 2) Capacity building of TVET institutions, associated local civil society organisations (CSOs), and project training providers has been implemented and continues to be satisfactory.
- 3) Public-private sector linkages are strengthened in the projects visited.
- 4) Efforts have been made to support private sector access to TVET funding, but actual funding has yet to be realized in practice.

### 3.4. Effectiveness of dual training

#### Key Conclusion

The identification and development of training modules is good, but there are delays in the implementation of training in many projects. The focus on ensuring decent working conditions during and after training is still not very visible. Although there is a potential for employability of the beneficiaries, evidence of placement in (self-)employment is still lacking in many projects. (self-)employment is still lacking at mid-term mainly due to delays.

#### Remarks

- 1) A common area of success in ARCHIPELAGO projects is the identification and development of appropriate training modules for youth beneficiaries.
- 2) Dual training and efforts to improve youth employability are implemented but with delays in many projects and with difficulties for learners to attend due to lack of funding to cover logistical costs (transportation, food, lodging).
- 3) Where training is implemented, it is well appreciated, including the development of technical and entrepreneurial skills.
- 4) The emphasis on ensuring decent working conditions as part of training and subsequent employment is an area that can be improved.
- 5) The placement of youth with entrepreneurs for practical experience is delayed.
- 6) Stakeholders do recognize the potential for improving youth employability through the projects.
- 7) Given the delays and the limited number of youths who have completed training, however, it is difficult to judge the extent to which increased employability is achieved objectively. Most learners will complete their training shortly before the end of the projects. At mid-term, the means to follow up young learners after their inclusion in the projects and to check to what extent they have found (self-)employment is not yet sufficiently developed.

### 3.5. Effectiveness: gender returning migrants, the environment

#### Key Conclusion

The identification and development of training modules is good, but there are delays in the implementation of training in many projects. The focus on ensuring decent working conditions during and after training is still not very visible. Although there is a potential for employability of the beneficiaries, evidence of placement in (self-)employment is still lacking in many projects. (self-)employment is still lacking at mid-term mainly due to delays.

## Remarks

- 1) It is not clear whether the projects will be able to reach the expected target of 40% of female learners in all trades.
- 2) The extent to which gender rights have been addressed beyond the achievement of the target numbers was still limited at mid-term.
- 3) Of greater concern are the difficulties that projects face in enrolling sufficient numbers of returning migrants in training, in line with the planned outcome of 30% of participants.
- 4) Most projects are unlikely to achieve their objectives in these areas, especially to reach the expected number of returnees. Useful steps have been taken in the area of attention to environmental issues.
- 5) There is evidence that projects have made adaptations to trainings in response to external contexts and factors, such as the challenges faced in specific countries and the COVID-19 pandemic.

### 3.6. Efficiency

#### Key Conclusion

The budgets provided in the program and project documents are sufficient although additional funding needs have been identified to cover learner logistics support and coordination. There are significant delays in implementation, mainly due to COVID-19 and the time needed for the development of partnership systems for TVET. Central program management and coordination is optimal and project-level management is good with some variations that need improvement. Monitoring systems lack clarity on the value chain indicator and consideration of the specifics of individual projects.

#### Remarks

- 1) The budget provided for activities is sufficient to ensure the implementation of programs and projects under proper conditions, especially for capacity building activities. On the other hand, the funds are not necessarily adequate for learners and companies in the framework of dual training, indicating a difficulty in calculating the costs of training. Similarly, the budgeting of project coordination tasks is insufficiently supported.
- 2) The program has fallen behind schedule, and the pandemic is not the only reason. The projects are ambitious and innovative, and require ownership of new actors, equipment and processes. This has led to significant delays in the implementation of activities.
- 3) The project monitoring system is considered too restrictive and not well adapted by the partners.
- 4) The central steering of the program is considered optimal, thanks to an efficient management unit, especially in difficult contextual conditions.
- 5) The mode of governance has allowed projects to be generally implemented correctly, despite numerous constraints related to the pandemic and the difficult context in the countries.
- 6) There is room for improvement in several projects with respect to cross-cultural and interpersonal communication styles.
- 7) The level of information from the different project partners is uneven regarding implementation modalities, timing, and type of activities conducted.

### 3.7. Impact

#### Key Conclusion

The ARCHIPELAGO program and its projects are generating significant positive and not at all negative impacts at the higher systemic level in terms of building EU-Africa and local LFE systems. It is difficult to judge the broader impact of training beyond the mid-term projects because of the delays in implementation of most projects.

### Remarks

- 1) The ARCHIPELAGO program and its projects generate significant positive and not at all negative impacts at the higher systemic level. That is, impacts beyond and between projects. The importance of building and strengthening systems at the local TVET ecosystem level and between African and EU partners should be stressed. Building these systems provides the basis for broader impact.
- 2) At mid-term, due to the slow pace of implementation in many places, it is not yet clear how to measure the broader impact of the projects, although there are already encouraging signs (capacity building of local TVET ecosystems).

## 3.8. Sustainability – Viability

### Key Conclusion

At the mid-term, there are early signs of net benefits-especially for strengthening the LFE ecosystem. It is reasonable to expect that the interventions and results of the ARCHIPELAGO program and its country projects will be sustainable beyond the implementation period. Given the delays, sustainability can only be maximized if the ARCHIPELAGO program and its projects are given extensions to fully implement activities to the highest expected quality.

### Remarks

- 1) The private sector and other national systems are adequately supporting the implementation and operation of ARCHIPELAGO projects.
- 2) Although progress has been slow in many areas, the level of enthusiasm and the degree of success in the quality and potential usefulness of the training modules and systems strengthening are encouraging.
- 3) Sustainability is likely to be maximized through a focus on networks of TVET actors, i.e., within and across countries and partners.

## 3.9. EU Added Value, Enlargement and Diversification

### Key Conclusion

The results are genuinely correlated to the actions of the ARCHIPELAGO program and through joint efforts between local and European partners. The ARCHIPELAGO program helps to optimize efforts and create synergies without duplicating efforts in the field of TVET. Benefits of broadening and diversifying the geographic and thematic support of the program are likely and the institutional capacity to do so exists within the ARCHIPELAGO consortium.

### Remarks

- 1) The ARCHIPELAGO program contributes to optimizing efforts and creating synergies between EU and Member State interventions in the sector, without duplicating efforts, by bringing together a range of contributions based on the unique experiences of member countries to strengthen results.
- 2) The results achieved so far are a consequence of the ARCHIPELAGO program. There is evidence that the cooperation between the EU and the stakeholders running ARCHIPELAGO

projects has been significant. That is, in terms of financial support, technical assistance and exchange, provision of equipment and human resources, adding value to the projects.

- 3) One of the main findings of the evaluation is that the overall concept and implementation of the ARCHIPELAGO program and its projects should benefit from a broadening and diversification of its geographical and thematic support measures to beneficiaries.
- 4) There is an institutional capacity of the ARCHIPELAGO Management Unit and Consortium that has been demonstrated in its ability to continue the projects and/or expand them to other regions or countries.

### 3.10. Recommendations

Since this is a mid-term evaluation, the recommendations are grouped around the urgency of their implementation. However, the priorities in terms of importance of the recommendations are also shown in Appendix 15.

**1) Continue to support the strengthening of TVET ecosystems from the private sector (public-private dialogue activities initiated by the private sector). Continue to integrate the ARCHIPELAGO network with the CPCCAF, EUROCHAMBRES and sequa networks which facilitate best practice exchange activities, know-how transfer and the bringing together of the Africa-Europe business communities.**

- The positive system building results can be further strengthened, especially among EU countries and among African countries.

<i>Link to the conclusion</i>	3.3 Effectiveness of systems strengthening
<i>Priority</i>	Short term, current and future programs and projects
<i>Main responsible entities</i>	ARCHIPELAGO program and its projects
<i>Importance</i>	High
<i>Potential resource implications</i>	Low

**2) Extend the duration of the existing ARCHIPELAGO program to enable it to meet the core training objectives and employability outcome at the centre of the program while incorporating a digital tracking method to follow graduates after training.**

- Note that the investment in the ARCHIPELAGO program and its projects can only be fully realized if an extension is granted to allow the completion of all planned actions with the highest possible quality.
- To enable the collection of vital information to maximize learning from the experiences of the ARCHIPELAGO program and its projects, a tracking method using ordinary SMS and smart phone digital technologies identifying individual learners must be designed and implemented.
- The current African and European partners collect simple data on beneficiaries' employment at three-month intervals for one year after project closure and provide feedback to EU offices for decision-making on similar initiatives in the future.

<i>Link to the conclusion</i>	3.7. Impact and 3.8 Sustainability - Viability
<i>Priority</i>	Short term
<i>Main responsible entities</i>	EU Offices
<i>Importance</i>	Very high
<i>Potential resource implications</i>	No cost extension

**3) Improve the indicators by better defining them so that they are clearly distinguishable from other outcomes and more measurable and understandable.**

Especially (but not only) for the terms and phrases:

- "Value chain" and consider changing to "occupation" or similar term that more clearly delineates the focus that is lacking due to the wide variation in types of value chains and the lack of clarity on how the diversity of training topics can be placed along those value chains.
- "Dual training" to avoid any misunderstanding that the work placement experience always begins immediately from the start of the training.
- Consider adding an indicator for when a learner was placed in a company to begin the "dual" portion of the training. This information would provide insight into progress and improve future approaches.

<i>Link to the conclusion</i>	3.2 Coherence
<i>Priority</i>	Short term current projects and long term for future programs and projects
<i>Main responsible entities</i>	ARCHIPELAGO program and its projects
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low

**4) Further support efforts to ensure that learners have the necessary occupational safety and health equipment during their training at centres and contractors, and of course in decent working conditions.**

- Increase information sharing on decent work and the importance of occupational safety and health with youth beneficiaries, training centre staff, and contractors.
- Links to ILO tools and materials in the areas of training topics may be useful for this purpose. (See the list of references)

<i>Link to the conclusion</i>	3.4 Effectiveness of the development and implementation of dual training
<i>Priority</i>	Short term
<i>Main responsible entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Medium - May require some additional investment

**5) Identify and link with local and international financial resources available to sponsor youth participants in training and to further fund materials and equipment at training centres and contractors.**

- Work more intensively to identify additional funding resources for current projects while continuing to focus on longer-term funding beyond the project period, as is already the case.
- Identify mechanisms for individual and group sponsors to support individual trainees and/or small groups with transportation, food, and lodging as needed. Chamber members, European and African students sponsor their peers
- Put more emphasis on connecting participating project partners in-country to apply for any additional local funding available (government, donor, and private) to supplement the purchase of materials and equipment for the trainings.

<i>Link to the conclusion</i>	3.4 Effectiveness of the development and implementation of dual training
<i>Priority</i>	Short term
<i>Main responsible entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low



**6) Revise the key guidance on migrant reintegration, broaden the authorized target groups of returning migrants to include potential migrants from inland regions and countries, and tailor the provision of appropriate training in future projects to the needs of migrants.**

- Recognize that the 30% return inclusion target is unrealistic but continue efforts to include as many returnees as possible, including with the support of returnee associations.
- Expand the allowable participation of returnees to include regional and internal returnees.
- In future projects, develop specialized modules for returnees that are shorter, close to their place of residence, with content tailored to their needs.

<i>Link to the conclusion</i>	3.5 Effectiveness of the extent gender, returning migrants activities have been implemented
<i>Priority</i>	Short term for current actions and long term for future project adaptations
<i>Main responsible entities</i>	ARCHIPELAGO program and its projects
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low to medium

**7) Ensure that gender is more closely integrated into all project activities:** for future similar projects, include specific objectives on adapting courses to address gender issues and ensure safe and appropriate conditions for women to participate.

<i>Link to the conclusion</i>	3.5 Effectiveness of the extent gender, returning migrants activities have been implemented
<i>Priority</i>	Short term for current actions and long term for future project adaptations
<i>Main responsible entities</i>	ARCHIPELAGO program and its projects and (for the future) EU offices, applicants for program and project funding
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Medium

**8) Improve efficiency by providing more support** to cover the actual operating costs of coordination between European and African partners and at the local level, to build management capacity, and to develop a stronger quality assurance system.

- Adjusting support to the optimal functioning of coordinators, based on actual costs incurred by partners and time spent on project management.
- Strengthen managerial capacity, particularly in collaborative management and leadership, in projects that need additional support in this area.
- Strengthen quality assurance and quality control of capacity building activities to ensure the same quality regardless of who is in charge and to anticipate organisational difficulties and better measure the achievement of targeted results.
- Improve knowledge of the mechanisms of European projects and the intercultural and remedial dimensions that are essential to the success of this type of project, at the beginning of projects and throughout their duration.

<i>Link to the conclusion</i>	3.6 Efficiency
<i>Priority</i>	Management support provided in the short term, the remainder applies in the long term if another similar program is funded in the future.
<i>Main responsible entities</i>	Program and Project Management Unit and (in the future) EU offices, applicants for program and project funding
<i>Importance</i>	High

Potential resource implications	Medium
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**9) Expand and diversify the ARCHIPELAGO program to a new phase with more countries involved and new thematic training topics.**

- Continue the same structure of ARCHIPELAGO in order not to waste the institutional memory and capacities that have been built. Above all, enhance and develop the network of African and European TVET actors.
- In addition, develop a global communication system that VET Toolbox for the implementation of training and methodologies properly adapted to local needs and contexts. VET Toolbox has a wide geographical coverage, is multi-sectoral, already has a multi-level approach and has many partners. It can coordinate communications and ensure that the added value of all partners in their specific areas of interest is maximized for real legitimacy.
- Include ARCHIPELAGO for continued private sector value-added and the Socieux+ program to strengthen the decent work components on the issue of employment strategies, labour market policies and social protection (decent work) with VET Toolbox and others.

Link to the conclusion	3.9 Added value of the EU, Enlargement and Diversification of the ARCHIPELAGO Program
Priority	The decision must be made as soon as possible to allow direct continuation with a new phase.
Main responsible entities	EU offices
Importance	Very important when making decisions about the future of ARCHIPELAGO programming.
Potential resource implications	Medium to high

**10) For the design of new projects: build on lessons learned to maximize women's socio-professional integration and ensure that implementation indicators and their targets are realistic and adapted to reach a large number of returning migrants.**

- Reconsider for future projects whether the focus should be on migration prevention and/or migrant return.
- Maintain the same goal for the number of women participants, but design the program and projects to attract women participants from the early stages of project design.

Link to the conclusion	3.1 Relevance and adequacy
Priority	Future programs and similar projects
Main responsible entities	For the future: EU offices, applicants for program and project funding
Importance	High
Potential resource implications	Should not require a substantial increase in funding over the current design.

### 3.11. Lessons Learned

Summary of lessons	Source of Evidence Section	Wider application and targeted users of the lesson learned
1) The implementation of the program has demonstrated at mid-term that collaboration between the African and EU private sectors to develop appropriate TVET approaches is feasible.	3.2.1; 3.3; 3.7	Other future TVET programs and projects

2) The ARCHIPELAGO approach has proven to be interesting for a sustainable rapprochement of African and European territories and business communities.	3.2.1; 3.3; 3.7; 3.8; 3.9	Other future TVET programs and projects
3) It has been shown that it takes a long time to build and strengthen collaborative systems between African and European private sector partners and between local TVET partners.	3.3; 3.6.2; 3.4	Any future program, whether or not it follows the ARCHIPELAGO format of intensive collaboration between the private sector in Africa and the EU. Even if implemented with other types of development partners, it is useful to include the private sector in identifying labour market needs.
4) The involvement of the private sector has proven to be effective in identifying appropriate, often innovative, training modules aligned with local labour market needs.	3.6	All future development projects, whatever they may be.
5) Project applicants must demonstrate how they will ensure that gender issues are addressed beyond quantitative training participation figures.	3.5	All future development projects, whatever they may be
6) It is clear from the results that identifying appropriate training for returnees needs careful assessment of the specific localities, needs and wishes of this target group in the project design. The signing of an agreement between IOM and the local project structures is necessary to ensure the sustainability of activities aimed at integrating returnees.	3.6	Any future project that includes employment creation
7) It is necessary to allow sufficient time in project planning to design and develop dual training modules as opposed to centre-based types of TVET only. This is especially true when past experience with dual training is limited and the technical content of the modules is new.	3.4	Other future TVET programs and projects
8) Not allocating sufficient logistical and financial resources to attend and stay in training proved to be a serious problem affecting the participation of target groups, including women and returning migrants.	3.4; 3.6	Other future TVET programs and projects
9) <i>Participatory management techniques</i> combined with online group sessions in the form of webinars and meetings are feasible and have proven useful for a wide range of stakeholder types in the participating African and European countries.	3.2.1; 3.9.2	Any future project that relies on close collaboration between African and European partners for implementation.

## ANNEX 1 - BIBLIOGRAPHY - LITERATURE AND DOCUMENTATION CONSULTED

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## ANNEX 2 – EVALUATION MATRIX

Evaluation questions	Judgment criteria	Indicators	Data collection tools	Verification sources
<b>Evaluation criteria - Relevance</b>				
<p><b>1)</b> To what extent have the objectives and design of ARCHIPELAGO's overall intervention, as well as the individual projects, responded to the priority needs of the West African countries and is the programme structured in such a way as to be able to respond effectively to these needs in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in technical and vocational education and training (TVET)</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures (BSS)</li> <li>- The local TVET ecosystem: government, sector and member business organisations and others from the private sector, business support structures and other national systems</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>1.1 The themes and each of the descriptions of the projects developed by ARCHIPELAGO respond directly to the specifically identified priority needs of the participating countries (including the challenges posed by the COVID19 pandemic). In particular, the satisfactory consideration of economic, environmental, social equity, political economy and stakeholder capacity conditions.</p> <p>1.2 The ARCHIPELAGO program and its projects are structured in such a way that they can respond effectively to identified needs and the collaboration between the EU and national partners/projects - is organized in such a way as to respond effectively to identified needs.</p>	<p>1.1.1 Alignment of the ARCHIPELAGO program and its projects with the development objectives of the countries and the West African region, in particular to achieve the objectives of employability and integration into the labour market.</p> <p>1.2.1 The organisation of the project and the cooperation between the actors are designed to meet the identified needs.</p>	<p>Literature review</p> <p>Interviews with key informants</p>	<p><u>Documents:</u> Project proposal Country and sector information Activity reports Internal surveys ARCHIPELAGO</p> <p><u>Stakeholders:</u> ARCHIPELAGO program staff, partners, government officials</p>
<b>Evaluation criteria - Coherence</b>				
<p><b>2)</b> To what extent and how are the overall ARCHIPELAGO program and its individual projects compatible and harmonised to achieve internal and external synergistic coherence, with an explicit focus on successes and challenges in relation to strengthening:</p>	<p>2.1 Interconnection, complementarity, harmonization and synergies between ARCHIPELAGO projects and with other TVET interventions of EU partners and participating countries and other key stakeholders are satisfactory.</p>	<p>2.1.1 The elements of the ARCHIPELAGO program are logical and coherent at all levels and between levels.</p> <p>2.1.2 Objectives are specific, clear, interdependent and measurable.</p>	<p><u>Literature review</u></p> <p>Interviews and meetings with key informants</p> <p>Survey</p>	<p><u>Documents:</u> Project proposal Activity reports Internal surveys ARCHIPELAGO</p>

<ul style="list-style-type: none"> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> </ul>	<p>2.2 Consistency and coherence of the ARCHIPELAGO program and its projects with the "Leave No-One Behind" initiative, the SDGs, the rights-based approach, including gender, environment and climate change.</p>	<p>2.1.3 There is specific evidence and examples of the interconnection, complementarity, harmonization and creation of synergies between the ARCHIPELAGO program and its projects and other TVET interventions from EU partners and participating countries and other key stakeholders.</p> <p>2.1.4 There is evidence in planning and implementation of coherence with the "Leave No-One Behind" initiative, the Sustainable Development Goals (SDGs), the rights-based approach, including the gender, environment and climate change.</p>		<p>Other relevant documents on the ARCHIPELAGO</p> <p>ARCHIPELAGO website</p> <p><u>Stakeholders:</u> Staff and partners of the ARCHIPELAGO program TVET and training institutions Other key stakeholders</p>
<b>Evaluation criteria - Effectiveness</b>				
<p><b>3)</b> To what extent have the projects, as implemented so far, contributed to the achievement of the expected results and objectives of the ARCHIPELAGO program in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in TVET</li> <li>- Entrepreneurship</li> <li>- The TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>3.1 Strengthening of formal and informal TVET mechanisms, including capacity building of local CSOs and training providers, is satisfactory.</p> <p>3.2 Strengthening of local TVET ecosystems, such as strengthening of curriculum development and certification/validation of skills, is satisfactory.</p> <p>3.3 Public-private cooperation, including private sector access to funding for TVET, is supported.</p> <p>3.4 Work-study training and youth employability are implemented and deliver results.</p>	<p>3.1.1 The capacities of TVET institutions, local civil society organisations (CSOs) and training providers under the projects have been strengthened and they are applying what has been learned.</p> <p>3.2.1 Collaboration between TVET institutions and their partners, including private institutions, to enrich the ecosystems of vocational training programs has been improved.</p> <p>3.4.1 Number of people made aware and interested in enrolling in trainings as originally planned, including women, returning migrants and other minority groups.</p>	<p>Literature review</p> <p>Interviews and meetings with key informants</p> <p>Focus groups with beneficiaries</p> <p>Observation of and TVET implementation initiatives and locations</p> <p>Survey</p>	<p><u>Documents:</u> Project proposal Tracking data Activity reports Internal Archipelago Surveys ARCHIPELAGO website</p> <p><u>Stakeholders:</u> Staff and partners of the ARCHIPELAGO program TVET and training institutions Other key stakeholders</p> <p>Survey analysis</p>

<p>4) To what extent has attention to gender, returning migrants, and the environment/climate change been realised, and what progress and challenges have been observed so far with respect to strengthening:</p> <ul style="list-style-type: none"> <li>- Partnership of African and European professional organisations</li> <li>- Content of training/sectors in relation to gender and the environment</li> <li>- TVET for and with returning migrants</li> </ul>	<p>3.5 Entrepreneurship and job creation are implemented and deliver results.</p> <p>4.1 Gender, environment and climate change are satisfactorily implemented.</p> <p>4.2 Returning migrants are registered and participate in projects.</p> <p>4.3 Adaptation of trainings according to contexts and external factors, such as challenges faced in specific countries and the COVID-19 pandemic.</p>	<p>3.5.1 Number of students on internship or work-study during the first cycle of courses including women, returning migrants and other minority groups.</p> <p>4.1.1 and 4.2.1 Number of graduate students integrated into the labour markets during the first cycles of the courses including women, returning migrants and other minority groups.</p> <p>4.2.2 Number of graduate students integrated into the labour markets during the first course cycles.</p> <p>4.1.2 and 4.3.1 Course content includes issues such as gender equality and environmental issues.</p>		
<p><b>Evaluation criteria - Efficiency</b></p>				
<p>5) At mid-term, to what extent is the intervention delivering or likely to deliver results in a timely and efficient manner to the ARCHIPELAGO program as a whole - including cross-cutting aspects?</p>	<p>5.1 Cost-benefit ratio is balanced against mid-term actions and results.</p> <p>5.2 Delivery is made on schedule.</p>	<p>5.1.1 Monitoring information helps to ensure accurate monitoring of deliveries and indicates a good balance between cost and benefit.</p> <p>5.1.2 The economic cost of achieving the expected results of the projects compared to the actual results obtained at mid-term is balanced against the target objectives. The funds were generally well used (i.e., sufficient and well targeted) in the various strategies and interventions</p> <p>5.2.1 The activities of the projects have been developed in accordance with the initial planning and are in line with the timetable and the budget.</p>	<p>Literature review</p> <p>Interviews and meetings with key informants</p> <p>Observation of interactions between ARCHIPELAGO participants</p> <p>Survey</p>	<p><u>Documents:</u>                  Project proposal                  Monitoring data                  Activity reports                  Internal ARCHIPELAGO surveys                  ARCHIPELAGO website</p> <p><u>Stakeholders:</u>                  Staff and partners of the ARCHIPELAGO program                  TVET and training institutions                  Other key stakeholders</p>

	5.3 The liaison mechanisms between the actors of the implementation that are put in place facilitate the implementation of the activities.	5.3.1 Liaison partnerships have been activated and are functioning between the actors involved in the implementation of the ARCHIPELAGO program. Tools/guidelines are shared and workshops/mentoring are organized to strengthen partnerships.		Participation in meetings  Survey analysis
<b>Evaluation criteria - Impact</b>				
6) To what extent do or could ARCHIPELAGO and its projects generate significant positive effects or risks, intended or unintended, at higher levels (systemic, beyond projects and between projects) in relation to the strengthening of: <ul style="list-style-type: none"> <li>- Dual training in TVET</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures</li> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations including the construction of transversal partnership systems</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	6.1 At programmatic level, adequacy of impact indicators, including cross-cutting aspects of partnership between stakeholders in planning and implementation in the EU and in each project in participating countries.	6.1.1 Evidence through quantitative and qualitative data of the expected impact of the overall program and the individual projects at mid-term, specifically for the following themes: <ul style="list-style-type: none"> <li>- Dual training in technical and vocational education and training (TVET)</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures</li> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	Literature review  Interviews and meetings with key informants  ARCHIPELAGO website review  References to the ARCHIPELAGO program on other websites	<u>Documents:</u> Monitoring data Activity reports Internal ARCHIPELAGO surveys  <u>Stakeholders:</u> Staff and partners of the ARCHIPELAGO program TVET and training institutions Other key stakeholders  Website review  Google Alerts
<b>Evaluation criterion – Sustainability - Viability</b>				
7) At mid-term, are there early signs of likely net benefits that the interventions and outcomes of the ARCHIPELAGO programme and its national projects will or are likely to continue beyond the project implementation period and can the private sector and other national systems be expected to support the implementation and operation of	7.1 Sufficiency and progress rate of initiatives for each of the main areas of interest of the programme/project.	7.1.1 Strengthening of national ownership and leadership of counterparts and partners is evident with good practices and lessons learned.  7.1.2 ARCHIPELAGO projects have developed sustainability plans.	Literature review  Interviews and meetings with key informants  Focus groups with beneficiaries	<u>Documents:</u> Monitoring data Activity reports Planning documents  Participation in meetings / observation of interactions

<p>ARCHIPELAGO projects in a satisfactory manner in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in TVET</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures</li> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul> <p>8) To what extent could a future ARCHIPELAGO programme envisage a geographical and thematic broadening and diversification of its measures to help beneficiaries finance and launch their businesses?</p>	<p>7.2 ARCHIPELAGO projects contribute satisfactorily to strengthening the private sector and other national TVET systems and are expected to sustain the processes.</p> <p>8.1 ARCHIPELAGO projects have the potential to continue locally after the end of the cooperation or to be extended to other countries and regions in Africa.</p>	<p>7.2.1 National/project partners have been actively engaged in the design and implementation of ARCHIPELAGO program/project strategies. They participated in decisions making regarding necessary adjustments/mitigations during implementation and initiatives to ensure long-term sustainability.</p> <p>7.2.2 There is evidence that young people who have been involved in ARCHIPELAGO's mid-term projects are able to make use of what they have learned, and have potential for self-employment or employment.</p> <p>8.1.1 Evidence that the projects have been implemented in all previously surveyed regions and that there is institutional capacity to continue the projects and/or expand them to other regions or countries.</p>	<p>Observation of interactions between participants in ARCHIPELAGO</p> <p>Survey</p> <p>ARCHIPELAGO website</p> <p>References to the ARCHIPELAGO program on other websites</p>	<p>Survey analysis</p> <p>Website review</p> <p>Google Alerts</p>
<p><b>Evaluation criterion - EU added value</b></p>				
<p>9) How does ARCHIPELAGO contribute to optimising efforts and creating synergies between EU and Member State interventions in the sector, without duplicating efforts?</p>	<p>9.1 Optimization of efforts and synergies between EU and Member States interventions without duplication of efforts.</p> <p>9.2 The projects could only achieve their objectives and full capacity thanks to the cooperation between the EU and its partners with the local partners of the projects, which added value to the ARCHIPELAGO program.</p>	<p>9.1.1 The results are the consequence of the ARCHIPELAGO program. The unique qualities of the ARCHIPELAGO program are identified.</p> <p>9.1.2 Identification of the observed outcome and the roles played by the intervention and other internal and external contributing factors.</p> <p>9.2.1 Evidence that cooperation between the EU and implementing stakeholders of ARCHIPELAGO projects has been significant, in terms of financial support, technical assistance and provision of material and human resources, bringing added value to projects.</p>	<p><u>Literature review</u></p> <p>Interviews and meetings with key informants</p> <p>Survey</p>	<p><u>Documents</u></p> <p>All relevant Archipelago documents. Documents on EU and other countries' development programs available.</p>

## ANNEX 3 - DETAILED EVALUATION METHODOLOGY INCLUDING: OPTIONS TAKEN, DIFFICULTIES ENCOUNTERED AND LIMITATIONS; DETAILS OF TOOLS AND ANALYSIS

The evaluation builds on a multidimensional methodology that goes beyond simple triangulation. Data collection included the analysis of relevant documents and websites, supplemented by interviews and focus groups with key stakeholders to capture feedback, observations at project sites, and a survey of key players. A vertical and horizontal analysis was carried out of the documents and the layers of information collected which covered the different levels of the ARCHIPELAGO program.

Prior to the site visits, an online data search of the main stakeholders was carried out. The fieldwork was essential, however, as the visits enabled the team to precisely identify the direct and indirect actors. It has also facilitated the understanding of how the ARCHIPELAGO program has set up the networking systems which form the basis of its implementation methodology and the articulation of its sustainability objectives.

The evaluation was conducted by three consultants, an evaluator team leader and two other experts, supported by the TIEG headquarters team.

The evaluation paid particular attention to determining whether and how gender issues were mainstreamed in the design and implementation of projects. Some projects, as detailed further in the country project overviews, offer more possibilities for the inclusion of girls and young women.

Kick-off meetings and planning meetings with the nine countries to be visited and key EU partners were organized during the kick-off period. Two meetings were also held with the management of the ARCHIPELAGO program to discuss the planning and obtain additional information on the logic of the project.

For the field visits, 12 projects had to be selected out of the 20 implemented. A set of criteria were defined in order to guide the selection. The team ultimately determined the following:

- Sector of intervention
- Main actors involved
- Rural/urban balance
- Security and practical logistics to visit project sites

To this list was added the issues of gender mainstreaming and the stage of implementation.

**Field mission dates** in the 9 countries and the selection of the 12 projects out of the 20 were jointly determined with all the stakeholders of the countries involved in ARCHIPELAGO. Nevertheless, the evaluators organized round tables with the key representatives of the projects that could not be selected. Fieldwork was completed on December 10, 2021.

**The management of the ARCHIPELAGO program had provided complete documentation.** However, the evaluation team also worked with other relevant documents and websites to improve its understanding of the context and to enable cross-check of the data. There was no evidence of major gaps, but updated project monitoring data (October 2021) was not yet fully available at the time

of the analysis and report writing. The analysis has of course endeavoured to use the most recent results.

**The norms and standards, ethical guidelines and code of conduct of the United Nations Evaluation Group are applied.**<sup>97</sup>

The adopted approach allowed frequent participation of ARCHIPELAGO staff and coordinators in the evaluation process. The key stakeholders had the opportunity to provide additional information on results even after the fieldwork was completed. Indeed, six follow-up meetings were organized with the main managers of the ARCHIPELAGO program.<sup>98</sup> These meetings served to share results, identify general trends in results, and ask questions about identified issues that needed clarification.<sup>99</sup>

**Sampling of interviewees and focus group members:** The selection of people to be interviewed and/or included in meetings and focus groups was done using “snowball” sampling methods.<sup>100</sup> The management staff and coordinators of ARCHIPELAGO, European and African business organisations, government and private sector representatives, business service organisations, youth beneficiaries and other stakeholders were included.

Type of stakeholder met	Male	Female	Total
General – Partners and ARCHIPELAGO Program Management Unit	2	3	5
Burkina Faso	48	18	66
Cameroon	70	24	94
Ivory Coast	25	18	43
Ghana	50	35	85
Mali	47	2	49
Mauritania	12	11	23
Niger	27	6	33
Senegal	36	24	60
Chad	23	5	28
RAFPRO	10	4	14
<b>Totals</b>	<b>350</b>	<b>150</b>	<b>500</b>

In addition to the projects site visits, the Team Leader attended the conference of the African Network of Vocational Training Institutions and Funds (RAFPRO) as an observer. This was held from 16 to 18 November, 2021 in Saly, Senegal. The conference was an excellent opportunity for the evaluator to meet high-level people associated with the ARCHIPELAGO program. This also enabled the holding of in-depth interviews on progress, successes, challenges and shortcomings. It was also possible to observe the interactions between the participants and to measure the effectiveness of the networks

<sup>97</sup> United Nations Evaluation Group (2016), Norms and Standards for Evaluation, New York: United Nations Evaluation Group.

<sup>98</sup> Between December 21, 2021 and January 21, 2022. See Annex 19 for details.

<sup>99</sup> Some of these meetings were also combined with an interview.

<sup>100</sup> A non-probability sampling technique (which includes the purposive sampling) in which a researcher starts with a small population of known individuals and expands the sample by asking these early participants to identify others who should participate in the study. Greenane.com. (2019), When and how to use snowball sampling in sociological research. Available from <https://www.greelane.com/fr/science-technologie-math%c3%a9matiques/sciences-sociales/snowball-sampling-3026730/>. Website accessed 10/10/2021.



(development of the TVET ecosystem) which are, it should be remembered, one of the key objectives of the ARCHIPELAGO programme.

On numerous occasions, stakeholders from the ARCHIPELAGO consortium and its management team were interviewed and/or dialogues were held with certain actors, in some cases some were interviewed several times. These dialogues were organized to plan, recheck the obtained information or ensure that the monitoring data was well understood.

## Conceptual Approach, Data Management and Analysis

The evaluation used a systemic and evaluative inquiry approach to collect, manage and interpret the information collected. Human rights-based methods of analysis, with particular attention to gender, were applied in all aspects and stages of the survey and conclusion processes. This means that they were transversally fundamental to the whole process.

**The team used a combination of two main types of systems analysis** – analysis of causal loops, analysis of inter-relation networks<sup>101</sup> – guided by a systemic research approach.

Systemic approaches consist of:

**Causal loop analysis** which identifies the main variables of interest and determines how the components are linked and influence each other, a process that is dependent on monitoring mechanisms.

**The analysis of the networks of inter-relations** which map key players and their relationships. This mapping was then used to understand the consequences of the different forces at play and the intensity of the interrelationships. This is particularly important as the ARCHIPELAGO program includes a cross-cutting component on networking and capacity building of key implementing partners.

This information was collected through a mapping exercise of key stakeholders, some of which are detailed in the graph in Annex 4. This mapping was complemented by online data collection, but more importantly by a field survey to identify the main actors.

**The systemic evaluation method**<sup>102</sup> has been used. It is a process of collecting quantitative and qualitative data and then applying methods to analyse the information from multiple perspectives. In this particular case, it is important to consider the different points of view of all the stakeholders.

**The main components of data collection methods** revolve around a documentary review, project case studies, intensive interviews, an online survey, and finally observations of the training situations of beneficiaries and interactions between stakeholders.

At the end of this process, the results obtained in the nine countries—and as related to the project themes—were analysed and best practices, challenges, innovative approaches and lessons learned were identified.

<sup>101</sup> Burns, D. and Worsley, S. (2016), Navigating Complexity in International Development: Facilitating Sustainable Change at Scale. Warwickshire: Practical Action Publishing Ltd.

Williams, B and Hummelbrunner, R (2011), Systems Concepts in Action. Stanford: Stanford Business.

<sup>102</sup> Visionary Evaluation for a Sustainable Equitable Future (2020), Edited by Parsons, B. and Dhillon, J., Charlotte, NC: Information Age Publishing

The resulting analysis and clear and actionable recommendations are intended to improve the continued implementation of ARCHIPELAGO as well as the development, planning, design and implementation of future similar interventions by the EU.

**Qualitative data analysis software**, Atlas.ti<sup>103</sup>, was used to code and process the information collected, particularly the notes from the interviews and focus groups. Ultimately, 71 categories of codes (or subjects) were identified. The categories were developed around the evaluation questions, sub-questions and actual data collected in the field.

A total of 156 documents from interview notes and focus groups were processed. Each interview/discussion group had to be the subject of a specific study. This is because due to the complexity and variety of the information/comments, moreover in two languages, it was not possible to carry out a uniform and systematised analysis. Ultimately, no less than 1,945 quotes distributed among the 71 categories of subjects were available, in other words a wide and exhaustive range of comments which precisely reflected the reality of the ongoing projects.

Clear trends have therefore been identified and are naturally presented in the report.

## Analysis of survey results

Sixty-two (62) out of eighty-six (86) people responded to the survey (see Annex 11 for the survey form and summary of results), representing a response rate of 72%. As indicated in the Inception Report, only key stakeholders, having a good overview of the activities of the initiative, were asked to respond. These were the official partners of ARCHIPELAGO and the representatives of the entities with which the project leaders had signed memoranda of understanding.

A preliminary analysis of 10 survey forms was carried out to examine the types of responses provided and then organize them into categories. Then all the answers were analysed using a spreadsheet to identify frequencies. Where necessary, the categories were adjusted to reflect identified trends during the overall analysis. The findings clearly confirmed the same types of results found initially during interviews and focus groups or as a result of observations and review of the literature. The survey therefore allowed cross-checking of the results and confirmation of the evidence collected.

## Elaboration of the reconstructed Theory of Change

The evaluation used the logical frameworks (including the updated ARCHIPELAGO program logical framework) for the current analysis. Several discussions took place with the ARCHIPELAGO Management Unit regarding the questions of the logical framework to ensure that the evaluators were able to assess the situation accurately. In addition, a Theory of Change (ToC) based on the underlying logic of the program was developed. The advantage of constructing the ToC was to allow a detailed examination of some of the challenges of the logical framework. These include the formulation of certain indicators and a better operationalization of certain terms and indicators.

ToCs are normally and preferably participatory exercises carried out at the start of a program or project and involve key stakeholders. Given the inherent need to develop ToC using participatory methodologies, the evaluation team repeatedly involved key people from the ARCHIPELAGO Consortium management team. Several iterations of a ToC were completed and discussed online to

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<sup>103</sup> <https://atlasti.com/>

ensure an appropriate format. A final review and streamlining of the ToC were done in January 2022 to ensure it is as well-constructed as possible.

Of course, the ToC could not deviate too far from the ARCHIPELAGO logical framework, as this would have entailed a redesign of the ARCHIPELAGO program. For this reason, some of the ToC content might have been conceptually different had it been designed early in the programming period. Nevertheless, the ToC retains all its interest since it shows the inherent logic in the results that ensure the achievement of the overall objective of the ARCHIPELAGO program.

## Operational evaluation management

Throughout the evaluation assignment, many exchanges took place between the members of the evaluation team. The Basecamp project management platform was used to plan, track and share, as well as comment on drafts. Two dedicated Google Drive folders were used to store and collect the information. One of the files was intended for the collection of information on the ARCHIPELAGO program and projects. This folder also included the survey which was developed using the Google Forms format to ensure ease of use for respondents. The other Google Drive folder was for internal use to collect any references relating to documents or websites. Lastly, an internal Google document was necessary for the collection of all the results of the analyses.

Zoom calls were held regularly and WhatsApp was used to facilitate quick exchanges on planning, progress and issues raised. This means of communication was also used when the teams were in the field to address issues that arose and refine previously foreseen trends.

## Limitations

Due to evaluation time restrictions, the ToR, and in line with the evaluation proposal, only 12 out of the 20 projects could be visited in the field. To remedy this situation, the evaluators organized round tables with key representatives of the projects that could not be selected.

Some projects only started to be implemented in 2021, including one that only started in September 2021 (in Niger).

The COVID19 pandemic has influenced the ability of projects to implement their activities as planned and on schedule. This means that the evaluation had consider the influence of the pandemic on the activities of the projects. It was difficult to separate the exact influence of COVID19 on project implementation and mid-term results from other influencing factors but efforts were made to do so.

The timeframe in which fieldwork could be implemented was too limited to allow the coverage of the 12 projects in 9 countries. This made it difficult to ensure that all stakeholders would always be available during the fieldwork timeframe. However, the evaluation team mitigated this situation by moving the dates of the fieldwork several times to accommodate the availability of as many stakeholders as possible.

The evaluation used the logical frameworks (including the updated ARCHIPELAGO program logical framework) for the current analysis. Several discussions took place with the ARCHIPELAGO Management Unit regarding the questions of the logical framework to ensure that the evaluators were

able to assess the situation accurately. In addition, a ToC was developed. The advantage of constructing the ToC was to allow a detailed examination of some of the challenges of the logical framework. These include the formulation of certain indicators and a better operationalization of certain terms and indicators.

Although there was a project logical framework to inform the evaluation, at mid-term there was still no ToC. The ToR for the evaluation asked the evaluation team to reconstruct a ToC.

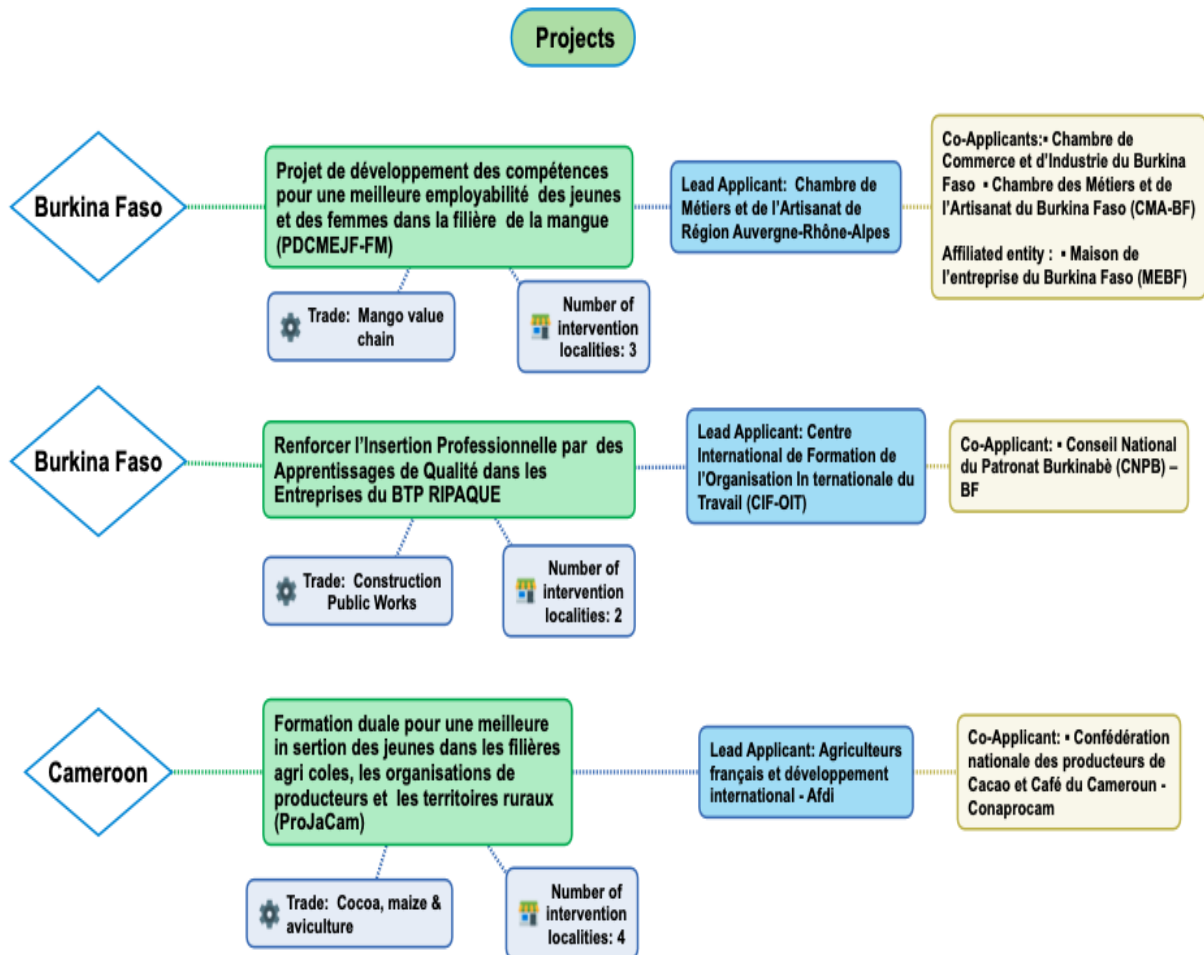
ToCs are normally participatory exercises carried out at the start of a program or project and involve key stakeholders. Under these circumstances, the evaluation team was therefore not in a position to develop the ToC according to the usual methodologies implemented at the beginning of a program or project. However, the team worked to make the ToC as relevant and useful as possible.

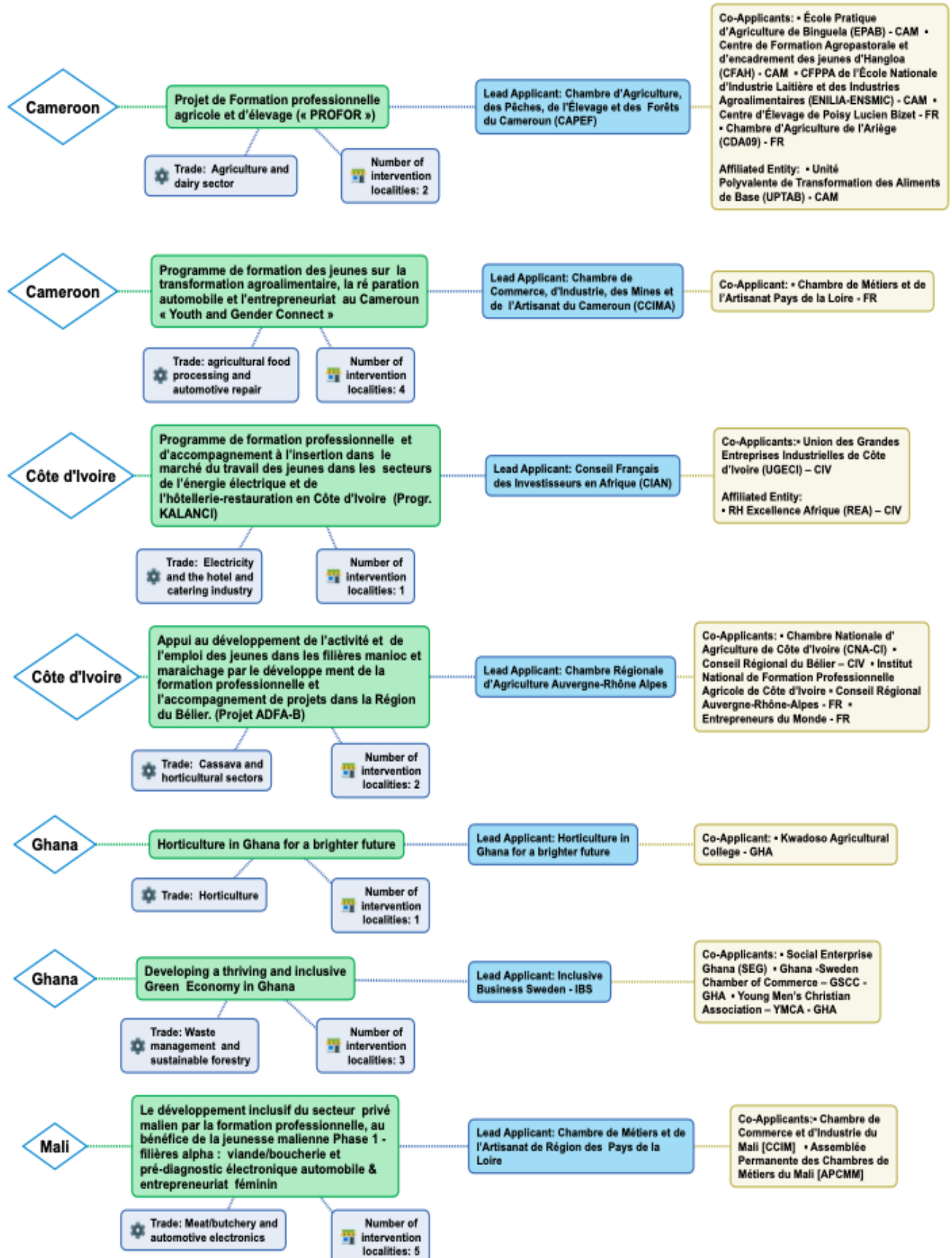
Given the inherent need to develop ToCs using participatory methodologies, the evaluation team repeatedly involved key people from the ARCHIPELAGO Consortium management team. Several iterations of a ToC were completed and discussed online to ensure an appropriate format. A final review and streamlining of the ToC were done in January 2022 to ensure it is as well-constructed as possible.

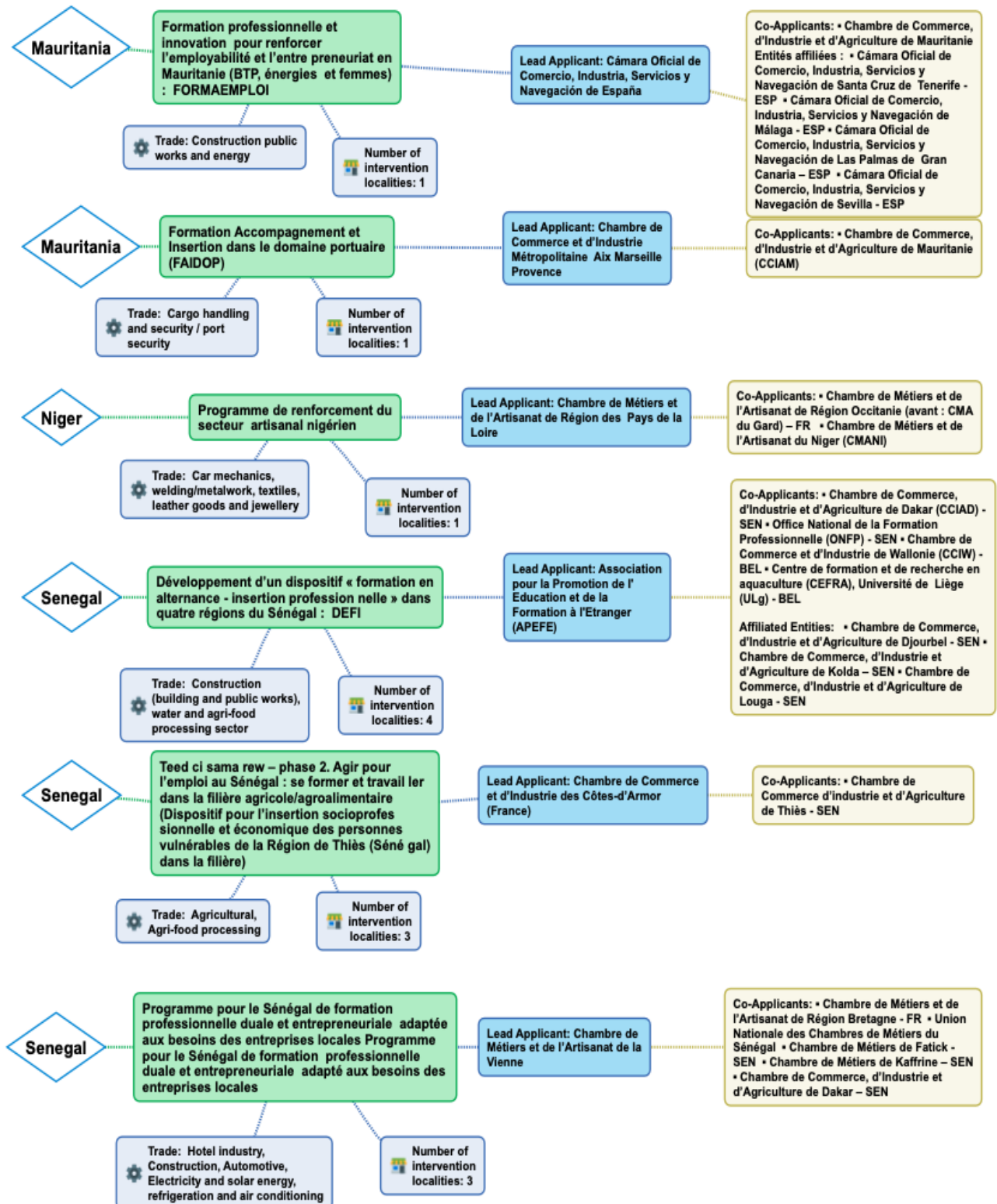
Of course, the ToC could not deviate too far from the ARCHIPELAGO logical framework, as this would have entailed a redesign of the ARCHIPELAGO program. For this reason, some of the ToC content might have been conceptually different had it been designed early in the programming period. Nevertheless, the ToC retains all its interest since it shows the inherent logic in the results that ensure the achievement of the overall objective of the ARCHIPELAGO program.

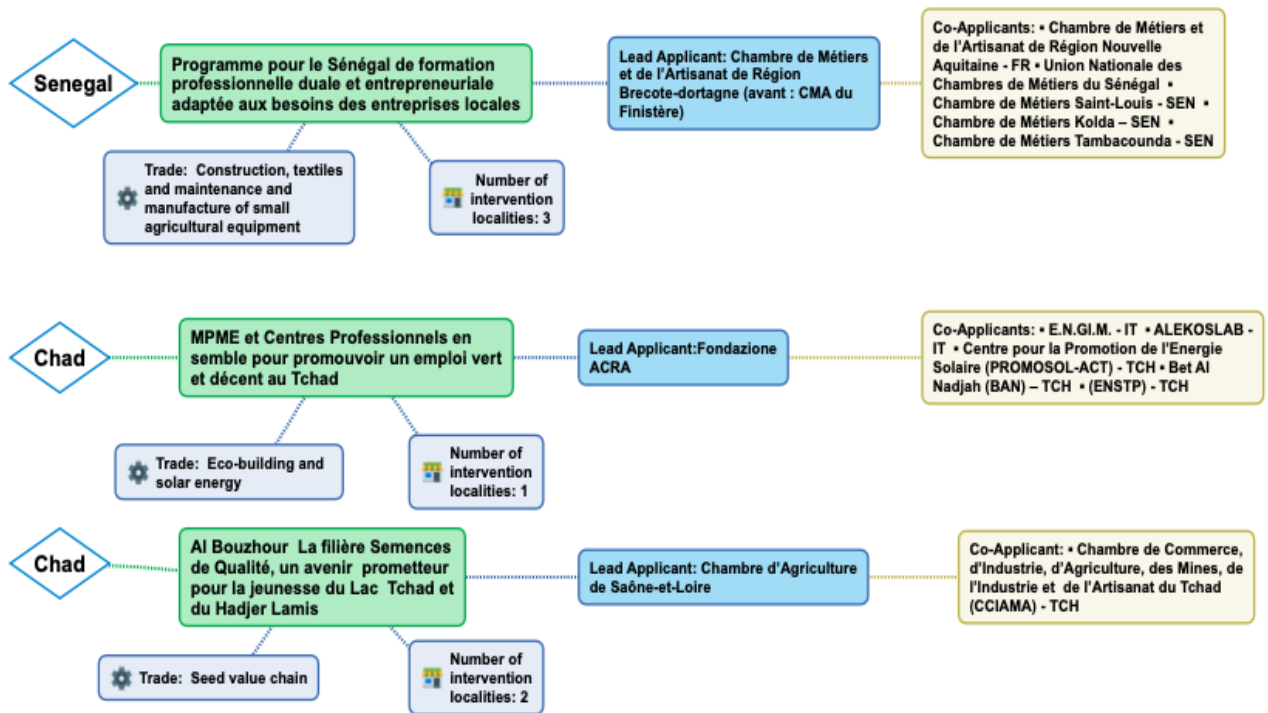
# ANNEX 4 - SUMMARY AND GRAPHIC ANALYSIS OF PROJECTS - COMPONENTS

## Summary and Graphical Analysis of Projects - Components











## ANNEX 5 - LEGEND OF THE PROJECT LIST

Legend number in the left column for reference.

<b>BURKINA FASO</b>	
1)	Strengthening Professional Integration through Quality Apprenticeships in Construction Companies (RIPAQUE)
2)	Project for Skills Development for Better Employability of Youth and Women in the Mango Sector (PDCMEJF-FM)
<b>CAMEROON</b>	
3)	Establishment of a system for the socio-professional integration of young people through non-agricultural rural trades by strengthening of the vocational and entrepreneurial training offer in the department of Moungo (CIMAR Technopôle)
4)	Dual training for better integration of young people in agricultural sectors, producer organisations and rural areas (ProJaCam)
5)	Agricultural and Livestock Vocational Training Project (PROFOR)
6)	Youth training program on agro-food processing, car repair and entrepreneurship in Cameroon (Youth and Gender Connect)
<b>IVORY COAST</b>	
7)	Support for the development of activity and employment of young people in the cassava and horticulture sectors through the development of vocational training and support for projects in the Bélier Region (ADFA-B Project)
8)	Vocational training and support program for the integration into the labour market of young people in the electrical energy and hotel and catering sectors in Côte d'Ivoire (KALANCI)
<b>GHANA</b>	
9)	Horticulture in Ghana for a brighter future (Ghana Horticulture)
10)	Developing a driving and inclusive Green Economy in Ghana (Green Economy)
<b>MALI</b>	
11)	The inclusive development of the Malian private sector through vocational training, for the benefit of Malian youth - Phase 1 - alpha sectors: meat/butchery and automotive electronic pre-diagnosis & female entrepreneurship. (Qualifying training in butchery and automobile mechanics)
<b>MAURITANIA</b>	
12)	Vocational training and innovation to strengthen employability and entrepreneurship in Mauritania (construction, energy and women) (FormaEmploi)
13)	Support and integration training in the port sector (FAIDOP)
<b>NIGER</b>	
14)	Program to strengthen the Nigerien artisanal sector
<b>SENEGAL</b>	
15)	Development of a "work-study training - professional integration" system in four regions of Senegal (DEFI)
16)	Teed ci sama rew – Phase 2. Acting for employment in Senegal: training and working in the agricultural/agri-food sector (System for the socio-professional and economic integration in the sector of vulnerable people in the Thiès Region (Senegal)) (Agir pour l'emploi au Sénégal).
17)	Dual and entrepreneurial vocational training program for Senegal adapted to the needs of local businesses (Regions of: Saint-Louis-Kolda, Tambacounda) (Projet Formation Saint-Louis-Kolda, Tambacounda)
18)	Dual and entrepreneurial vocational training program for Senegal adapted to the needs of local businesses (Regions of: Regions of: Dakar, Fatick, Kaffrine. (Projet Formation Dakar, Fatick, Kaffrine)
<b>CHAD</b>	
19)	The Quality Seeds sector, a promising future for the youth of Lake Chad and Hadjer Lamis (Al Bouzhour)
20)	MSMEs and Professional Centres together to promote green and decent employment in Chad (Ensemble pour promouvoir l'emploi vert et décent au Tchad)

## ANNEX 6 - LINKS BETWEEN PROJECTS AND NEEDS IDENTIFIED AT THE NATIONAL LEVEL

<b>BURKINA FASO</b>	Aligned with the National Economic and Social Development Plan 2016-2020 <sup>104</sup> and 2021-2025 <sup>105</sup> of the Burkinabe government, in particular the aspect of improving the supply and quality of education, teaching and training in line with the needs of transforming the economy.
<b>CAMEROON</b>	Aligned with priority economic needs of Cameroon in relation to the activities developed by each project (in particular agricultural and livestock activities, innovative and sustainable techniques linked to the development of a green economy. Feasibility studies were carried out at the start of the projects.
<b>IVORY COAST</b>	Both projects were developed in line with national policies.
<b>GHANA</b>	National politics <sup>106</sup> point out the need to develop technical and vocational education and training.
<b>MALI</b>	Projects also respond to the priorities of the Ten-Year Program for Vocational Training and Employment in Mali (PRODEFPE). <sup>107</sup>
<b>MAURITANIA</b>	Both projects were developed in line with national policies and in accordance with the needs of the private sector.
<b>NIGER</b>	The project is aligned with the Renaissance Program Act 3, within the framework of the National Artisanal Development Policy and the Economic and Social Development Plan (updated for the period from 2017 to 2021). <sup>108</sup>
<b>SENEGAL</b>	The government places particular emphasis on the importance of dual approaches to TVET. <sup>109</sup> The 4 projects in Senegal, as well as the other projects of the ARCHIPELAGO program, include dual education approaches in their design.
<b>CHAD</b>	The actions are aligned with the result areas of the National Development Plan 2017-2021 regarding the improvement of technical and vocational education; self-sufficiency in terms of production and accessibility to electrical energy; and facilitating the population's access to new and renewable energy sources. <sup>110</sup>

<sup>104</sup> Gouvernement du Burkina Faso (2021), Plan National de développement économique et social 2021-2025 (PNDES—II). Ouagadougou : Gouvernement du Burkina Faso.

<sup>105</sup> Gouvernement du Burkina Faso (2016), Plan National de développement économique et social 2016-2020 (PNDES—II). Ouagadougou: Gouvernement du Burkina Faso.

<sup>106</sup> Government of Ghana, National Development Planning Commission (2017), Medium-Term National Development Policy Framework: an Agenda for Jobs: Creating Prosperity and Equal Opportunity For All (First Step) 2018-2021. Accra: National Development Planning Commission.

<sup>107</sup> Gouvernement du Mali (2015) Programme Décennal de Développement de la Formation Professionnelle pour l'Emploi (PRODEFPE) 1ère Phase : Programme Triennal 2015-2017. Bamako : Gouvernement du Mali.

<sup>108</sup> Gouvernement du Niger (2017), Programme de Renaissance acte 3, à la Politique National de Développement Artisanal et au Plan de Développement Économique et Social. Niamey : Gouvernement du Niger.

<sup>109</sup> ILO (2020), L'état des lieux du système de formation professionnelle (Sénégal), Dakar : OIT.

<sup>110</sup> Présidence de la République, Primature Ministère de l'Économie et de la Planification du Développement (2017), Plan National de Développement 2017-2021. N'Djamena : Présidence de la République, Primature Ministère de l'Économie et de la Planification du Développement.

## ANNEX 7 - RESULTS OF PROGRESS BY PROJECT BASED ON AVAILABLE DATA

### DECEMBER 31, 2021

The legend of Annex 5 cites the projects with a number that corresponds to the numbers in the second line of the table. The results of each project can thus be identified by referring to the numbers in the legend.

The table contains the most recent information available by project. Please keep in mind that projects have different numerical targets per indicator, different structures and different levels of complexity. This explains most of the variations in the numbers. However, the table provides some indications that some projects are much more advanced than others.

No.	Indicators <sup>111</sup>	Most recent results																			
		In blue colour the data for October 2021, in black the data for November 2021.																			
Total		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Last month update date in 2021		Nov	Oct	Oct	Aug	Nov	Dec	Sep	Dec	Dec/2020 <sup>112</sup>	Sep	Nov	Nov	Nov	Dec	Nov	Nov	Sep	Nov	May	Nov
1	At least 11,500 direct beneficiaries are made aware of the possibilities offered by TVET through information campaigns and training activities	1373	560	558	1314	2777	975	1967	1047	616	945	40	1643	207	0	583	298	111	469	2213	2557
	of which people Including business support structures, companies and training centres	77	0	115	671	11	466	242	114	77	203	60	181	38	0	191	6	21	142	10	120
2	At least 800 MSMEs from the relevant value chain(s) - including in particular client companies and suppliers - participate in the identification of skills gaps	70	0	103	132	7	229	20	46	16	92	54	100	31	0	76	0	0	96	4	8
3	A minimum of 7,130 young people are trained, including 4,130 through a dual professional training approach (workplace and training centre) and supported after training for integration and at least 3,000 people are trained in	0	0	112	120	0	60	117	204	396	0	0	100	51	0	0	201	0	115	401	463
	People trained in dual vocational training	0	0	0	0	0	1	82	0	0	0	0	0	0	0	0	0	0	0	0	0
	People supported for job search	0	0	0	0	0	1	82	0	0	0	0	0	0	0	0	0	0	0	0	0

<sup>111</sup> Indicator 12 has been deleted in this mid-term evaluation as it is only relevant for the final evaluation, during which an assessment may be made.

<sup>112</sup> Indicator 3 data was updated in February 2022.

	entrepreneurship and supported after training in creation of their business	People trained in entrepreneurship	0	653	71	120	383	49	63	265	51	0	0	73	17	0	0	65	0	0	0	358	
		People supported for business creation	0	0	0	0	210	49	42	93	0	0	0	0	17	0	0	0	0	0	0	0	
		Total young people trained	0	0	112	120	383	109	82	265	396	0	0	173	68	0	0	266	0	115	401	821	
4	Among the 7,130 young people trained and integrated into the labour market (who obtained a certificate at the end of the training modules) and of whom at least 1,000 are employed (including as self-employed) in the formal or informal sector	People integrated (at the end of dual vocational training or entrepreneurship training)	0	0	0	118	0	69	129	217	72	0	0	73	68	0	0	0	0	0	401	821	
		People employed	0	0	0	0	0	1	0	0	10	0	0	0	0	0	0	0	0	0	0	0	22
		People employed full-time	0	0	0	0	0	1	0	0	10	0	0	0	0	0	0	0	0	0	0	0	22
		People employed part-time	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0
		Independents (self-employed)	0	0	0	0	0	0	24	0	31	0	0	0	0	0	0	0	0	0	0	0	15
5	The TVET offer for the sectors / professions selected by country is improved, according to the needs of the private sector and the growth sectors analysed previously	No. of new TVET programs	0	0	9	0	0	0	3	3	10	3	0	0	3	0	10	0	8	1	4	0	
		N° of adapted TVET programs	0	0	1	3	0	0	2	1	0	0	2	0	0	0	3	3	0	4	0	0	7
6	At least 1,800 business leaders (employers) are trained / made aware of training and apprenticeship in the workplace		122	0	0	40	102	0	83	0	0	0	4	40	0	0	0	0	0	131	0	73	
7	At least 20 training providers and 30 business support structures are mobilized, trained and institutionally strengthened to provide new and/or better TVET services	Training provider	2	0	4	1	3	8	3	4	6	4	31	1	0	2	7	3	5	6	3	4	
		Business support structures	5	0	2	15	1	0	5	0	3	3	24	0	2		5	3	3	5	2	2	
8	At least 600 local trainers (TVET centre trainers, company staff in charge of internal training, other		61	0	9	20	10	29	9	0	75	0	2	12	0	0	0	0	12	16	20	95	

	training providers) are trained																						
9	At least 800 MSMEs participate in activities to promote local economic development: surveys of local businesses and entrepreneurs to analyse economic potentials, promising value chains and identify obstacles for the implementation of measures requested by companies. These activities will have for example the public-private objectives in order to promote a more favourable business environment.		0	0	0	0	138	214	26	0	410	68	0	0	0	0	0	0	0	0	120	0	29
10	At least 24 local value chains are identified for development		0	0	0	3	1	2	2	0	1	3		0	1	0	0	0	0	0	0	0	1
11	At least 60 new relevant services are developed and offered by business support structures		0	0	0	0	2	0	5	0	2	0	0	0	0	0	0	0	0	0	1	0	0
13	At least 60 business environment topics addressed by business support organisations through public-private dialogue	Business Environment Topics	0	0	1	0	0	1	4	0	5	0		0	0	0	0	0	0	10	0	7	3

## ANNEX 8 - SUMMARY OF THE IMPLEMENTATION STATUS OF YOUTH TRAINING AND PLACEMENT WITH ENTREPRENEURS FOR DUAL EXPERIENCE DURING EVALUATION MISSIONS

Note: In some training situations, young people had their practical experience within the training centre. The second column of the table indicates only the situations in which young people also started or finished an internship experience with entrepreneurs.

Country and project visited	Technical training of young people started before the evaluation mission	Entrepreneurship training started before the evaluation mission	Dual experience in a workplace outside the training centre started before the evaluation mission
<b>Burkina Faso</b> Project for Skills Development for Better Employability of Youth and Women in the Mango Sector (PDCMEJF-FM)	– Start in early February 2022	+	–
<b>Cameroon</b> Establishment of a system for the socio-professional integration of young people through non-agricultural rural trades by strengthening of the vocational and entrepreneurial training offer in the department of Moundou (CIMAR Technopôle)	+	+	+
Dual training for better integration of young people in agricultural sectors, producer organisations and rural areas (ProJaCam)	+	+	+
<b>Ivory Coast</b> Vocational training and support program for the integration into the labour market of young people in the electrical energy and hotel and catering sectors in Côte d'Ivoire (KALANCI)	+	+	+
<b>Ghana</b> Horticulture in Ghana for a brighter future (Ghana Horticulture)	+	+	+
Developing a driving and inclusive Green Economy in Ghana (Green Economy)	– Start in early December 2021	–	–
<b>Mali</b> The inclusive development of the Malian private sector through vocational training, for the benefit of Malian youth - Phase 1 - alpha sectors: meat/butchery and automotive electronic pre-diagnosis & female entrepreneurship. (Qualifying training in butchery and automobile mechanics)	– Start in early February 2022	– Start in early February 2022)	–
<b>Mauritania</b> Vocational training and innovation to strengthen employability and entrepreneurship in Mauritania	– Start in early December 2021	+	– Start in December 17, 2021

(construction, energy and women) (FormaEmploi)			
<b>Niger</b> Program to strengthen the Nigerien artisanal sector	– Start in 2nd quarter 2022	– Start in 2nd quarter 2022	– Start in 2nd quarter 2022
<b>Senegal</b> Development of a "work-study training - professional integration" system in four regions of Senegal (DEFI)	– Start in February 2022	– Start in February 2022	– Start in February 2022
Teed ci sama rew – Phase 2. Acting for employment in Senegal: training and working in the agricultural/agri-food sector (System for the socio- professional and economic integration in the sector of vulnerable people in the Thiès Region (Senegal)) (Agir pour l'emploi au Sénégal).	+	+	–
<b>Chad</b> MSMEs and Professional Centres together to promote green and decent employment in Chad (Ensemble pour promouvoir l'emploi vert et décent au Tchad)	+	+	+

## Legend:

- + = training or dual experience started at the time of the evaluation mission in the field.  
- = not yet started at the time of the field evaluation mission

## ANNEX 9 - ANSWERS TO THE EVALUATION QUESTIONS, JUDGING CRITERIA AND INDICATORS

**Note:** Since the conclusions are often transversal between the judgment criteria and the indicators, the answers are not necessarily aligned on each point. In other words, some of the conclusions apply to more than one part of the evaluation question.

The results project log frame indicators are too long to fit in the evaluation matrix and details can best be reviewed in the body of the text.

Evaluation questions	Judgment criteria	Indicators	Main findings
<b>Evaluation criteria - Relevance</b>			
<p>1) To what extent have the objectives and design of ARCHIPELAGO's overall intervention, as well as the individual projects, responded to the priority needs of the West African countries and is the programme structured in such a way as to be able to respond effectively to these needs in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in technical and vocational education and training (TVET)</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures (BSS)</li> <li>- The local TVET ecosystem: government, sector and member business organisations and others from the private sector, business support structures and other national systems</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>1.1 The themes and each of the descriptions of the projects developed by ARCHIPELAGO respond directly to the specifically identified priority needs of the participating countries (including the challenges posed by the COVID19 pandemic). In particular, the satisfactory consideration of economic, environmental, social equity, political economy and stakeholder capacity conditions.</p> <p>1.2 The program ARCHIPELAGO and its projects are structured in such a way that they can respond effectively to identified needs. Also, the collaboration between the EU and national partners/projects - is organized in such a way as to respond effectively to identified needs.</p>	<p>1.1.1 Alignment of the ARCHIPELAGO program and its projects with the development objectives of the countries and the West African region, in particular to achieve the objectives of employability and integration into the labour market.</p> <p>1.2.1 The organisation of the project and the cooperation between the actors are designed to meet the identified needs.</p>	<p>1) The overall design of the ARCHIPELAGO program and its individual projects are directly linked to the regional and national priority needs identified in the participating West African countries. That means, with regard to increasing and improving local employment opportunities for young people and developing a more suitable TVET.</p> <p>2) There is a fairly satisfactory consideration of economic, environmental, social equity, political economy and stakeholder capacity conditions.</p> <p>3) With regard to the structure of the ARCHIPELAGO program and its 20 projects, the overall program and the individual projects have generally been structured in such a way as to be able to respond effectively to these needs.</p> <p>4) However, particularly with regard to the inclusion of returning migrants and women, some aspects were designed less appropriately. The evaluation showed that the objective of including</p>



			30% returning migrants and 40% women among the young beneficiaries was not pragmatic.
<b>Evaluation criteria - Coherence</b>			
<p><b>2)</b> To what extent and how are the overall ARCHIPELAGO program and its individual projects compatible and harmonised to achieve internal and external synergistic coherence, with an explicit focus on successes and challenges in relation to strengthening:</p> <ul style="list-style-type: none"> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> </ul>	<p>2.1 Interconnection, complementarity, harmonization and synergies between ARCHIPELAGO projects and other technical and vocational education and training interventions of EU partners, participating countries and other parties are satisfactory.</p> <p>2.2 Coherence of the ARCHIPELAGO program and its projects with the "Leave No-One Behind" initiative, the SDGs, the rights-based approach, including gender, environment and climate change.</p>	<p>2.1.1 The components of the ARCHIPELAGO program are logical and coherent at all levels and between levels.</p> <p>2.1.2 Objectives are specific, clear, interdependent and measurable.</p> <p>2.1.3 There is specific evidence and there are examples of the interconnection, complementarity, harmonization and creation of synergies between the ARCHIPELAGO program and its projects and other technical education and training interventions and professionals from EU partners, participating countries and other parties.</p> <p>2.1.4 There is evidence in planning and implementation of coherence with the "Leave No-One Behind" initiative, the Sustainable Development Goals (SDGs), the rights-based approach, including the gender, environment and climate change.</p>	<p>1) The overall ARCHIPELAGO program and its individual projects are, as a whole, compatible and harmonized to achieve internal and external synergistic coherence, with clear attention to success in relation to strengthening of;</p> <ul style="list-style-type: none"> <li>- The developing local TVET ecosystem</li> <li>- The partnership of African and European professional organisations that supports the development and improvement and operation of projects</li> </ul> <p>2) The components of the ARCHIPELAGO program are for the most part logical and coherent at all levels and between levels, but certain aspects deserve improvement, especially concerning the clarity of the indicators.</p> <p>3) The logic of the program as formulated in the logical framework includes multiple means to achieve synergy and impact in the different program areas.</p> <p>4) All projects include an orientation to support the SDGs and their targets, in particular SDGs #1 on poverty, #4 on education, #5 on equality issues, #8 on decent work and economic growth, #10 on reducing inequalities and #17 on partnerships.</p> <p>5) However, certain aspects of inclusion relating to gender and other vulnerable people were not addressed as fully as they could have been. Planning documents place a strong emphasis on</p>

			achieving quantitative results rather than tailoring content to fully meet the needs of vulnerable groups. This in particular for special target groups such as young women and returning migrants.
<b>Evaluation criteria - Effectiveness</b>			
<p><b>3)</b> To what extent have the projects, as implemented so far, contributed to the achievement of the expected results and objectives of the ARCHIPELAGO program in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in TVET</li> <li>- Entrepreneurship</li> <li>- The TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>3.1 Strengthening of formal and informal TVET mechanisms, including capacity building of local CSOs and training providers, is satisfactory.</p> <p>3.2 Strengthening of local TVET ecosystems, such as strengthening curriculum development and certification/validation of skills, is satisfactory.</p> <p>3.3 Public-private cooperation, including private sector access to funding for TVET, is supported.</p> <p>3.4 Work-study training and youth employability are implemented and yield results.</p> <p>3.5 Entrepreneurship and job creation are implemented and yield results.</p>	<p>3.1.1 The capacities of TVET institutions, local civil society organisations (CSOs) and training providers under the projects have been strengthened and they are applying what has been learned.</p> <p>3.2.1 Collaboration between TVET institutions and their partners, including private institutions, to enrich the ecosystems of vocational training programs has improved.</p> <p>3.4.1 Number of people sensitised and interested in enrolling in trainings as originally planned, including women, returning migrants and other minority groups.</p> <p>3.5.1 Number of students on internship or work-study during the first cycle of courses including women, returning migrants and other minority groups.</p>	<p>1) The strengthening of systems between the EU and African partners and at the local level of TVET ecosystems has progressed well despite some initial challenges in some of the projects. As the projects progressed, relationship building continued to be strengthened, although for two of them there is still room for improvement.</p> <p>2) Capacity building of TVET institutions, associated local civil society organisations (CSOs) and project training providers has been implemented and is progressing well.</p> <p>3) Links between the public and private sectors are strengthened in the projects visited.</p> <p>4) Efforts have been made to support private sector access to TVET funding, but the actual funding has yet to be implemented in practice.</p> <p>5) A common area of success for ARCHIPELAGO projects is the identification and development of appropriate training modules for young beneficiaries.</p> <p>6) Dual training and efforts to improve the employability of young people are implemented but with delays in many projects and with difficulties for trainees to attend due to lack of funding to cover</p>

			<p>logistical costs (transport, food, accommodation).</p> <p>7) When training is implemented, it is well appreciated, including the development of technical and entrepreneurial skills.</p> <p>8) The focus set to ensure decent working conditions in training and subsequent employment is an area that can be improved.</p> <p>9) Training of young people with entrepreneurs for practical experience is delayed.</p> <p>10) Stakeholders recognize the potential for improving the employability of young people through the projects.</p> <p>11) Given the delays and the limited number of young people who have completed training, it is however difficult to judge objectively the extent to which the increase in employability is achieved.</p> <p>12) Most trainees will complete their training shortly before the end of the projects. At mid-term, the tools to follow up young trainees after their inclusion in the projects and to check to what extent they have found (self) employment is not yet sufficiently developed.</p>
<p><b>4)</b> To what extent has attention to gender, returning migrants, and the environment/climate change been realised, and what progress and challenges have been observed so far with respect to strengthening:</p> <ul style="list-style-type: none"> <li>- Partnership of African and European professional organisations</li> </ul>	<p>4.1 Gender, environment and climate change are implemented satisfactorily.</p> <p>4.2 Returning migrants are registered and participate in projects.</p>	<p>4.1.1 and 4.2.1 Number of graduate students inserted into the labour markets during the first cycles of the courses including women, returning migrants and other minority groups.</p> <p>4.2.2 Number of graduate students inserted into the labour markets during the first course cycles.</p>	<p>1) Activities on gender, returning migrants, environment/climate change were implemented, and some progress was observed at mid-term. But, across all of ARCHIPELAGO's projects, there are challenges to address with regard to the inclusion of women - expected target of 40% of trainees.</p>

<ul style="list-style-type: none"> <li>- Content of training/sectors in relation to gender and the environment</li> <li>- TVET for and with returning migrants</li> </ul>	<p>4.3 Adaptation of trainings according to contexts and external factors, such as challenges faced in specific countries and the COVID-19 pandemic.</p>	<p>4.1.2 and 4.3.1 Course design addresses issues such as gender equality and environmental issues.</p>	<p>2) Numerous projects have developed training modules including aspects of environmental sustainability. So, course design addresses issues such as environmental issues.</p> <p>3) The extent to which gender rights were considered beyond the achievement of target numbers was still limited at mid-term.</p> <p>4) More concerning are the difficulties the projects face in enrolling a sufficient number of returning migrants in the training, in line with the planned result of 30% of participants.</p> <p>5) Most projects are unlikely to achieve their objectives in these areas, in particular to reach the expected number of returning migrants. Useful steps have been taken in the area of attention to environmental issues.</p> <p>6) There is evidence that projects have made adaptations of trainings based on contexts and external factors, such as challenges faced in specific countries and the COVID-19 pandemic.</p>
<p><b>Evaluation criteria - Efficiency</b></p>			
<p>5) At mid-term, to what extent is the intervention delivering or likely to deliver results in a timely and efficient manner to the ARCHIPELAGO program as a whole - including cross-cutting aspects?</p>	<p>5.1 Cost-benefits ratio at mid-term is balanced against actions and results.</p>	<p>5.1.1 Tracking information helps ensure accurate tracking of deliveries and indicates a good balance between cost and benefits.</p> <p>5.1.2 The economic cost of achieving the expected results of the projects compared to the actual results obtained at mid-term is balanced against the target objectives. The funds were generally well used (i.e. sufficient and well targeted) in the various strategies and interventions.</p>	<p>1) The level of information of the various partners differs with regard to the modalities of implementation, the timetable, and the type of activities carried out. The coordinators feel that the program indicators are not sufficiently relevant at project level.</p> <p>2) The monitoring device of the projects is considered too restrictive and not very suitable by the partners. The budget planned for the activities is sufficient to ensure the implementation of the</p>

	<p>5.2 Delivery is made on schedule.</p> <p>5.3 The liaison mechanisms between the actors of the implementation put in place facilitate the implementation of the activities.</p>	<p>5.2.1 The actions of the projects have been developed in accordance with the initial planning and are in line with the timetable and the budget.</p> <p>5.3.1 Liaison partnerships have been mobilized and are functioning between the actors involved in the implementation of the ARCHIPELAGO programme. Tools/guidelines are shared and workshops/mentoring are organized to strengthen partnerships.</p>	<p>programs and projects under normal conditions, in particular for the capacity building activities. However, the funds are not necessarily adequate for trainees and companies in the context of dual training, reflecting the difficulty of calculating the costs of training.</p> <p>3) Similarly, the budgeting of project coordination tasks is insufficient.</p> <p>4) The program has been delayed, and the pandemic is not the only reason. The projects are ambitious and innovative, and require ownership of actors, equipment and new processes, these generate significant delays in the implementation of activities.</p> <p>5) The central control of the program is considered optimal, thanks to an efficient management unit, especially in difficult contextual conditions.</p> <p>6) The mode of governance allowed the projects to be implemented correctly, despite many constraints related to the pandemic and the difficult context in the countries.</p> <p>7) The ARCHIPELAGO program management unit shares tools/guidelines and workshops/mentoring through written materials, mentoring and webinars to strengthen partnerships and the implementation process.</p>
<b>Evaluation criteria - Impact</b>			
<p>6) To what extent do or could ARCHIPELAGO and its projects generate significant positive effects or risks, intended or unintended, at higher levels</p>	<p>6.1 At programmatic level, adequacy of impact indications, including cross-cutting aspects of partnership between participating organisations in planning and implementation in</p>	<p>6.1.1 Evidence of the expected impact of the overall program and the actions of the individual projects at mid-term through quantitative and qualitative data collected, specifically for the following themes:</p>	<p>1) The ARCHIPELAGO program and its projects generate significant positive and not at all negative impacts at the higher systemic level with regard to building EU-Africa and local TVET systems. Building</p>

<p>(systemic, beyond projects and between projects) in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in TVET</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures</li> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations including the construction of transversal partnership systems</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>the EU and in each project in participating countries.</p>	<ul style="list-style-type: none"> <li>- Dual training in technical and vocational education and training (TVET)</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures</li> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>these systems provides the foundation for broader impact.</p> <p>2) At mid-term, due to slow implementation in many places, it is not possible to answer this question in all its facets due to the lack of data. It is not yet clear what the wider impact of the trainings will be, although there are positive signs.</p> <p>3) Especially when it comes to building the capacity of actors in local TVET ecosystems.</p>
<p><b>Evaluation criteria – Sustainability - Viability</b></p>			
<p>7) At mid-term, are there early signs of likely net benefits that the interventions and outcomes of the ARCHIPELAGO programme and its national projects will or are likely to continue beyond the project implementation period and can the private sector and other national systems be expected to support the implementation and operation of ARCHIPELAGO projects in a satisfactory manner in relation to the strengthening of:</p> <ul style="list-style-type: none"> <li>- Dual training in TVET</li> <li>- Entrepreneurship</li> <li>- The capacities of training organisations and business support structures</li> <li>- The local TVET ecosystem</li> <li>- The partnership of African and European professional organisations</li> <li>- TVET for and with returning migrants</li> <li>- The integration of women in TVET</li> </ul>	<p>7.1 Sufficiency and progress rate of initiatives for each of the main areas of interest of the programme/project.</p> <p>7.2 ARCHIPELAGO projects contribute satisfactorily to strengthening the private sector and other national TVET systems and are expected to sustain the processes.</p>	<p>7.1.1 Strengthening national ownership and leadership of counterparts and partners is evident with good practices and lessons learned.</p> <p>7.1.2 ARCHIPELAGO projects have sustainability plans.</p> <p>7.2.1 National/project partners have been actively engaged in the design and implementation of ARCHIPELAGO programme/project strategies. They participated in decisions regarding necessary adjustments/mitigations during implementation and initiatives to ensure long-term sustainability.</p> <p>7.2.2 At mid-term, there is evidence that young people who have been involved in ARCHIPELAGO's projects are able to implement what they have learned, and have potential for self-employment or employment.</p>	<p>5) At mid-term, there are early signs of likely net benefits that the interventions and results of the ARCHIPELAGO program and its national projects will be sustainable beyond the period of project implementation.</p> <p>6) The private sector and other national systems satisfactorily support the implementation and operation of ARCHIPELAGO projects.</p> <p>7) The strengthening of national ownership and leadership of counterparts and partners is evident with good practices and lessons learned.</p> <p>8) The evaluators did not see evidence of the existence of organized sustainability plans.</p> <p>9) Although progress has been slow in many areas, the level of enthusiasm and success in the quality and potential usefulness of the training modules and systems strengthening is encouraging.</p>

			<p>10) Sustainability can only be maximized if the ARCHIPELAGO program and its projects are granted extensions to fully implement activities at the highest quality expected.</p> <p>11) At mid-term, due to delays, it is not yet proven that young people who have been involved in ARCHIPELAGO's projects are able to implement what they have learned, and have potential for self-employment. or to be employed.</p> <p>12) Sustainability will likely be maximized through focus on transversal networks within and between countries and partners.</p>
<p>8) To what extent could a future ARCHIPELAGO programme envisage a geographical and thematic broadening and diversification of its measures to help beneficiaries finance and launch their businesses?</p>	<p>8.1 ARCHIPELAGO projects have the potential to continue locally after the end of the cooperation or to be extended to other countries and regions in Africa.</p>	<p>8.1.1 Evidence that the projects have been implemented in all previously surveyed regions and that there is institutional capacity to continue the projects and/or expand them to other regions or countries.</p>	<p>1) One of the main conclusions of the evaluation is that the overall concept and implementation of the ARCHIPELAGO program and its projects should benefit from an enlargement and geographical and thematic diversification of its support measures for beneficiaries.</p> <p>2) There is an institutional capacity to continue the projects and/or extend them to other regions or countries.</p>
<p><b>Evaluation criteria - EU added value</b></p>			
<p>9) How does ARCHIPELAGO contribute to optimising efforts and creating synergies between EU and Member State interventions in the sector, without duplicating efforts?</p>	<p>9.1 Optimization of efforts and synergies between EU and Member States interventions without duplication of efforts.</p> <p>9.2 The projects could only achieve their objectives and full capacity thanks to the cooperation between</p>	<p>9.1.1 The results are the consequence of the ARCHIPELAGO program. The unique qualities of the ARCHIPELAGO program are identified.</p> <p>9.1.2 Identification of the observed outcome and the roles played by the intervention and other internal and external contributing factors.</p> <p>9.2.1 Evidence that cooperation between the EU and stakeholders implementing ARCHIPELAGO projects has been</p>	<p>1) The ARCHIPELAGO program contributes to optimizing efforts and creating synergies between EU and Member States interventions in the sector, without duplication by bringing together a range of contributions based on the unique experiences of Member States in order to strengthen the results.</p> <p>2) The results obtained at present are the consequence of the ARCHIPELAGO program. There is evidence that cooperation between the EU and</p>

	<p>the EU and its partners with the local partners of the projects, which added value to the ARCHIPELAGO programme.</p>	<p>significant, in terms of financial support, technical assistance and provision of material and human resources, bringing added value to projects.</p>	<p>stakeholders implementing ARCHIPELAGO projects with regard to financial aid, technical assistance and the provision of material and human resources has been significant, adding value to the projects.</p> <p>3) One of the main conclusions of the evaluation is that the overall concept and implementation of the ARCHIPELAGO program and its projects should benefit from an enlargement and geographical and thematic diversification of its support measures for beneficiaries.</p> <p>4) There are institutional capacities at the level of the program management unit and the ARCHIPELAGO consortium (SEQUA, EUROCHAMBRE, CPCCAF) to pursue the projects and/or extend them to other regions or countries.</p>
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## ANNEX 10 - SUMMARY BY PROJECT OF MAIN RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Note: Given the limited time to visit each project in the field and the fact that the main objective is to evaluate the ARCHIPELAGO program as a whole, the conclusions by project are concentrated only on the most prominent topics. Furthermore, within the deadlines given to the evaluators, it was not possible to provide detailed evaluations for each project.

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### BURKINA FASO

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#### Main findings

##### **Project visited: Project for Skills Development for Better Employability in the Mango Sector in Burkina Faso (PDCMEJF-FM)**

Built around a vibrant economic sector, mangoes, which constitute an important source of jobs and income for the population, especially young people and women, this project is aligned with national priorities, meets the needs of both women and young people as well as businesses. In addition, it provides a capacity building opportunity for technical and vocational training centres.

As for returning migrants, there is a clear desire on the part of the project managers to replace them with internally displaced persons, thus addressing the issue of their reduced number (data not confirmed by the IOM) in the area of intervention of the project, i.e. Ouagadougou - Bobo Dioulasso – Banfora. This also circumvents the difficulties related to the need to adapt the training to the particularities of this group and to possibly undertake the travel and accommodation costs of training in these aforementioned cities.

The implementation of this project is lagging behind schedule. The study of trades in the mango sector and the audit of training centres have been carried out, but the training plan and modules for the various trades in the sector have still not been developed, and the trainers of trainers are still not identified and thus not trained. The only training carried out to date (almost 100%) is that on entrepreneurship.

There is a need to repair certain broken equipment and to replace obsolete equipment owned by the partner training centres which nevertheless have good infrastructure and are relatively well equipped. The project has not provided financial resources to meet this need or to cover the administrative costs of business creation and to provide the trained beneficiaries with a kit of work tools.

#### **Main recommendations for the project PDCMEJF-FM:**

##### **1) Establish a formal and effective partnership with the IOM National Office to better tailor the project response to the specific needs of returning migrants**

- Pool resources with the IOM in order to ensure budgetary coverage to provide returned migrants who have been trained with a kit of work tools and a start-up fund, as well as to allocate at least a minimum financial compensation to enable them to complete the training period.
- Adapt the duration of training to the previous constraint, even if it implies creating a separate class for these returning migrants.

Priority: high

Main responsible entities: Project coordination and ARCHIPELAGO Consortium (program managers) with the support of the DUE

Deadline: short-term

Potential resource implications: medium

## 2) Accelerate project implementation

- Accelerate the development of the plan and the training modules for the six selected trades in mango sector;
- Formalize partnerships with technical and vocational training centres; and
- Identify and train trainers of trainers.

Priority: high

Main responsible entities: Project coordination

Deadline: short-term

Potential resource implications: low

## 3) Mobilize resources for upgrading the equipment of partner training centres

- Perform a budget review to free up additional financial resources for the repair of certain broken equipment and the replacement of obsolete equipment owned by the partner training centres.

Priority: high

Main responsible entities: Project coordination and ARCHIPELAGO Consortium (program managers)

Deadline: short-term

Potential resource implications: medium

# CAMEROON

## Main findings

### **Project visited: Establishment of a system for the socio-professional integration of young people through non-agricultural rural trades by strengthening of the vocational and entrepreneurial training offer in the department of Moungo (CIMAR Technopôle)**

The CIMAR project has adapted a truly innovative approach to the economic activities developed in the Moungo region. The project is well aligned with the needs of the region but its training brings new techniques and innovation for rural trades that are not yet practiced in the region. The project conducted a feasibility study at the beginning, and the design of the training courses was based on a mapping study carried out with actors, promising professions and the skills deficit of the region, which was remarkable.

As the innovation side of the project is very strong, it is difficult to link the training centres (CIMAR and the others) and the companies so that the internships part of the training program is implemented. It is difficult to find companies for young people to participate in an internship, especially because there are few companies that already master the techniques. It is difficult to find people who supervise the work of the trainees. The level of collaboration between African professional organisations and the SIAD for the exchange of experiences is notable.

The project certainly contributes to the development of the local TVET ecosystem, even though there is a need for stronger support for the integration of businesses and the private sector. The project has

made efforts to integrate businesses but it should be noted that most of these in Cameroon are informal. It takes constant efforts to mobilize them. It is, however, already possible to note a strengthening of the capacities of local organisations, which is well appreciated and contributes to the enrichment of local ecosystems, either with companies, with other centres or with the IOM to reach the target groups of the project.

With regard to target groups, there is a lack of alignment between project objectives and opportunities to target the returning migrants. First, this group is not present in the Moungo region, they are mainly in urban areas and they consider the duration of the training very long (6 months), which means that they are not interested in rural trades. The project also found difficulties in mobilizing women, but this is less problematic and there are efforts to reach more of this target group, whose difficulty is more related to cultural elements and linked to traditions.

The project brings a new approach to work-training and the emphasis on the entrepreneurial aspect is appreciated, but there are difficulties in implementing the activities, especially related to the movement of students. As the project is developed in rural areas, transport costs should have been considered, as this is the main reason for the drop-out rates. Often the campuses are very far from the villages and the transport is covered by the student, so the dropout rate is significant (around 60% of the initially enrolled). Other administrative costs have not been taken into account, such as government taxes, meals, and travel for other project people and this may affect future project results.

However, the biggest challenge of the project is to strengthen support for young people trained to the start of their activities and their integration into the labour market. Normally, young people do not have sufficient own funding for the development of activities. It is therefore noticeable that the project tries to tackle this problem through a partnership between SIAD, COFIDES Nord-Sud, AGRO-PME and MUPECI, a Cameroonian company that provides microfinance. However, it is still at experimental stage and the credit is limited to a few people who have been selected. Ideally this support should be available to all candidates who have good projects and well-established plans.

The project has been well evaluated by all stakeholders in relation to the dual training and the approach to entrepreneurship and there is an effort to sustain the project and adaptations to allow courses closer to urban areas to reach the returning migrants and other target groups. It is also noteworthy to mention the efforts made to ensure feedback and the many reporting and feedback mechanisms that are put in place for the coordination of the project. All these elements are important to ensure the sustainability of the project and the strengthening of the capacities of all the organisational structures involved. There is, however, a perception that the established two-year framework would not be sufficient to ensure the follow-up and the integration of graduates in the market.

### **Recommendations for CIMAR Technopôle Project:**

#### **1) Strengthen partnerships with companies to accommodate trainees during practical training**

- Redirect a significant part of the project's effort for activities aiming to establish solid relations with companies so that they can welcome trainees during work-study training, even if the activities are new to them and bring them an innovation or new techniques in agriculture.
- Engage more companies in the projects, for example by organizing exceptional training sessions to show them the courses and how they could improve their production and income if they were available to host trainees and receive the techniques of innovation brought about by the project.

Priority: high

Main responsible entities: Local coordination of the project

Deadline: short-term

Potential resource implications: low/medium

## 2) Revise the strategy used to sensitize returning migrants in the project

- Reconsider the indicator of the percentage of returning migrants or replace it with other vulnerable groups, such as people in situations of extreme socio-economic vulnerability, internally displaced persons, or more women. In this case, the revision of the registration fees for the students is also important and could imply the revision of the budget lines in order to integrate them into the needs of the project.
- Furthermore, extend the project to the regions where the returning migrants are located, also reconsidering the activities that would meet the needs of this group, taking into account their need for rapid training and their interests (especially activities in urban areas). In this case, it would be useful to have a direct collaboration with the IOM, for a diagnostic to design the best possible option for this particular group, respecting the characteristics of the project and maintaining its innovation pillar.

Priority: high

Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program)

Deadline: short-term

Potential resource implications: low/medium

## 3) Include at least transportation costs or another mechanism to facilitate students' access to training centres and internships, in order to avoid high rates of absence or dropout

- Develop an analysis to understand what the best mechanism would be to provide students with support for transport to training centres, either a certain amount per week (under clear conditions) or a common bus, to reduce high rates of absence from class and consequent dropout.
- Negotiate with the project coordination the flexibility of budget lines or an additional budget to make transport costs available for the next contingents.

Priority: high

Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program), possibly EU Office

Deadline: short-term

Potential resource implications: medium

## Main findings

### Project visited: Dual training for better integration of young people in agricultural sectors, producer organisations and rural areas (ProJaCam)

The project is well aligned with the priority economic needs of the country and the training offered meets the needs identified in terms of capacity building for the local economy, through the cocoa, maize and poultry farming sectors. The project has developed an interesting strategy to engage all the organisations and business support structures, whose project leaders have used the already existing structures in the cocoa cooperatives (Conaprocám) and poultry farming (Unacam). Therefore, it was possible to access small producers and also farmers who work informally, but who were ready to host the trainees. This has allowed the project to have a remarkable internal coherence and synergy, beyond the issue of ownership by the stakeholders. For example, the fact that stakeholders

have acquired "titles" in the project, such as "farmer advisor" and "training master" contributes to keeping people motivated and to sustainability within the project.

Within the project, there is also a very strong collaboration between African professional organisations and ADFI, which contributes to capacity building and win-win exchanges for both. Also, the training was designed by several actors and was well customized so that the target groups are interested. Therefore, a short training, where the young people were on campus, then with the internship supervisors and again on campus was the most reasonable adaptation to allow the accomplishment of a dual training, even adapted to local needs. It should be noted that the rate of absence and dropout is almost non-existent, and it is thanks to these adaptations and the logistics put in place to welcome people.

The project has, however, faced difficulties to mobilise key target groups, either returning migrants or women. For returning migrants, there is the question of immediate needs (especially because of their economic situation) and also the question of locality. All the migrants included in the project were involved in training in poultry farming (the only one that is possible to carry out in the big cities). So, even with the cooperation with the IOM, which is well structured, it is still unlikely that the project will reach the figures initially planned. However, for women, above all, there is a question of tradition and culture, which makes awareness-raising processes difficult. The social acceptance of women in agricultural activities is complicated, as well as the fact that they cannot leave their home to follow a long training, especially for those who are already married and have children. To achieve this, training should be adapted, either in terms of duration or content, to target more women.

The project contributes to the enrichment of local ecosystems through a constant effort to collect data and feedback to improve the following contingents, from the awareness process to the internships. Nevertheless, the biggest challenge remains the integration of trained young people into the labour market. Most young graduates want to create their own business and their perception of the courses is that they are of high quality. On the other hand, they lack support with regard to the integration aspect. There is no funding provided, including microcredit, for the development of people's activities or to purchase equipment or resources. Therefore, people who were able to start their activities received help from their families. This part should be improved and the question of integration and support for young people trained to start their activities should be reviewed.

### **Recommendations for ProJaCam:**

#### **1) Adapt the courses to the needs of women and returning migrants or divide the courses to cover certain specific activities where women can play a role**

- Adapt the trainings to divide them into activities that can be carried out by women, so that they are well adapted to the reality of women in the Cameroonian context. The culture and social acceptance of women in agricultural activities should be considered, as well as the duration of training. For example, women are not attracted to cocoa farming, but they can be trained to obtain the seeds and work on the extraction to make cocoa butter.
- Adapt channels offered by the project for returning migrants to the types of activities that interest them, mainly in urban areas and activities that are related to the marketing and sale of products, including agricultural products.

Priority: high

Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program)

Deadline: short-term

Potential resource implications: medium

## 2) Review the part of support and professional integration in the design of the project, to reflect on strategies to help graduates launch their initiatives

- Negotiating an additional budget line to help graduates start their businesses, such as a microcredit line or exploring the possibility of partnering with local microfinance offices with special conditions for graduates, provide incentives for self-employment.
- Also, strengthen the support for graduates, especially with regard to their financial management, but also the technical part, because the training courses are generally short and the agricultural cycles are generally longer.

Priority: high

Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program), possibly EU Office

Deli: medium-term

Potential resource implications: medium / high

## CÔTE D'IVOIRE

### Main findings

#### **Project visited: Vocational training and support program for the integration into the labor market of young people in the electrical energy and hotel and catering sectors in Côte d'Ivoire (KALANCI)**

The KALANCI project was built on a program which was already legitimate in Côte d'Ivoire, seeking to create constructive relations between the world of training and the economic world and for this, the project carried out studies on the problems of youth employment. Thanks to this, RH-Excellence Afrique was able to create a project aimed at strengthening dual training in sectors that are in high demand (hotels/catering and electricity), and built the project the capacities of VT centres and their development strategies taking into account.

The jobs targeted correspond to the technical qualifications required and above all to the transversal skills, which are mainly lacking in young graduates. The project relies on vocational training centres which have certain predispositions, but are also accompanied to bring in the dual system. This way, it allows these centers to pilot a new type of training, and to strengthen its relations with economic partners. On the other hand, it is more difficult to identify the capacities of companies to assume their responsibilities in this dual system, because the majority are in the informal sector. The work of networking, dissemination of information on dual training, identification of leaders among VT centres, and of economic actors who are sufficiently proactive to engage in this type of training, are key to the success of this project.

Commitment to public-private partnerships is working well and even with the pandemic, stakeholder-led activities are running smoothly. The project implemented entrepreneurship and digital training actions for trainees to help them, for example, to formulate a pre-project for the creation of an activity or the use of digital tools to elaborate their CVs. Some trainees did struggle to find internships because VT centres are unable to support them. The centres are far from being able to assume their responsibility in the VT ecosystem and struggle to diversify their business networks, because they do not know enough about the companies from the inside to identify internship supervisors. Also, the informal sector seems unaware of its responsibility in the local economy and the formal sector has no trust in the reliability of the VT system to invest financially in it.

Compared to the groups that the project targeted, there is a difficulty with returning migrants. They will be included in project training, but it is not certain that they will be interested, because their issues

are so particular and they are not necessarily committed to the activities proposed by the project. The project integrates women well into training, even if trades such as electricity are not very traditional for them. The project integrated the problems encountered by women (attitudes, behaviours) and the possibilities offered to access functions and professions that were not necessarily intended for them.

The evaluation underlines the risk of not allocating enough resources to the “economic inclusion” part of the ARCHIPELAGO programme. For example, transversal skills are acquired through contact with companies. It is not certain that companies play the game of dual training, which requires that the pedagogical responsibility be shared with the vocational training centre. On the other hand, there are also several signs showing that companies are at first looking for cheap, immediately operational labour, and VT centres do not have the capacity to interact on the same level with companies subject to profitability.

It is essential that the monitoring and evaluation function be strengthened in a way to support more young people to start their projects, to demonstrate the achievements of the project and to convince the authorities to continue it. This is consistent with the testimonies of trainees, who have the desire to create their own business and continue to learn throughout their lives. Finally, the sustainability of the project is not yet acquired because the economic integration dimension remains not much observable, still sparsely materialized.

### **Recommendations for KALANCI Project:**

#### **1) Make sure to select project operators who have connections with the public and private sector**

- Work on the value chain and knowledge of the sectors with the VT centres, to enable them to better identify the field of internships and possible professions for their students.
- Diversify the networks of companies with which the training centres establish partnerships so that students can more easily find internships and benefit from the support of the training establishment. Currently, they rely on the networks of operators (RH-Excellence Association and National Chamber of Agriculture) to expand internship opportunities, but this is not enough for all the professions covered by the project.
- Support VT centres more closely to interact with a wider panel of business managers, for example subcontractors, who are often poorly known to VT centres, to build a regularly renewed pool of internship supervisors.

Priority: high

Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program)

Deadline: medium-term

Potential resource implications: low

#### **2) Develop a study on the feasibility of a VT system co-financed by public authorities and the private sector**

- Involve the public and private sector further in project activities to discuss possibilities for co-financing the continuation of the project.
- Engage the informal sector to participate more in the project in order to diversify the internship opportunities for students and encourage them to recruit on the basis of skills, assuming their responsibility in the dual system, so that they can eventually contribute to financing the future of the project.

Priority: high

Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program)

Deadline: medium-term

Potential resource implications: low/medium

### 3) Investigate the possibilities of offering specific activities to returning migrants

- Review the courses that the project offers so that they can be more interesting for returning migrants or adapt the courses so that they can have specific parts that cover this group who need rapid training and quick integration on the market.

Priority: high

Main responsible entities: Local coordination of the project

Deadline: short-term

Potential resource implications: low/medium

## GHANA

**The main conclusions for both projects together are followed by some specific conclusions**

**Projects visited: Horticulture in Ghana for a brighter future (Ghana Horticulture); Developing a driving and inclusive Green Economy in Ghana (Green Economy)**

The design of dual training projects in technical and vocational education and training is in line with government policies on employment, agriculture and rural development. For entrepreneurship training, strengthening entrepreneurial skills is a clearly expressed need in government policy documents.<sup>113</sup>

The economic empowerment of women is a clear need in all relevant government policies. The design of both projects considers the importance of including women in training.

The design and implementation show clear efforts to ensure compatibility and harmonization of actions between the partners of the two projects, both at local level and between African and European organisations.

During the project design period, there was a clear need to develop and strengthen the local TVET ecosystem, particularly between private sector members and other business organisations, government, business support structures and other national systems. Interviewees expressed that many agencies work in silos. The design of the projects aimed to address this need by strengthening the TVET ecosystem.

The need for partnerships between African and European business organisations to operate and strengthen the TVEST system is explicitly stated in the documents at the time of project design.

The low employment rate of returning migrants is seen as a problem but statistics are difficult to obtain. IOM Ghana has expressed concerns about confidentiality. The bureaucratic operation of Ghana's immigration service means that lengthy applications are required to obtain details. Nevertheless, addressing the employment needs of returning migrants and other migrants is mentioned in many documents. The need to address the issue of migrants is obvious. However, the project design may not be aligned with the best ways to address the needs of returning migrants.

<sup>113</sup>Government of Ghana, National Development Planning Commission (2017), Medium-Term National Development Policy Framework an Agenda for Jobs: Creating Prosperity and Equal Opportunity For All (First Step) 2018-2021. Accra: National Development Planning Commission.



Overall, the focus is on creating ecosystems and designing new courses (mostly) or at least new approaches. This is combined with getting numerical results from the trainees. This sometimes seems contradictory. Specifically, systems strengthening is notoriously time-consuming but has proven to be a very useful investment in the long-term sustainability and replication of TVET courses. The focus on numbers of people trained while strengthening systems is difficult to achieve in the time frame planned. Especially since sometimes the partners know each other little or not at all. This over-ambitious approach is time-consuming and has not been sufficiently considered. This had an influence on efficiency.

Both projects have integrated dual training but the dual aspect of placement with entrepreneurs has not yet been implemented. Entrepreneurship has been sensibly integrated into the horticulture and green economy projects but has not been offered as a separate course.

The development of the national TVET ecosystem is one of the strengths of both projects. Significant work is already underway in both projects. Interviewees acknowledged that changes are taking place. Links are being established and/or strengthened between organisations such as the YMCA, chambers of commerce, universities and colleges, municipal authorities, etc.

The objectives are not yet achieved in both projects with regard to the integration of women in TVET. However, many efforts have been made to remedy this. This aspect will be detailed in the in-depth analysis of the data and interviews for the synthesis report.

The gender issue was mostly addressed by focusing on the number of women enrolled. Other adaptations have been made to address gender issues, but these are limited. In other words, less attention was paid to ensuring that the content and logistics of the training were appropriate for the participants. Although efforts have been made, stakeholders noted that the content needs more attention.

Focus group members also highlighted the difficulties associated with women's access to health facilities. Young people indicated that lack of privacy and hygienic conditions are problems that can lead to training drop out. Both projects have paid attention to environmental issues, either as part of the training topics or in the way they are taught. Challenges persist in both projects in attracting and retaining returning migrants in the courses.

The inclusion of returning migrants in the training courses remains a weak point and it is unlikely that the objectives will be achieved. The EU delegation shared information on the availability of training and application sites with GiZ, IOM and Caritas Ghana.

Regarding efficiency, this is the weakest aspect, particularly with regard to procurement problems which slow down actions and lead to a feeling of lack of trust and resentment from Ghanaian partners. This is also a problem in several other projects in other countries.

It is very difficult to measure the wider impact of the two projects at mid-term; it is far too early to tell, although the design and construction of the systems is promising.

The training topics of both projects are considered to have great potential overall. However, it is difficult to indicate real sustainability at this stage, as much of the practical work with companies in the horticulture project has yet to be done and the trainings in the green economy project are just beginning.

If the projects and the overall program are expanded, there is every reason to believe that this will be possible. Once the base of the TVET ecosystem being built is well established, it will be much easier to expand to new sectors and locations.

Similarly, greater involvement of microfinance institutions and other financial services will help to scale up more effectively and create more jobs exponentially.

### **Key findings specific to the Horticulture in Ghana for a brighter future project (Horticulture Ghana)**

The Horticulture Ghana project:

- Started 10 months before the Green Economy project.
- Has made good progress across most activities
- Only one subject: horticulture
- Completed training with two cohorts but not yet placed with Lead Farmers for the dual part.
- Is based on courses and good practices already available, but that needed further development to integrate the dual training system and engage lead farmers.

While Kwadaso College (project partner) has a great deal of experience, Kwadaso College staff also needed capacity to manage and move towards dual training methodologies. The project enabled them to build their capacity in this area.

Entrepreneurship is taught to lead farmers so that they can improve their businesses and be able to better guide the dual trainees placed with them.

For the partnership of African and European business organisations in TU Delft and the entities in Ghana, this has worked well. This is partly because they built on links that already existed, particularly with the Kwame Nkrumah University of Science and Technology (KNUST). The good personal communications between TU Delft staff and Ghanaian staff have also contributed to this.

The capacity of KNUST and Kwadaso College has been strengthened by links with experts from TU Delft, while Dutch students who are interns at KNUST have also benefited from the exchanges developed under the project.

Efforts have been made to identify and include returning migrants in the training. However, the location, duration and content of the training did not match the needs of the migrants.

Members of the youth focus groups indicated that the behaviour of male trainees towards female trainees in the horticulture courses required some vigilance in the initial part of the trainings. However, female participants indicated that they were empowered to stand up for their rights.

Both men and women also indicated that some of the physical work in horticulture does not consider the relatively lesser physical strength of women to perform difficult tasks. Men are expected to assist female trainees in some of these tasks while also doing their own tasks.

According to the young people, while new techniques save time and reduce heavy work, the adaptation of equipment and/or labour-saving devices remains insufficient.

Project staff indicated that they will not be able to reach the 30% target for returning migrants participation due to the length and location of the training courses.

The horticulture project uses techniques that focus on environmental protection, such as reducing the amount of water used for irrigation, using good quality seeds that require less fertiliser and insecticides.

Holland Greentech is an integral part of the project and market links are already being developed. Other links are also being considered.

### **Recommendations Horticulture Ghana project**

As TU Delft envisages long-term collaboration with its local partners in Kumasi, the recommendations take this into account.

#### **1) Establish links with government departments and NGOs working on gender issues to better determine how to address the challenges of including female trainees in horticulture programs and starting their activities.**

- Determine what steps can be funded and identify and/or link to funding sources to cover any costs.
- Sources may be national or international, including small NGOs, embassy grant programs, and or simple online funding mechanisms such as GoFundMe, Kiva Women's Entrepreneurship Fund and others.

Priority: High

Lead entity: Local project coordination

Time frame: Short-term to long-term

Potential resource implications: medium

#### **2) Consider including labour-saving tools.**

- Consider including TU Delft engineering students to provide input in this area. Particularly during internships and involving local engineering students.
- Emphasis should be placed on low-cost adaptations using existing materials and equipment, with a particular focus on recycling
- Introduce wind energy sources in training modules and further develop their construction with local materials in partnership with the research already carried out on this subject at KNUST and TU Delft.

Priority: High

Main Responsible Entity: Local project coordination and TU Delft

Time frame: short-term to long-term

Potential resource implications: medium

#### **3) Explore the possibility of including more returning migrants, including regional and internal migrants, in the training courses. Design short awareness-raising modules for locations with high numbers of returning migrants.**

Priority: Very high

Main Responsible Entities: Local Project Coordination and TU Delft

Time frame: short-term to long-term

Potential resource implications: low / medium

### **Main findings specific to the project Developing a thriving and inclusive Green Economy in Ghana (Green Economy)**

The development of the curriculum was based on an exchange between the Swedish and Ghanaian partners. The Swedish partners provided technical inputs that were adapted to the local Ghanaian context.

The capacity building needs of the training institutions are clear. Some of the partners, eg the Kumasi Institute of Tropical Agriculture (KITA) and the Koforidua Technical University, need continued technical support to implement the new curricula. Additional needs exist for logistics and equipment to implement the training.

Curriculum development was just completed prior to the mid-term evaluation visit. (The trainings were launched in the first days after the field visit). The course content was relatively interesting, new and time-consuming to develop. Programs for several topics had to be developed: forestry (mushrooms, snail farming, making bricks from agricultural waste, planting nurseries), plastic waste treatment, composting of organic waste.

The BSOs that are part of this project need to provide even more in-depth mentoring and entrepreneurship training for the beneficiaries and be more focused in their programme. This will be in addition to the entrepreneurship training integrated into the technical training modules.

Entrepreneurship support will only take place after the training (which has just started) has been completed. There is a need to accelerate the identification of entrepreneurial mentors where trainees will be placed.

Some problems have arisen in organisational communication between agencies, including between project partners. There is still room for improvement. Although efforts have been made, some challenges still exist in terms of coordination between partners. Partners are taking steps to address this through meetings and online mentoring.

Links between Inclusive Business Sweden (IBS) and the Ghana Sweden Chamber of Commerce (GSCC) and local partners have been good in terms of developing and integrating TVET technical training content. A first round of training of trainers was very well received. But the capacity of local training institutions can benefit from further strengthening by partners, particularly in the area of course management.

Sessions were organized with the future female participants to assess their specific needs. One of the aspects identified was the matching of participants with young children in childcare facilities, where possible. It is envisaged that weekend sessions and virtual sessions will be organized to help solve access problems for participants.

The Green Economy project is actively engaged in attracting returning migrants. The project has sought to engage with local associations of returning migrants and has published specific advertisements for returning migrants to respond.

As with the horticulture project, challenges remain regarding the location and duration of the training. However, given that the training was just about to start when the field visits were made, it is difficult to say whether the target for returning migrants will be met.

The Green Economy project includes several modules that focus on environmental issues, such as recycling plastic waste and making organic compost.

KITA and Koforidua University have stated that they expect to effectively integrate the project into their curriculum, which will lead to sustainability. However, they do not have sufficient financial resources for large-scale replication.

Inclusive Business Sweden (IBS) organizes an annual business forum where it is planned that its beneficiaries in Ghana will have access to clients. This is done through joint delivery by Swedish and Ghanaian partners.

### Green Economy Project Recommendations

**1) Provide medium to long term technical support to training institutions including Kumasi (KITA) and Koforidua Technical University to implement the new curricula. Provide suggestions for identifying sources of funding to replicate and implement the training modules.**

Priority: Medium

Main Responsible Entities: Local Project Coordination and IBS

Time frame: short-term to long-term

Potential resource implications: medium

**2) Increase emphasis on business placement approaches for mentoring and eventual (self) employment.**

- Accelerate the identification of mentor entrepreneurs where trainees will be placed.
- The AEOs that are part of this project should provide in-depth mentoring and entrepreneurship training for the beneficiaries and be highly tailored to the specific needs of these beneficiaries and the subjects in which they are trained targeted in their programme.

Priority: High

Main body responsible: Local project coordination

Time frame: short-term to long-term

Potential resource implications: medium

**3) Focus more on improving communication between individuals and partners within the project.**

- Ensure that roles and responsibilities are clear for all partners and implementing agencies.
- Prepare an implementation manual that describes roles and responsibilities and all steps from training to placement.

Priority: High

Main responsible entities: Local project coordination and IBS

Time frame: short-term

Potential resource implications: low

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## MALI

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### Main findings

**Project visited: The inclusive development of the Malian private sector through vocational training, for the benefit of Malian youth - Phase 1 - alpha sectors: meat/butchery and automotive electronic pre-diagnosis & female entrepreneurship. (Formation qualifiantes en boucherie et mécanique automobile)**

Aligned with national priorities and able to meet a need for human resources in sufficient quantity and quality to release the enormous and untapped agro-pastoral potential of Mali, the project is very late. Some strategic partnerships have still not been put in place, the training plan and modules in the two sectors have still not been developed and the trainers in the project sectors have still not been identified and, even less, trained.

The negative impacts of the Covid-19 pandemic and political instability alone do not explain the extent of the delay that the project accumulated, especially in terms of the activities and products mentioned above.

The vertical logic of the project is coherent and the horizontal logic is clear with interdependent, measurable and objectively verifiable indicators. The conceptual weakness of the project is that it exceeds the youth age bracket (15 to 35 years old) established by the Malian State through the ratification of the African Youth Charter.

There is no clear strategy to address the existing barriers and make the butchery and mechatronics professions more attractive to women. The trend is to address the gender issue by emphasizing the overall number of women trained, i.e., 40% of the 455 beneficiaries trained by massively directing women towards training in entrepreneurship.

There are many returning migrants in the project intervention area (6771 individuals including 414 women in 2019, 2446 individuals including 63 women in 2020 and 3826 individuals including 654 women in the first half of 2021)<sup>114</sup> and the Office of the OIM in Mali continues to reiterate its interest and availability to work in partnership with the project on the training of these migrants.

The financial resources allocated to the project are limited in view of the scale of the investments in equipment for the mechatronics workshop and the meat-butchery laboratory. The project provides for the acquisition of training equipment and kits for trainees, but there is a lack of funds to cover the administrative costs for setting up a business and to provide the trainees with a kit of work tools, especially for the mechatronics sector where the financial barrier to entry is higher. This lack, in the case of returning migrants, could possibly be partly filled by the contribution of the IOM.

## **Recommendations for Project “Formation qualifiantes en boucherie et mécanique automobile”**

### **1) Establish a formal and effective partnership with the IOM National Office to better tailor the project response to the specific needs of returning migrants**

- Pool resources with the IOM to ensure budgetary coverage and provide returning migrants who have been trained with a kit of work tools and a start-up fund. Also allocate minimum financial compensation to enable them to continue their participation throughout the training period.
- Adapt the duration of training to the previous constraint, even if it means creating a separate class for these returning migrants.

Priority: high

Main responsible entities: Project coordination and ARCHIPELAGO Consortium (programme managers) with the support of the EUD.

Deadline: short-term

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<sup>114</sup> Data shared with the evaluation by the Délégation Générale des Maliens de l'Extérieur (DGME), Direction Nationale du Développement Social (DNDS).

Potential resource implications: medium

## 2) Develop a strategy to make the meat/butchery and mechatronics trades more attractive to women

- Identify the potential socio-cultural, physical, technological and financial barriers to the practice of these trades by Malian women;
- Study, with the women and within the framework of the project, the possibilities of overcoming the identified barriers; and
- Develop communication to present to women the openings of these trades and the opportunities made possible by the project.

Priority: high

Main responsible entities: Project coordination

Deadline: short-term

Potential resource implications: low

## MAURITANIA

### Main findings

#### **Project visited: Vocational training and innovation to strengthen employability and entrepreneurship in Mauritania (construction, energy and women) (FormaEmploi)**

The FormaEmploi project responds to a need of companies in the formal and especially informal sector and promotes the expression of the needs of the economic world, in terms of transversal skills. The project conducted a business survey, which identified companies for cooperation. There is still a big challenge in relation to the change in mentality of employers, to recruit on the basis of skills rather than for close family or ethnic relations. To this aim, the proximity of the CCIAM to the private sector is important, to create a natural bridge between the economic sector and the public sector.

In this context, the cooperation between the project partners works well and creates a basis of trust between Spaniards and Mauritians. The intervention of the Spanish partners allowed an examination of the Mauritanian partners, a perspective and an enrichment of their VT practices (pedagogy, link with companies for internships). The project mobilized VT centres capable of implementing a large number of training courses in a short time, even with the delays caused by the pandemic. The vocational training centre was already recognized for its experience and the national authorities are also ready to commit to the deployment of dual training.

The project is the subject of particular attention on the part of the ministerial authorities who are looking for training models that complement those that already exist. The CCIAM has been particularly careful to involve organisations such as the ILO to strengthen the synergy of the diagnoses and mobilize the skills present in the country and there is also strong cooperation with ANAPEJ, the youth employment agency.

Finally, the conditions are relatively met for the trainees to acquire the planned skills: Spanish experts coach the trainers, the premises and equipment are available. Companies are pre-identified to host interns. The candidates were selected on the basis of their motivation, according to rigorous rules, which provide transparent rules of the game. This is real progress for the credibility of the Mauritanian vocational training system.

The dual and employability-oriented training the project offers is attractive to young people and responds to the problem of young people who are neither in employment nor in training (NEET), an endemic phenomenon in Mauritania. The project was remarkable in its communication strategy towards the target audiences for a short training and the information was powerfully published in situations that are closest to young people (for example town halls, leisure centres). They received more than 1000 applications for 300 places through this approach. In addition, the targeting of entrepreneurship training towards women has been a challenge to offer new opportunities for fulfilment and allows a change of mentality with regard to the place of women in society. However, it should be noted that, sometimes for women who do not yet have an entrepreneurial readiness, there is a need for stronger support to move from the idea to the profitable project. For the group of returning migrants, however, the question remains open because in Mauritania there are few returning migrants. This means that there is an inconsistency between the ARCHIPELAGO program in relation to the profiles of the targeted migrants.

The training in entrepreneurship that the FormaEmploi project supports echoes the national project "Mon emploi, mon avenir" ("My job, my future"), which aims to provide start-up funds for entrepreneurs who have been trained by FormaEmploi. This makes it possible to create a real synergy between the entrepreneurship training and start-up support. So, while support for entrepreneurship can produce results in terms of the creation of a few businesses, this dimension of the project does not necessarily target the most vulnerable populations, such as women. Additional support is essential to support future entrepreneurs who are not all sufficiently ready to set up a profitable business. The project has planned for this and there are already activities underway with the mobilization of the MentorDay incubator online, but this is not enough to support all these trained young people. For example, a need for support and coaching is essential for the planned projects to be really implemented.

There is thus a consensus that the monitoring & evaluation function must imperatively be developed from 2022 to: measure the progress of activities, identify the effects, and prepare the final evaluation to obtain solid feedback on the integration of trainees. Also, this is necessary so that the dual training model can easily be transposed to other regions in Mauritania. However, a key operator (such as the CCIAM) should be retained to organize the scaling up at the national level and the diversification of dual training courses.

Recently, the project has begun to think about actions aimed at sustainability, for example the training of trainers, to constitute a stable pool of trainers and also the establishment of a steering committee which brings together the actors involved in training and integration. This stimulates exchanges between actors on the VET ecosystem. The duration of the project seems very short, however, because of the pandemic. The COVID pandemic has forced a rescheduling of activities, and there are risks of implementing the remaining activities too quickly. The evaluators have reasonable doubts that the remaining program time will enable the achievement of the expected results. It should be noted that these are still very weak at the time of the mid-term evaluation.

### **Project Recommendations for FormaEmploi Project:**

#### **1) Revise the migrant counting strategy in the project, so that it can also include internal migrants or other vulnerable groups**

- Mauritania is a transit country and there are few returning migrants. For this reason the project's efforts could be reviewed to take other vulnerable groups into account for the migrant strategy. For example by increasing focus on the percentage of internal migrants, or other young people in situations of socio-economic vulnerability.

Priority: high



Main responsible entities: Local coordination of the project and Consortium ARCHIPELAGO (responsible for the program)

Deadline: short-term

Potential resource implications: low

## **2) Review the entrepreneurship part of the course to integrate the different levels of knowledge of the students and allow them to have the same level at the end of the training**

- Provide stronger and more detailed mentoring and support, especially for women, so that they can increase their knowledge to be on par with those who already have a certain entrepreneurial readiness and those who do not.
- Provide additional support for more vulnerable students, such as complementary courses on online platforms, direct coaching with mentors or others with more experience in order to become mature to build a profitable business.

Priority: high

Main responsible entities: Local coordination of the project

Deadline: short-term

Potential resource implications: low/medium

## **NIGER**

### **Main findings**

#### **Project visited: Program to strengthen the Nigerien artisanal sector**

The project is aligned with national priorities and has the potential to meet a need for human resources in sufficient quantity and quality to realize the potential of Nigerien artisanal sector in full growth and which is responsible for 25% of the national GDP. The project is very late and none of the technical and professional training in the fields of automobile mechanics, jewellery, leather goods and textiles/tailoring has yet started.

The project, in its initial formulation, does not target women or returning migrants. Its logical framework is being revised to correct these weaknesses. However, the local coordination of the project tends to go beyond the age range of youth (15 to 35 years old) established by the Nigerien State through the ratification of the African Youth Charter and tries to circumvent the fact that few returning migrants reside in Niamey, replacing them with internally displaced persons.

The financial and human resources of the project are generally sufficient in relation to the expected results. The project provides for the acquisition of training equipment and kits for trainees, however there is a lack of funds for the provision of work tool kits and to cover the administrative costs of setting up a business.

#### **Recommendations for Program to strengthen Nigerien artisanal sector:**

##### **1) Accelerate the revision of the project's logical framework**

- Align the project with the ARCHIPELAGO program by integrating women and returning migrants into the target groups of the project
- Complete the horizontal logic of the project by defining the baseline values and targets for each indicator as well as its verification tools.

Priority: high

Main responsible entities: Project Coordination and ARCHIPELAGO Consortium

Deadline: short-term

Potential resource implications: low

## 2) Establish a formal and effective partnership with the IOM National Office to better tailor the project response to the specific needs of returning migrants

- Pool resources with the IOM in order to ensure budgetary coverage to provide returned migrants trained with kits of work tools and a start-up fund as well as to cover travel and training costs in Niamey for returning migrants.
- Adapt the duration of training to the previous constraint, even if it implies creating a separate class for these returning migrants.

Priority: high

Main responsible entities: Project coordination and ARCHIPELAGO Consortium (programme managers) with the support of the DUE

Deadline: short-term

Potential resource implications: medium

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## SENEGAL

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The main conclusions for the two projects together are followed by some specific conclusions

### Projects visited:

- **Development of a "work-study training - professional integration" system in four regions of Senegal (DEFI)**
- **Teed ci sama rew – Phase 2. Acting for employment in Senegal: training and working in the agricultural/agri-food sector (System for the socio-professional and economic integration in the sector of vulnerable people in the Thiès Region (Senegal)) (Agir pour l'emploi au Sénégal).**

Dual education in TVET is consistent and well detailed in government policies.<sup>115</sup> Entrepreneurship training in TVET is also part of government policies and strategies.<sup>116</sup> At mid-term, project stakeholders reported that the choice of types of training provided by both projects was tailored to local training and employment needs.

The need to build partnerships between African and European business organisations to leverage and strengthen the TVET system is expressed explicitly in documents at the time of project design. The focus of the projects on building the capacity of training organisations is aligned with other needs identified in the Senegalese context.

The economic empowerment of women is a clear need in all relevant Senegalese government policies.

The projects intended to include at least 30% returning migrants, but the design of the projects did not consider the possibility of achieving this goal. The need to address this issue is obvious. However, project design may not be aligned with the best ways to meet the needs of returning migrants.

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<sup>115</sup> ILO (2020), The inventory of the vocational training system (Senegal), Dakar: ILO.

<sup>116</sup> ILO (2020), The inventory of the vocational training system (Senegal), Dakar: ILO.

The design and implementation show obvious efforts to achieve compatibility and harmonization of actions between the partners of the two projects, whether at the local level or between African and European organisations.

The support for the development of the national TVET ecosystem is already well developed in the two projects although some aspects can still be strengthened, particularly with regard to the involvement of government agencies (e.g. ONFP and local authorities).

Both projects have integrated dual training in their curriculum but the dual aspect of training with entrepreneurs for practical experiences has not yet been implemented.

Capacity building of the implementing partners of the training has been done, but much remains to be implemented in this regard, particularly when it comes to logistical support to support trainees. Funds are still needed to cover the cost of the dissemination of training materials, access to online materials, as well as equipment for training. Training providers have low internal budgets and struggle to pre-finance needs.

Thanks to the support of the partnerships within the projects, progress is being made in terms of the development of the training content in the two projects.

As with some projects in several other countries, the gender issue was addressed by focusing on the number of women registered in the actions. Other adaptations have been made to address gender issues, but these are limited. In other words, less attention has been paid to ensuring that the content and logistics of the training are adapted to the participants.

The inclusion of returning migrants in trainings remains a weak point and it is unlikely that the objectives will be achieved. Efforts have been made to recruit returning migrants, however, much more effort is needed to attract and ensure returning migrants persist in training. Lack of support to fund transport to and from training, accommodation and other forms of support pose particular challenges for returning migrants.

Several stakeholders noted that other potential trainees, who met all the selection criteria but did not have the means to cover these costs, were overlooked.

Procurement issues are persisting and have slowed down project implementation and efficiency. While Covid-19 did not facilitate implementation and caused delays, procurement complexity also contributed to efficiency issues. This has caused a lack of trust and resentment on the part of some partners.

The extent to which the projects generate or are expected to generate significant positive effects or risks, intended or not, at a systemic higher level is very difficult to indicate at the present time. At mid-term, it is far too early to comment on the level of expected impact in the two projects. Given that the training had not yet started at the time of the fieldwork in one of the projects (DEFI) and that the dual aspect of the training had yet to be launched in the other, we cannot yet give a clear answer. We can only say that stakeholders expressed a positive attitude towards the potential for impact.

The training topics of both projects are considered to have great overall potential, but, as with impact, it is too early to tell.

For Senegal, we find that if the projects and the overall program are extended, there is every reason to believe that geographic and thematic enlargement and diversification will be possible. Once the foundation of the TVET ecosystem being built will be well established, it will be much easier to expand it to new sectors and locations.

The projects are already bringing added value by creating coordination and synergies between the EU and the Member States with the Senegalese partners. Possibilities of commercial links between the two countries are envisaged. The diversity of European and local partners, including the participation of representatives from the private sector, brings specific added value to projects that isolated EU countries would find difficult to achieve compared to the EU as a whole.

Given that the training had not yet started at the time of the fieldwork in one of the projects (DEFI) and that the dual aspect of the training had yet to be launched in the other, it is not still possible to give a clear answer regarding impact. We can only say that stakeholders expressed a positive attitude towards the potential for impact.

### **Main findings - Development of a "work-study training - professional integration" system in four regions of Senegal (DEFI)**

The design of the project poses challenges with regard to the large number of partners. These include six Senegalese training organisations that need logistics/equipment/materials and/or technical capacity building to build dual training capacity. This means that capacity building needs are significant in several agencies and in different localities.

One of the main results expected from the project is the strengthening of the social dialogue and consultation between businesses/local training centres, local public services and training. The project worked intensively on this aspect. The large number of partners posed challenges, but consistency grew over time.

Although the content of the training is ready and the training centres are ready to receive the trainees, the training had not yet started at the time of the evaluator's field visit. A variety of reasons, including delays due to COVID-19, complex training development across topics and locations, played a role.

Chambers and other training centres will provide entrepreneurship education to young participants. Some interviewees recommended that this training be integrated with technical training rather than separate. This was considered more logical and useful.

For the DEFI project, some questions arise as to the best way to involve government partners such as the ONFP. The ONFP is a partner in the DEFI project and the involvement of local authorities makes it possible to prepare for long-term sustainability. The ONFP is very active in the coordination of TVET in Senegal and is awaiting more details on the beneficiaries to support the training processes.

Efforts have been made, in particular with the IOM, regarding the inclusion of returning migrants, but difficulties remain in reaching the target number. Various reasons were given, including confidentiality requirements, but also the delicate location of trainees and, lastly, the content of the trainings which, according to returning migrants, were too long to meet their primary monetary needs.

The DEFI project has focused on environmental issues by developing training on the installation and repair of solar panels.

**Recommendations for DEFI Project:**

- 1) Expand efforts to attract returning migrants by increasing social media presence on the subject and further involving local associations of returning migrants and contacts with local authorities.**

Priority: high

Main responsible entities: Project coordinators, partners

Deadline: short-term

Potential resource implications: low

- 2) Examine how the links between the ONFP and the local private sector can be strengthened, in particular by increasing and building on the links with local authorities. Implement the identified actions.**

- Involve the ONFP with private sector actors who are linked to the project.
- Consider a one-day meeting with all key partners, including at least one local authority representative from each project site, and carry out team-building exercises.

Priority: high

Main responsible entities: Project coordinators, partners

Deadline: short-term

Potential resource implications: medium

- 3) Focus more on improving communications between individuals and partners within the project.**

- Assign a Senegalese mediator expert in organisational development to help identify and address challenges.
- Assign a local consultant to provide more support to address the implementation of the DEFI project, which is particularly complicated.

Priority: medium

Main responsible entities:

Deadline: short-term

Potential resource implications: medium

- 4) Integrate entrepreneurship training into technical training as much as possible.**

Priority: medium

Main responsible entities:

Deadline: short-term

Potential resource implications: medium

**Main findings-Teed ci sama rew – Phase 2. Acting for employment in Senegal: training and working in the agricultural/agri-food sector (System for the socio-professional and economic integration in the sector of vulnerable people in the Thiès Region (Senegal)) (Agir pour l'emploi au Sénégal - Thiès).**

The needs were clearly identified during the project planning period and include additional resources and a structured framework for successful transition to dual vocational training.

This project aims in particular to train twenty-five local trainers and the capacity strengthening of three vocational training organisations.

The project focused on developing coherence, in particular by strengthening coordination between them and through public-private dialogue.

The choice of the four training sectors had been identified in a feasibility study with 160 entrepreneurs. The initial number of potential sectors in the proposal was larger but has been reduced through this process. At the time of the field visit, the project had trained 100 young people. Another 300 people should be trained before the end of the project. The project has identified 50 of the 80 experienced companies where the young people will be placed.

Participating trainees were very positive about the training that they received. They are however concerned about the cost of logistics to attend the training and pointed out that other people were interested but could not attend.

The project will start its entrepreneurship training component in January 2022. The training centres indicated that they already have experience in entrepreneurship training. The entrepreneurs where the young people will be placed will also provide guidance in this area.

The project has an agreement with an association of returning migrants for their awareness-raising but due to COVID-19 it was not possible to implement it.

For the project “Agir pour l’emploi au Sénégal – Thiès”, the two consular chambers intend, thanks to the project, to initiate a long-term partnership well beyond 24 months. They noted that the 80 companies trained and the targeted creation of 150 business will serve as a basis for the development of new projects and new proposals for action.

### **Recommendations for Project “Agir pour l’emploi au Sénégal - Thiès”:**

**1) Expand efforts to attract returning migrants by increasing social media presence on the subject and further involving of local associations of returning migrants and contacts with local authorities.**

Priority: high

Main responsible entities: Project coordinators, partners

Deadline: short-term

Potential resource implications: low

**2) Expand links with local government in sites where trainees will be placed for hands-on business experience.**

- Ensure that local authorities are even more aware and supportive of the training process.
- Establish a cross-link with the DEFI project to determine how the projects can create synergies aimed at improving ONFP's decentralized support to initiatives.

Priority: high

Main responsible entities: Project coordinators, partners

Deadline: short term

Potential resource implications: low

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## CHAD

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### Main findings

#### **Project visited: MSMEs and Professional Centres together to promote green and decent employment in Chad (Ensemble pour promouvoir l'emploi vert et décent au Tchad)**

The implementation of the project has progressed well despite the constraints linked to the COVID-19 pandemic. Aligned with national priorities, the project responds to business needs. The project was also at the origin of the creation of certain micro and small businesses and increased the enthusiasm of young people around the various themes of professional training in eco-construction and solar energy. Regarding women and returning migrants, the project only partially meets their needs as explained in C3 and C4.

This project is an opportunity to build capacity for technical and vocational training centres and the development of training modules in eco-construction and solar energy have enriched the list of training courses for the entire Chadian TVET system.

The specific objectives of the project are clear and achievable. On the other hand, the indicators of its general objective are confused because they refer to the country as a whole while the project is limited to N'Djamena.

In its implementation, the project goes beyond the youth age bracket (15 to 35 years) established by the Chadian State through the ratification of the African Youth Charter and tends to consider internally displaced persons among the returning migrant beneficiaries to compensate for their reduced number in N'Djamena and circumvent the difficulties linked to the need to widen the range of training courses and adapt their duration to the particularities of the latter.

Failing to develop a strategy to better address the existing barriers and make eco-construction jobs more attractive to women, the project directed them massively towards training in the use of solar ovens and dryers and in entrepreneurship, thus addressing the issue of gender only in terms of the overall number of women trained, i.e., 40% of the total of 430 beneficiaries.

The financial and human resources of the project are, in general, sufficient with regard to the expected results, except for the absence of funds to cover the administrative costs of business creation and to provide the trained beneficiaries with a kit of work tools.

#### **Recommendations for Project “Ensemble pour promouvoir l'emploi vert et décent au Tchad”:**

##### **1) Clarify the logical framework by reducing the scope of the indicators from the general objective to the project intervention area, i.e., N'Djamena.**

- Reformulate the indicators of the general objective to limit them to N'Djamena.

Priority: medium

Main responsible entities: Project Coordination and ARCHIPELAGO Consortium

Deadline: short-term

Potential resource implications: low

**2) Establish a formal and effective partnership with the IOM National Office to better tailor the project response to the specific needs of returning migrants**

- Pool resources with the IOM in order to ensure budgetary coverage in order to provide returned migrants who have been trained with a kit of work tools and a start-up fund as well as to cover travel and living expenses for training in N'Djamena for returning migrants, many of whom are in towns such as Abéché, Mongo, Moundou and Moussoro.
- Adapt the duration of training to the previous constraint, even if it implies creating a separate class for these returning migrants.

Priority: high

Main responsible entities: Project coordination and ARCHIPELAGO Consortium (programme managers) with the support of the DUE

Deadline: short-term

Potential resource implications: medium



## ANNEX 11 - ONLINE SURVEY FORM AND SUMMARY OF QUALITATIVE RESULTS

### Formulaire d'enquête pour les parties prenantes - Succès, défis, recommandations/ Stakeholder form - successes, challenges, recommendations

Veillez noter que vous ne devez pas indiquer votre nom, mais uniquement votre organisation et votre adresse électronique. Les informations recueillies ne seront partagées qu'au sein de l'équipe d'évaluation et vos réponses resteront anonymes.

Please note that you do not need to fill in your name, only your organisation and email. The collected information will only be shared within the evaluation team and your answers will remain anonymous.

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\*Required

1. Email \*

\_\_\_\_\_

2. Veuillez indiquer de quel type d'organisation vous faites partie /Please indicate the type of organisation you represent \*

*Mark only one oval.*

- Partenaires de Mise En Œuvre de la Subvention (Programme) - Implementation partner SEQUA, CPCCAF, EUROCHAMBRES
- Autres Partenaires (Subvention) - other subvention partner - OIM/IOM, AFD, LuxDev, Coop Suisse, ENABEL, VETTool Box, GiZ
- Partenaire De Mise En Œuvre Des Sous-Subventions dans un des 9 pays du programme ARCHIPELAGO/Implementation Partner in Ghana
- Gouvernement d'un des pays du programme ARCHIPELAGO/ Government
- Secteur privé/ Private sector
- Organisation de services aux entreprises / Business Service Organisation
- Other: \_\_\_\_\_

See next page for more

3. Veuillez décrire en quelques mots les trois principaux succès d'ARCHIPELAGO jusqu'à présent. Please describe three principal successes of ARCHIPELAGO in a few words .

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4. Veuillez décrire en quelques mots les trois principaux défis d'ARCHIPELAGO jusqu'à présent. Please describe three principal successes of ARCHIPELAGO in a few words .

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5. Quel est le changement le plus significatif que vous pouvez identifier jusqu'à présent et qui, selon vous, est le résultat d'ARCHIPELAGO ? What is the most significant change you can identify so far that you believe is a result of ARCHIPELAGO?

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6. Selon vous, quelle est la différence la plus importante du programme ARCHIPELAGO par rapport aux autres programmes d'EFTP ? According to you, what is the most important difference of the ARCHIPELAGO program as compared to other TVET programs?

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7. Veuillez indiquer le changement le plus important qui est nécessaire pour améliorer le travail du programme ARCHIPELAGO pendant la période de mise en œuvre restante ? Please indicate the most important change that is needed to improve the work of the ARCHIPELAGO program during the remaining implementation period?

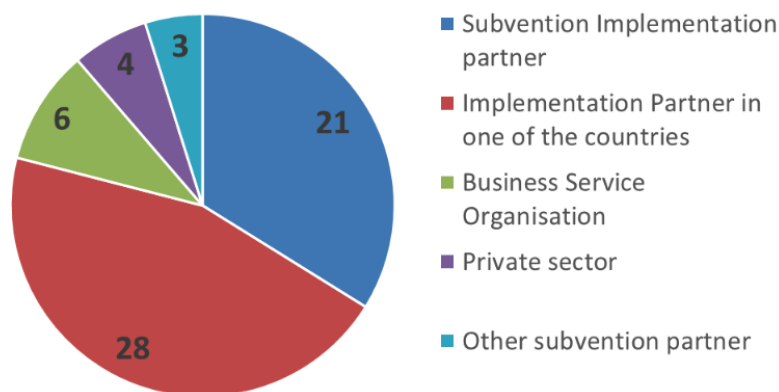
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Figure 2-Survey respondents by type of organisation<sup>117</sup>



ANALYSIS OF THE ARCHIPELAGO PROGRAM SURVEY RESPONSES	
Color code according to the answers identified on the analysis of the survey	
Successes / Positives	
Challenges / points of attention	
Point for improvement / Recommendations	
<b>Total Respondents</b>	62 Qualitative analysis of open-ended questions - grouping of the 558 most common answers by type
<b>Criteria according to evaluation matrix</b>	<b>Proposed categories according to the evaluation criteria</b>
<b>Relevance</b>	The design of the project is relevant to the training needs of the labour market, the private sector and there is a good choice between the country where the project takes place and the needs of the region
	Review of the particularities of the areas of intervention and its characteristic activities
<b>Coherence</b>	Africa - EU partnerships, building systems for training development and implementation
	Synergy with country organisations, involvement of local and national government authorities
	Assertive choice of program priority groups (especially issues encompassing migration and gender)
	Strengthening partnerships and synergies between participating institutions
<b>Efficiency</b>	Awareness-raising and mobilization of stakeholders and the public, young people are motivated to participate in training
	Capacity building of African chambers, training institutions, business service organisations
	Strong involvement of the private sector: entrepreneurs are in favor of initiatives (dual training, entrepreneurship, strengthening their own capacities, etc.)
	Quality of training: content and methods of trainers / modules / training materials
	Difficulties in conducting training (due to disparities between trainees and language terminology)
	Difficulties to ensure the quality of the training (depending on the various dual training concept and the difficulties in implementing the internships)
	Difficulties in mobilizing companies to participate in the project and host trainees

<sup>117</sup> Figure legend details: Program Implementation Partners: SEQUA, CPCCAF, EUROCHAMBRES; Other Partners: OIM/IOM, AFD, LuxDev, Coop Suisse, ENABEL, VETTool Box, GiZ; Project Implementing Partners in one of the 9 ARCHIPELAGO program countries / Business Services Organisation / Private Sector

	Stronger inclusion of the private sector in the program (entrepreneurs and companies)
	Revision of the indicator on returning migrants
<b>Efficiency</b>	Insufficient time for the details of the implementation of the project: organisation and especially the pandemic
	Difficulties for the implementation of the project: infrastructure, lack of equipment and material and organisational concerns
	Lack of financial support for young people to achieve training and internships (transport, accommodation, catering)
	Difficulties to integrate the new offered skills to companies and the labour market
	Administrative difficulties, especially in submitting reports, following bureaucratic rules and requirements
	Difficulties in mobilizing companies to participate in the project and host trainees
	Increase the involvement of private business groups to support the implementation of project actions
	Improve the overall management of the project, to be more organized including meetings
	Increase support for local committees and the national committees
<b>Impact</b>	Improvement of the employability of young people in the regions concerned.
	Integration of young people into the labour market (either in companies or as self-employed)
	Review the support offered to young people trained and assess the means of financing them to start their activities
<b>Sustainability</b>	The duration of the project (two years) is not sufficient to carry out all the activities and obtain the expected results
	Sustainability of partnerships between local institutions, as well as the involvement of national authorities to allow the continuation of projects
	Project sustainability
<b>EU added value</b>	EU-Africa international approach. Management of project actions and support to local organisations.
	Need more support from the European Union

## ANNEX 12 - COHERENCE AND HARMONIZATION BETWEEN PROJECTS AND DUAL TRAINING

### Coherence and harmonization between projects in the same country

Although not noticed everywhere, the evaluation identified a few cases where stakeholders indicated that there were exchanges between ARCHIPELAGO projects from the same country, which led to greater harmonization and synergies. An example is that of Cameroon where the projects proved to be compatible and harmonized to achieve internal and external synergistic coherence. Specifically, the evaluation revealed that there is no overlap identified between the activities carried out within the framework of each project and they are complementary to each other, whether in terms of businesses or regions. To achieve this, the projects conducted exchanges on their orientations and their implementation processes.

Although the projects engaged in intensive communication and collaboration with their implementing partners and other stakeholders, sometimes exchange between projects in the same country were limited. For example, in Ivory Coast, the evaluation found that the two ARCHIPELAGO projects are implemented in a relatively isolated manner in the country. Activities and issues are different and interaction is limited. The same also applies to Senegal. In Ghana, although there were some exchanges between the two projects, these were also quite limited.

### Dual Training Harmonization

The projects are harmonized through their common approach to include dual training approaches, although the interpretation of what this means differs. The original intention of designing the ARCHIPELAGO program was to have a constant dual training system, with trainees moving back and forth between technical training organized in training institutions and practical training in companies. It should be noted here that, in line with FAO approaches, farms are also considered businesses throughout the ARCHIPELAGO program and its projects.<sup>118</sup> Any mention of businesses and entrepreneurs therefore includes farms and farmers.

The ARCHIPELAGO management team has worked to ensure better harmonization of content, monitoring and reporting on the topic of dual education. In particular, they provided advice through the mentoring of projects during their implementation.

To better understand definitional issues, the Management Unit team also designed and implemented a survey to query project implementers what they understood by the term “dual training”. The results showed that although project partners understand the term as it is used in the ARCHIPELAGO programme, in practice it is often applied differently. Subsequently, the Management Unit of the ARCHIPELAGO program placed greater emphasis on understanding the concept by reinforcing advice on this aspect. They also identified the need for flexibility in implementing dual training methods based on local realities.

The evaluation team also noted these differences in the interpretation of the dual education approach during the evaluation fieldwork. In some cases, project trainees are expected to have a consistent back-and-forth experience between technical training institutions and businesses. Among others, they

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<sup>118</sup>Kahan D. (2012), *Entrepreneurship in farming*. Rome: FAO. And according to the Statistics Division of the United Nations since 2008. Departments of Economic and Social Affairs, Statistics Division (2008), *International Standard Industrial Classification of all Economic Activities*. Revision 4. New York: United Nations.

undergo technical training which is followed by practical work experience. In this case, trainees can be supervised and/or visited by training institutions while they are placed in companies. In other cases, trainees may occasionally return to training centres for additional learning sessions. However, it is difficult to realistically assess how this is happening in all the projects, since at the time of the field visits to the 12 projects, only 5 of them were already placing young people with entrepreneurs.

## ANNEX 13 - EFFICIENCY - DETAILED INFORMATION

### Quality management – Monitoring and evaluation<sup>119</sup>

The evaluation found that the link between the logical framework of the program and that of the projects is not necessarily known. Even if the ARCHIPELAGO logical framework is known, it remains too general for all the partners to understand and appropriate in a field remote from the objectives of the program pursued by the European Commission. Despite the variety of contexts in which the projects are implemented and the great diversity of the activities implemented, the monitoring and evaluation mechanism of the program and its projects has facilitated the overall and cross-cutting assessment of the program by its promoters (the consortium of the ARCHIPELAGO program and the European Commission).

There is a consensus at the local level that the reporting tasks are within the scope of the normal coordination, but is less reasonable in terms of the time to invest given the size of the projects. The programming of activities mobilizes the teams on site while they are often already excessively busy. Depending on the interlocutors met, an increased support for administrative/financial reports in particular could be envisaged.

The project partners do not well perceive and/or understand the particularity of European rules in terms of accounting and budgetary monitoring. Complaints about reporting formats and eligibility of expenses as well as accounting proofs to be produced are frequent. The monitoring of activities is not always facilitated by contexts where the participants have their own management constraints. A certain number of beneficiaries are even illiterate, including internship supervisors in the informal sector who nevertheless have to produce a report on their apprentices. According to those interviewed during the evaluation and who interact with trainees, the monitoring of the level of participation in training activities remains a challenge. Some arrive late, others do not follow all the sessions or the audience initially targeted is not the one actually present.

Even though the pandemic has contributed a lot to projects' implementation delays, these delays are numerous and can be explained by country contexts. Therefore, it seems almost impossible to produce reports on the achievement of certain objectives. For example, measuring the integration of young people or the creation of businesses is impossible because the results are not yet observable at this stage of projects' implementation. The evaluation also noted that there is a question of trust and some interlocutors declared that they resent the reporting, perceived as overly intrusive. Some feel that they are not seen as reliable actors for the European Commission. Finally, some people queried the very usefulness of reporting because the reactions from the European Commission are too slow to be useful to them, sometimes several months after the submission of the technical and financial reports. It is therefore difficult for them, after so much time, to understand and remedy any problems identified.

The production and adaptation of monitoring tools to respond to field issues have progressed. This work is to the credit of the coordinators and partners. We have thus been able to see how much the directors of vocational training centres motivate their teams to adapt and then systematically use monitoring and evaluation tools.

### Cost-benefit balance<sup>120</sup>

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<sup>119</sup> Evaluation question 5, Judgment criterion 5.1, Evaluation indicator 5.1.1.

<sup>120</sup> Evaluation question 5, Judgment criterion 5.1, Evaluation indicator 5.1.2

The evaluation found that the planned budget for the planned activities is sufficient for their implementation, although in many other evaluations stakeholders complain about the small size of their budget. However, in this case, it was not considered an exceptional challenge.

Also, several objectives underpin the ARCHIPELAGO program: to change mentalities (for example with regard to women, vulnerable young people), to encourage the creation of commercial activities, to develop a dual training model requiring commitments and skills of both trainers and companies. Unprecedented relationships and partnerships still need to be built, particularly between the private and public sectors, but also between the formal and informal sectors of the economy. The expected changes in the countries are immense, but the implementation of the programmed activities alone is not enough to produce them – they can only contribute to them. It is not certain that the full implementation of all the activities will logically lead to these changes,

### Activities implemented on time<sup>121</sup>

The evaluation found that overall, the starting of activities took a long time. The pandemic is one of the causes of the delays, but it is not the only one. Indeed, several examples of the reasons that caused delays were identified across all projects during the evaluation:

- The development of the curriculum for dual training adapted to vulnerable people requires pedagogical engineering on the part of teams of trainers who are already very busy - and who often have to adapt a curriculum for the first time and discover the requirements of the training system: dual training (such as the close link with companies and support for supervisors and apprentices).
- Attracting vulnerable young people requires very targeted communication actions to reach them where they live.
- The agreements between trainees, companies and coordinating bodies are not necessarily signed when the young people have already started their apprenticeship.
- The provision of operational equipment (for example secure workshops for vulnerable young people unfamiliar with professional risks) may have slowed down the organisation of internships.
- The signing of a memorandum of partnership (MoU), such as between an association of entrepreneurs and a consular chamber, requires political, technical and financial negotiations, sometimes at the highest level of the state, before this MoU is concluded. The alignment between objectives, performance conditions and budget commitments take time and delay implementation.

All of the above generated an accumulation of delays that required activities to be rescheduled. It is in this context that the Covid-19 crisis slowed down the materialization of results that were beginning to emerge. It has also upset the career plans of the teams in charge of the projects, accelerated the turnover of employees with precarious status (for example people on temporary contracts with partners who have opted for more stable positions). The evaluation found, in some cases, a demotivation of participants or trainers who waited too long, sometimes for a year, for the start of their training.

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<sup>121</sup> Evaluation question 5, Judgment criterion 5.2, Evaluation indicator 5.2.1.



## Project management, organisation & implementation<sup>122</sup>

The evaluation underlines the risk linked to the fact that several times the management of a project depends on a single person, and then only on their availability, their skills, but also their personality (for example some of them "micro-manage" their teams and operators in the field). Several testimonies of authoritarian leadership or disconnected from the realities on the ground have also been reported. Moreover, in some of the more complex projects, the local implementers are dispersed and the messages to guide them are not sufficiently coherent. Therefore, the interlocutors were wondering about the possibilities of the management unit of the ARCHIPELAGO program to anticipate and settle any problems of governance of the people assigned to the coordination.

Furthermore, the fact that the local coordination teams are often overloaded is a concern, even if this does not affect the quality of their work for the organisation and implementation of activities. This is because their motivation is often excellent, because of the novelty of the activities and the ambition of the project to create employment and offer a perspective to young people. They believe that they provide activities that are much more intense and numerous than those listed in the program. Finally, they believe that their efforts are for the benefit of projects for which the coordination is responsible, but sometimes to the detriment of their regular activities. Attention should be paid to the geographical remoteness of certain areas, which does not allow for regular visits. Sometimes the coordinators do not necessarily have a vehicle, and above all do not have the time to travel to countries in which the projects are sometimes very far from each other (as in Cameroon). They are too mobilized in programming and problem-solving activities, not to mention reporting activities, permanent coordination with the European party, etc.

## Central management of the Archipelago program<sup>123</sup>

SEQUA and the other partners of the consortium appear as guides and facilitators with the coordinators, co-applicants and partners. SEQUA and the representatives of the members of the consortium support the coordination of the projects, in particular by ensuring their continuity, including in cases where the local coordination teams change over time. It is an asset to be preserved. Although each member of the program management unit and the participating representatives of CPCCAF and EUROCHAMBRE has a portfolio of projects to follow, each has their own experience which they optimize in the field. They have their specific focus countries, which makes it easier to understand the contexts and deploy their expertise there (for example, in TVET), which is put to the benefit of the whole team.

A good fluidity of relations between the management unit of the ARCHIPELAGO program and the European Commission has been observed. The management unit is positioned as the interface between project coordination and EU. The European Commission is strongly committed to producing results, particularly on the economic integration of young people. For their part, the coordinators must come to terms with the reality on the ground, which prevents them from fully meeting the expectations of the program. The pandemic has notably required adaptations of calendars, rescheduling of activities or budget reallocations, which have impacted the emergence of tangible results. The management unit of the ARCHIPELAGO program was once again in charge, maintaining a position of neutrality between the projects and the European Commission.

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<sup>122</sup> Evaluation question 5, Judgment criterion 5.3, Evaluation indicator 5.3.1.

<sup>123</sup> Evaluation question 5, Judgment criterion 5.3, Evaluation indicator 5.3.1.

## Funding, procurement, budget management gaps<sup>124</sup>

The evaluation notes that there is an inconsistency between the rules and regulations of the program and the possibilities in the local context in terms of spending. Misunderstandings create tension and the settlement of these overloads the teams. To help manage this situation, the management unit provided decisive support, in particular to the coordination units and the less seasoned partners in financial negotiation.

As indicated above, the European Commission's requirements in terms of budget management were described by many interlocutors as disproportionate to the capacities of the partners in the field and the size of the projects. As one interviewee put it, "we spend as much time on accounting paperwork for this project as on much larger projects". While partners have improved and/or demonstrated their management skills, many implementing actors have not. The evaluation notes that some, such as the schools, do not have an accountant to ensure follow-up in accordance with European rules. An analytic accounting approach is simply not possible. In other words, calculating actual costs seems to be unrealistic for most activities.

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<sup>124</sup> Evaluation question 5, Judgment criterion 5.1, Evaluation indicator 5.1.2.

## ANNEX 14 – DETAILED DISCUSSION OF THE ARCHIPELAGO PROGRAM INDICATORS

### Adequacy of indicators

One aspect to consider is the way in which the report on the indicator on the number of young people in training is formulated. The terminology used in the harmonized report form is "People trained in dual vocational training". This formulation is, however, complicated, as it assumes that once young people begin their training, they automatically follow dual sessions.

In practice, as discussed in section 3.3, young people may attend and even complete technical training in a more formal setting before actually starting practical training work with entrepreneurs. In other cases, they may be well into their training period before being placed with an entrepreneur to begin back-and-forth sessions between technical and hands-on experiences. This means that when trainees are counted as participating in a dual training, it seems that it is possible to assess the "dual" aspect of the training. Since many trainees had not yet started their work training, it is not really possible to evaluate the dual part at mid-term. In practice, when the trainees have completed their training, including the dual aspects, they are counted under another monitoring indicator in the report table.

Moreover, the indicators of the different projects are not always realistic. Two examples in Senegal can be provided. As part of the DEFI project and the Saint-Louis-Kolda, Tambacounda Training project<sup>125</sup>, the number of training courses and trainees must be considerably reduced.<sup>126</sup> This was partly due to the COVID19 pandemic, which could not be predicted, but also to the overambitious and complex design of the projects.

Regarding the indicator "Increase of at least 10% in the number of members/customers of business support structures offering relevant services", it presents several difficulties. Within ARCHIPELAGO, the of Business Support Organisations (BSOs)<sup>127</sup> are mainly chambers of commerce, business incubators and consulting agencies that are linked to individual projects. It is evident from this list that these entities are very diverse and therefore difficult to compare, especially since baselines are only collected at the start of the project for each of the BSOs.

The general concept that the BSOs will increase their number of members/customers as a result of the project is difficult to be verified and requires an operational definition. A chamber of commerce may have hundreds of members or more, while a business incubator may have only a few dozen. In the case of business incubators, there is also the question of how "customers" are counted. Is it the companies that have received direct mentoring for the last six months (one year?) or is it the number of people who attend various activity sessions? In addition, the increase of the number of members in business associations can be due to many external factors. It could just be more favourable government regulations, economic upturns and greater publicity around the benefits of membership.

<sup>125</sup> Dual and entrepreneurial vocational training program for Senegal adapted to the needs of local businesses (Regions of: Saint-Louis-Kolda, Tambacounda) (Projet Formation Saint-Louis-Kolda, Tambacounda)

<sup>126</sup> The number of training courses has been reduced from 14 to 9 and their duration from 6 to 4 months in the Saint-Louis-Kolda, Tambacounda Training Project. Chambre de Métiers et de l'Artisanat de Région Bretagne, (2021), Rapport narratif intermédiaire ARCHIPELAGO N° 3 pour la période décembre 2020 à mai 2021. CMA Bretagne Sénégal, Monitoring/rapport(s) de suivi narratif(s)/recherche sur la mise en œuvre. Page 10.

In the case of the DEFI project, there is a request to reduce the number of learners from 300 to 225.

<sup>127</sup> For instance: Women's Haven Africa in Ghana. See <https://www.facebook.com/WomensHavenAfrica/>. Website accessed 15 11 2021.

It is therefore very difficult to attribute the increase of the number of members to the ARCHIPELAGO projects and to attach a comparative significance to the changes.

The main reason for the complexity of this kind of indicators is the fact that everything must be quantified. However, the extent to which ARCHIPELAGO strengthened BSOs is difficult to quantify. Especially, since capacity building happens through a mix of mentorship done through project partners and other implementers, organized trainings, and sharing of guides and other materials. A more qualitative approach, such as a survey where BSOs report changes that they have experienced in terms of knowledge, skills and in other aspects, as well as an assessment of what they are applying as a result in support of ARCHIPELAGO, would be more appropriate.

### **Consistency of project indicators in monitoring reports**

The analysis indicates that the projects followed similar key result areas, as required by the ARCHIPELAGO program guidelines. However, there are major differences between the projects in terms of their complexity and training topics. This has led to some harmonization issues for indicator reporting.

During their intensive project monitoring processes, ARCHIPELAGO program managers found that each project had its own interpretation of how to report results in the indicator monitoring forms. The consequence was that the results reported by the projects were somewhat inconsistent and/or did not correlate well with the overall program indicators. The ARCHIPELAGO Program Management Unit then developed special monitoring tables to help projects in their reporting and to harmonize result areas between projects. During the evaluation fieldwork, the team found that this did indeed help to streamline reporting.

Although the projects differ in terms of the number of partners, training locations, number, type and duration of training sessions, they have enough similarities to be harmonized with each other at different times for monitoring purposes. The similarities are particularly noted with regard to:

- the identification of types of training with employability potential, with the participation of the private sector or on the basis of previous successful experiences;
- increase of the awareness between employers, potential trainees and the public about the usefulness of training, in particular through dual training approaches;
- the development of training modules integrating dual training methods;
- capacity building of training centres, entrepreneurs with whom trainees can be placed, BSOs and other implementing partners;
- the implementation of the training including aspects of placement in companies (dual part of the training);
- support for young people to find a job, either as a self-employed person or by working in a company.

## ANNEX 15 - HIERARCHY OF OVERALL IMPORTANCE OF RECOMMENDATIONS

Here, the recommendations are not grouped according to the urgency of their implementation, but according to their overall importance.

- 1) **Extend the duration of the existing ARCHIPELAGO program to enable it to achieve the fundamental training objectives and achieve the employability outcome at the centre of the program while integrating a digital monitoring method to track graduates after training.**

<i>Link to conclusion</i>	1.7. Impact and 1.8 Sustainability – Viability
<i>Priority</i>	Short term
<i>Main Responsible Entities</i>	EU offices
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low

- 2) **Enlarge and diversify the ARCHIPELAGO program to move into a new phase in more countries and more thematic training topics.**

<i>Link to conclusion</i>	1.9 EU Added Value, Enlargement and Diversification of the ARCHIPELAGO Program
<i>Priority</i>	The decision must be taken as soon as possible to allow direct continuation with a new phase.
<i>Main Responsible Entities</i>	EU offices
<i>Importance</i>	Very important when making decisions about the future of ARCHIPELAGO programming.
<i>Potential resource implications</i>	Medium to high

- 3) **Improve the indicators by defining them better so that they are clearly distinguishable from other results, and they are more measurable and understandable.**

<i>Link to conclusion</i>	1.2 Consistency
<i>Priority</i>	Short term, current and future program and projects
<i>Main Responsible Entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low

- 4) **Further supporting efforts to ensure that trainees have the necessary safety and health equipment during their training in the centres and with the entrepreneurs, and of course in decent working conditions.**

<i>Link to conclusion</i>	1.4 Effectiveness of the development and implementation of dual training
<i>Priority</i>	Short term
<i>Main Responsible Entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Medium - This may require some additional investment

- 5) **Identify and establish links with available local and international financial resources to sponsor young participants in training and to further fund materials and equipment at training centres and entrepreneurs.**

<i>Link to conclusion</i>	1.4 Effectiveness of the development and implementation of dual training
<i>Priority</i>	Short term
<i>Main Responsible Entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low

- 6) **Revise the key guidance on the reintegration of migrants, enlarge the authorized target groups of returning migrants to include potential migrants from inland regions and countries and adapt the appropriate training offer in future projects to the needs of migrants.**

<i>Link to conclusion</i>	1.5 Effectiveness of measuring gender and returning migrants activities have been implemented
<i>Priority</i>	Short term for current actions and long term for future project adaptations
<i>Main Responsible Entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Low to medium

- 7) **Ensure that gender is more closely integrated into all project activities**

<i>Link to conclusion</i>	1.5 Effectiveness of measuring gender and returning migrant activities have been implemented
<i>Priority</i>	Short term for current actions and long term for future project adaptations
<i>Main Responsible Entities</i>	ARCHIPELAGO program and its projects and (for the future) EU offices, program and project funding applicants
<i>Importance</i>	Very high
<i>Potential resource implications</i>	Medium

- 8) **Continue to rely on strengthening of systems, paying particular attention to cross-cutting aspects (webinars and social media exchanges, online meetings) to further strengthen national and inter-country synergies.**

<i>Link to conclusion</i>	1.3 Link to conclusion Effectiveness of systems strengthening
<i>Priority</i>	Short term and until the end of the programme/projects
<i>Main Responsible Entities</i>	ARCHIPELAGO program and its projects.
<i>Importance</i>	High
<i>Potential resource implications</i>	Low

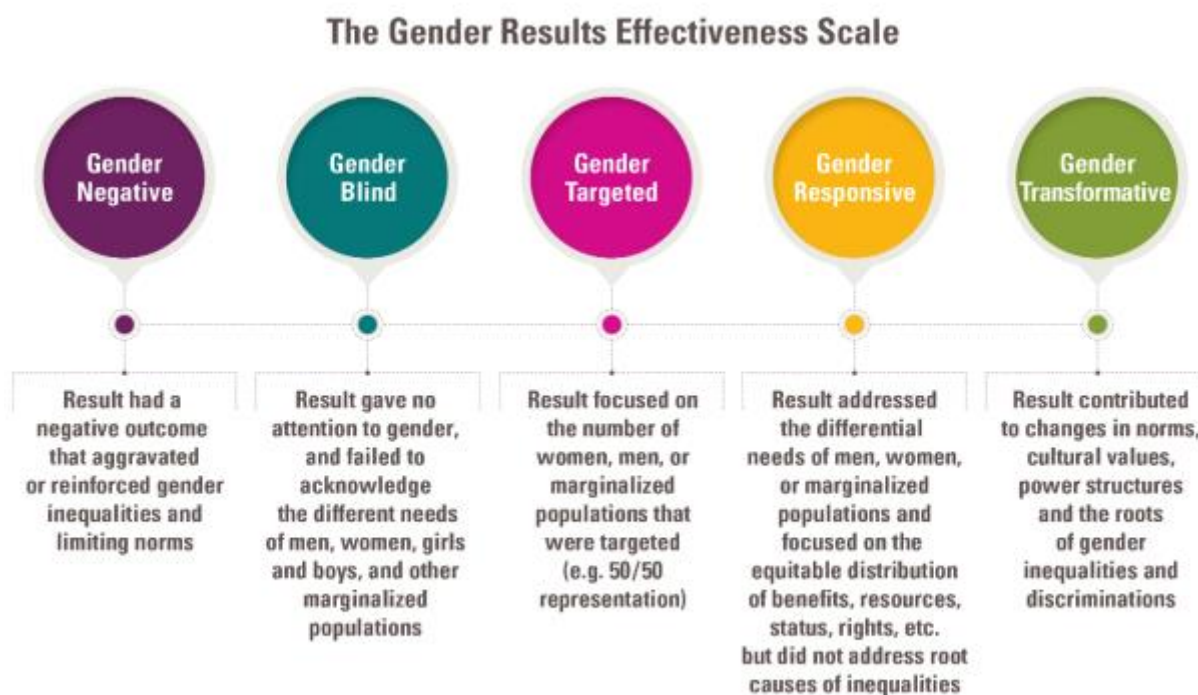
- 9) **Improve efficiency by providing greater support to cover the actual running costs of coordination between European and African partners and at local level, to strengthen management capacities, and to develop a stronger quality assurance system.**

<i>Link to conclusion</i>	1.6 Efficiency
<i>Priority</i>	Management support provided short-term; the remainder applies long term if another similar program is funded in the future
<i>Main Responsible Entities</i>	Program and Project Management Unit and (for the future) EU Offices, program and project funding applicants
<i>Importance</i>	High
<i>Potential resource implications</i>	Medium

- 10) **Improve the indicators by defining them better so that they are clearly distinguishable from other results, and they are more measurable and understandable.**

<i>Link to conclusion</i>	1.1 Relevance, adequacy
<i>Priority</i>	Future similar programs and projects.
<i>Main Responsible Entities</i>	For the future: EU offices, program and project funding applicants
<i>Importance</i>	High
<i>Potential resource implications</i>	Should not require a substantial increase in funding over the current design.

## ANNEX 16 - FIGURE SHOWING SCALE OF EFFECTIVENESS, SUMMARY OF GENDER RESULTS



Source: Adapted from the Evaluation of UNDP Contribution to Gender Equality and Women's Empowerment, IEO, UNDP, 2015

Document can be found in: United Nations Development Program – Independent Evaluation Office (2016), Gender Results Effectiveness Scale (GRES): A methodological guidance note. New York: UNDP/PNUD. Available [http://web.undp.org/evaluation/documents/guidance/gender/GRES\\_French.pdf](http://web.undp.org/evaluation/documents/guidance/gender/GRES_French.pdf)

# ANNEX 17 – LIST AND RESULTS OF ATLASTI QUALITATIVE DATA SOFTWARE CODES DEVELOPED AND USED IN THE ANALYSIS OF INTERVIEWS, FOCUS GROUPS

The graph below provides a visual representation of the frequency with which interviewees and focus group members discussed and provided different comments on the evaluation topics. This analysis and the following table indicate that the concern of the interviewees related to four main areas: training and all its ramifications, the establishment of local and international TVET systems, management and issues relating to the inclusion of returning migrants.

## Visualization of the frequencies of comments from respondents and focus group members in different areas.

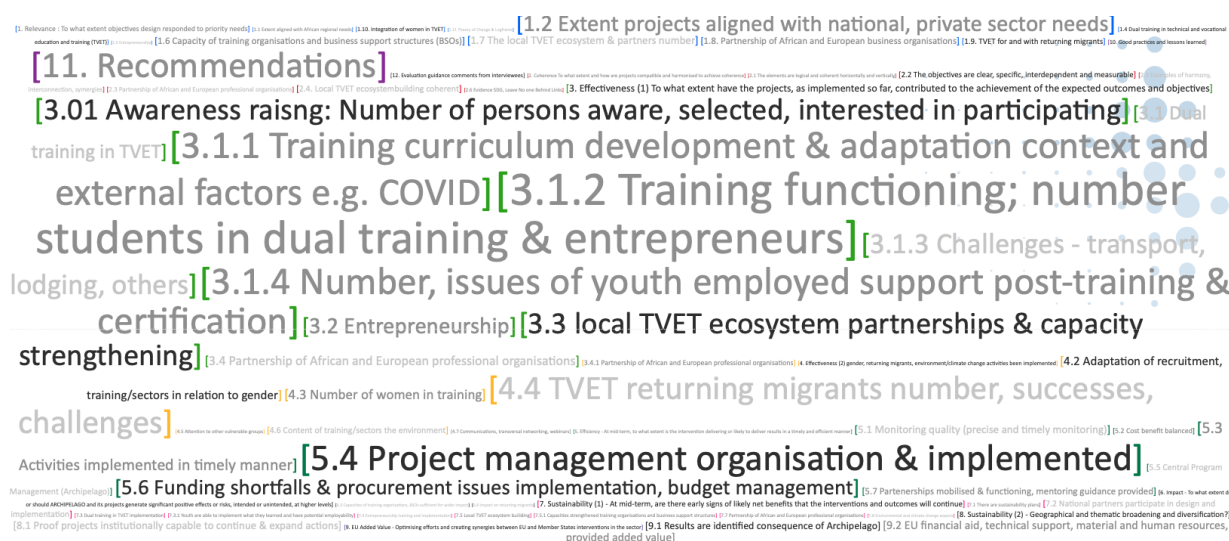


Table of frequencies of comments from respondents and focus group members on the different topics organized around the most frequent quotes.

Number of comments by most common area of interest of people met	Number of comments
1. Extent to which projects are aligned with national and private sector needs.	69
2. Awareness: Number of people made aware, selected, interested in participating.	97
3. Dual training in TVET.	58
4. Development and adaptation of training programs - context and external factors, e.g., COVID19.	128
5. Implementation of the training; number of trainees in dual training & entrepreneurs.	163
6. Challenges - transportation, accommodation, other.	94
7. Number, issues of young employees' post-training support and certification.	129
8. Entrepreneurship.	69
9. Partnerships and capacity building of the local TVET ecosystem.	98
10. Partnership of African and European professional organisations.	47
11. Adaptation of recruitment, training/sectors in relation to gender, number of women in training.	69
12. Number of returning migrants in TVET, successes, challenges.	109



13. <b>Activities implemented in a timely manner.</b>	46
14. <b>Organisation and implementation of project management.</b>	125
15. <b>Others</b>	644
<b>Total</b>	<b>1945</b>

### List of software codes developed and used for qualitative data analysis in Atlasti

The analysis was carried out using the codes in English.

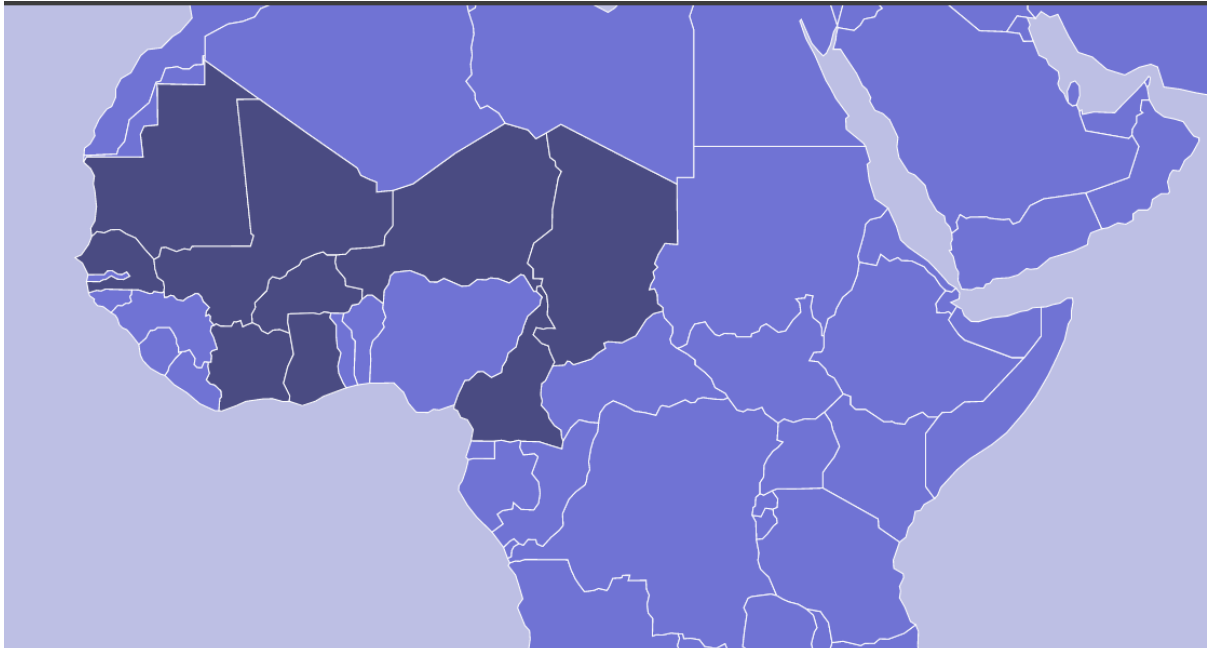
- 1. Relevance: To what extent objectives design responded to priority needs
  - 1.1 Extent aligned with African regional needs
  - 1.2 Extent projects aligned with national, private sector needs
  - 1.4 Dual training in technical and vocational education and training (TVET)
  - 1.5 Entrepreneurship
  - 1.6 Capacity of training organisations and business support structures (BSOs)
  - 1.7 The local TVET ecosystem & partners number
  - 1.8. Partnership of African and European business organisations
  - 1.9. TVET for and with returning migrants
  - 1.10. Integration of women in TVET
  - 1.11 Theory of Change & Logframe
  
- 2. Coherence To what extent and how are projects compatible and harmonised to achieve coherence
  - 2.1 The elements are logical and coherent horizontally and vertically
  - 2.2 The objectives are clear, specific, interdependent and measurable
  - 2.3 Examples of harmony, interconnection, synergies
  - 2.3 Partnership of African and European professional organisations
  - 2.4. Local TVET ecosystem building coherent
  - 2.6 Evidence SDG, Leave No one Behind Links
  
- 3. Effectiveness (1) To what extent have the projects, as implemented so far, contributed to the achievement of the expected outcomes and objectives
  - 3.0 Awareness raising: Number of persons aware, selected, interested in participating
  - 3.1 Dual training in TVET
    - 3.1.1 Training curriculum development & adaptation context and external factors e.g. COVID
    - 3.1.2 Training functioning; number students in dual training & entrepreneurs
    - 3.1.3 Challenges - transport, lodging, others
    - 3.1.4 Number, issues of youth employed support post-training & certification
  - 3.2 Entrepreneurship
  - 3.3 local TVET ecosystem partnerships & capacity strengthening
  - 3.4 Partnership of African and European professional organisations
    - 3.4.1 Partnership of African and European professional organisations
  
- 4. Effectiveness (2) gender, returning migrants, environment/climate change activities been implemented
  - 4.2 Adaptation of recruitment, training/sectors in relation to gender
  - 4.3 Number of women in training
  - 4.4 TVET returning migrants number, successes, challenges
  - 4.5 Attention to other vulnerable groups
  - 4.6 Content of training/sectors the environment
  - 4.7 Communications, transversal networking, webinars

- 5. Efficiency - At mid-term, to what extent is the intervention delivering or likely to deliver results in a timely and efficient manner
  - 5.1 Monitoring quality (precise and timely monitoring)
  - 5.2 Cost benefit balanced
  - 5.3 Activities implemented in timely manner
  - 5.4 Project management organisation & implemented
  - 5.5 Central Program Management (Archipelago)
  - 5.6 Funding shortfalls & procurement issues implementation, budget management
  - 5.7 Partnerships mobilised & functioning, mentoring guidance provided
  
- 6. Impact - To what extent do or should ARCHIPELAGO and its projects generate significant positive effects or risks, intended or unintended, at higher levels
  - 6.1 Formation Duale
  - 6.2 Entrepreneurship
  - 6.3 Capacities of training organisations, BSOs sufficient for wider impact
  - 6.4 Impact on returning migrants
  
- 7. Sustainability (1) - At mid-term, are there early signs of likely net benefits that the interventions and outcomes will continue
  - 7.1 There are sustainability plans
  - 7.2 National partners participate in design and implementation
  - 7.3 Dual training in TVET implementation
    - 7.3.1 Youth are able to implement what they learned and have potential employability
  - 7.4 Entrepreneurship training and implementation
  - 7.5 Local TVET ecosystem building
    - 7.5.1 Capacities strengthened training organisations and business support structures
  - 7.6 Integration of women in TVET
  - 7.7 Partnership of African and European professional organisations
  - 7.8 Environmental and climate change aspects
  - 7.9 TVET for and with returning migrants
  
- 8. Sustainability (2) - Geographical and thematic broadening and diversification?
  - 8.1 Proof projects institutionally capable to continue & expand actions
  
- 9. EU Added Value - Optimising efforts and creating synergies between EU and Member States interventions in the sector
  - 9.1 Results are identified consequence of Archipelago
  - 9.2 EU financial aid, technical support, material and human resources, provided added value
  - 9.2 Observed results can be attributed to internal and external factors
  - 9.3 EU - Africa and EU member countries systems building occurred
  
- 10. Good practices and lessons learned
  
- 11. Recommendations

## ANNEX 18 - RELEVANT GEOGRAPHICAL MAP(S) WHERE THE ACTIONS TOOK PLACE

Note: Thanks to the ARCHIPELAGO program management unit for the maps. The places the evaluators visited are detailed in the field mission schedules in Annex 19.

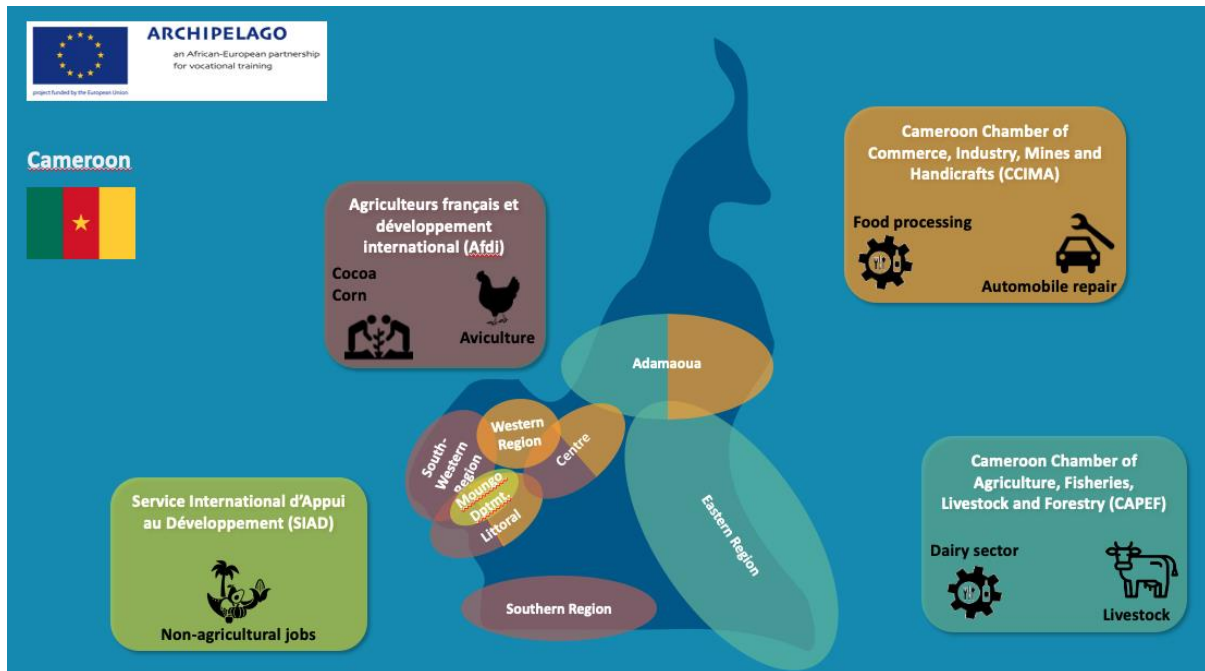
Overview of participating countries



### Burkina Faso



## Cameroon



## Côte d'Ivoire



## Ghana

**ARCHIPELAGO**  
an African-European partnership  
for vocational training  
Project funded by the European Union

**Ghana**

**Delft University of Technology (TU Delft)**

**Inclusive Business Sweden (IBS)**  
Waste management  
Sustainable forestry

Map labels: Kumasi, Koforidua, Accra

The infographic features a blue background with a white box at the top left containing the ARCHIPELAGO logo and text. Below it is the Ghanaian flag. To the right is a dark blue map of Ghana with three brown circles labeled 'Kumasi', 'Koforidua', and 'Accra'. At the bottom left is a brown box for 'Delft University of Technology (TU Delft)' with an icon of a person and a plant. At the bottom right is a brown box for 'Inclusive Business Sweden (IBS)' with icons for 'Waste management' and 'Sustainable forestry'.

## Mali

**ARCHIPELAGO**  
an African-European partnership  
for vocational training  
Project funded by the European Union

**Mali**

**Chamber of Trades and Crafts of the Pays de la Loire Region**

Butchery  
Automotive mechatronics

Map labels: Kayes Region, Koulikoro Region, Ségou Region, Bamako, Sikasso

The infographic features a blue background with a white box at the top left containing the ARCHIPELAGO logo and text. Below it is the Malian flag. To the right is a dark blue map of Mali with five brown circles labeled 'Kayes Region', 'Koulikoro Region', 'Ségou Region', 'Bamako', and 'Sikasso'. At the bottom right is a brown box for 'Chamber of Trades and Crafts of the Pays de la Loire Region' with icons for 'Butchery' and 'Automotive mechatronics'.

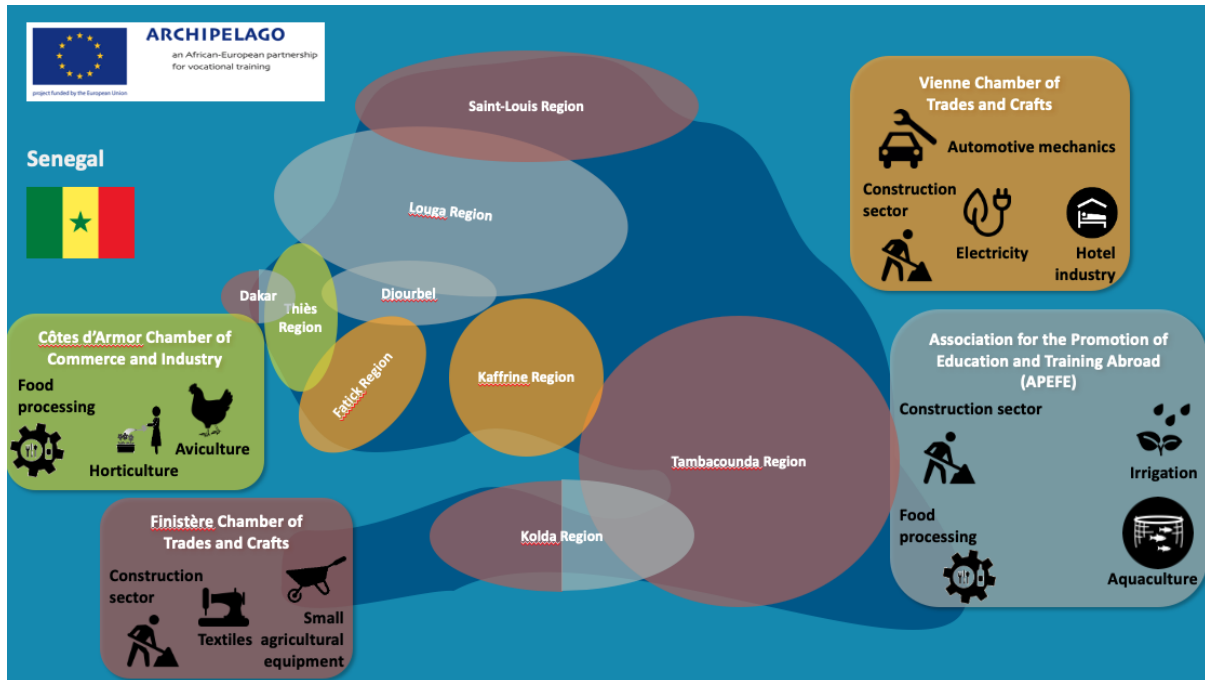
## Mauritania



## Niger



## Senegal



## Chad



## ANNEX 19 - SCHEDULE OF FIELD VISITS AND ONLINE INTERVIEWS

Meetings held and people consulted during the inception/desk period and field missions.

### Schedule of planning meetings



### List of participants: planning meetings and initial presentation of projects in the ARCHIPELAGO program

#### Burkina Faso – 26– 10 - 2021

Name	Organisation	Position	E-mail
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<b>Renforcer l'Insertion Professionnelle par des Apprentissages de Qualité dans les Entreprises du BTP RIPAQUE (Bâtiment Travaux Publics) RIPAQUE- 796-APL-2-2019-51 RIPAQUE- 796-APL-2-2019-51</b>			
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**Consultants:** Mei Zegers, Evaluation Team Leader; Filinto Omar Martins Salla, member of the evaluation team

#### Cameroon- 22 – 10 - 2021

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<b>Projet de Formation professionnelle agricole et d'élevage (« PROFOR ») PROFOR - 796-APL-1-2019-37</b>			
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<b>Programme de formation des jeunes sur la transformation agroalimentaire, la réparation automobile et l'entrepreneuriat au Cameroun « Youth and Gender Connect » Youth &amp; Gender Connect- 796-APL-2-2019-62</b>			
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<b>Formation duale pour une meilleure insertion des jeunes dans les filières agricoles, les organisations de producteurs et les territoires ruraux (ProJaCam) ProJACam- 796-APL-2-2019-74</b>			

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<b>Mise en place d'un dispositif d'insertion socioprofessionnelle des jeunes par les métiers ruraux non agricoles à travers le renforcement de l'offre de formation professionnelle et entrepreneuriale dans le département du Moundou</b>			
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<b>Support for the development of activity and employment of young people in the cassava and market gardening sectors through the development of vocational training and support for projects in the Bélier Region. Adfa Aries- project 48</b>			
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**Ghana 22 – 10 - 2021**

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<b>Developing a driving and inclusive Green Economy in Ghana (Green Economy Ghana) - 796-APL-2-2019-73 Ghana</b>			
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**Mali - 27– 10 - 2021**

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<b>Formation professionnelle au bénéfice de la jeunesse malienne dans les filières viande/boucherie et mécanique-électronique automobile - 796-APL-1-2019-83</b>			
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#### Mauritania-27– 10 - 2021

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<b>Formation professionnelle et innovation pour renforcer l'employabilité et l'entrepreneuriat en Mauritanie (BTP, énergies et femmes): FORMAEMPLOI Projets ARCHIPELAGO Formaemploi - 796-APL-1-2019-31</b>			
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**Consultants:** Mei Zegers, Evaluation Team Leader, Fabrice Henard, member of the evaluation team

**Niger - 27- 10 - 2021**

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**Senegal- 26- 10 - 2021**

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<b>Programme pour le Sénégal de formation professionnelle duale et entrepreneuriale adapté aux besoins des entreprises locales (régions de Dakar, Fatick et Kaffrine) - 796-APL-2-2019-34</b>			
Ghislain KLEIJWEGT	CMA Nouvelle-Aquitaine	Territorial Director	<a href="mailto:g.kleijwegt@cm-86.fr">g.kleijwegt@cm-86.fr</a>
<b>Teed ci sama rew- phase 2 - Agir pour l'emploi au Sénégal : se former et travailler dans la filière agricole-agroalimentaire - 796-APL-2-2019-38</b>			

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#### Chad-26- 10 - 2021

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<b>MPME et Centres Professionnels ensemble pour promouvoir un emploi vert et décent au Tchad - 796-APL-1-2019-82 Nom</b>			
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**Meeting – Interview on the logical framework and the Theory of Change- 28 10 2021**

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Anja WITT	TVET expert / DEFI project monitor	ARCHIPELAGO Management Team	<a href="mailto:anja.witt@sequa.de">anja.witt@sequa.de</a>
Mei Zegers	Evaluation Team Leader	TiEG	<a href="mailto:Meizeg09@gmail.com">Meizeg09@gmail.com</a>
Filinto Omar Martins Salla	Member of the evaluation team	TiEG	<a href="mailto:filintoomar.martinssalla@gmail.com">filintoomar.martinssalla@gmail.com</a>
Thaiane Pereira	Member of the evaluation team - backstopper	Learning Avenue - TiEG	<a href="mailto:tpereira@learningavenue.fr">tpereira@learningavenue.fr</a>

**Country: Burkina Faso**

Day	Time	Activity	Name	Location
<b>Sunday – November 5</b>	3:10 p.m.	Arrival of the experts		Ouagadougou Thomas Sankara International Airport
<b>Monday – November 6</b>	9:30 a.m.–11:30 a.m.	Briefing and adjustment of the evaluation mission agenda: <ul style="list-style-type: none"> <li>Chambre de Commerce et d'Industrie du Burkina Faso (CCI- BF)</li> <li>Chambre de Métiers et de l'Artisanat du Burkina Faso (CMA-BF)</li> <li>Maison de l'Entreprise du Burkina Faso (ME-Burkina Faso)</li> </ul>	Patricia Agarba BADOLO (Deputy CEO of the CCI-BF and Coordinator of the MANGUE project) Idrissa KABORE Gilbert P. OUEDRAOGO Gerard A. OUÉDRAOGO Elisabeth OUÉDRAOGO Julie KABRE Souleymane SOUDRE	CCI-BF
	12:15 p.m.–1:45 p.m.	Briefing with the EUD	Francisco BELLAFONT ALVARO	EUD premises
	3:45 p.m.–7:15 p.m.	Round table with the coordination, the various stakeholders and the beneficiaries of the project Renforcer l'Insertion Professionnelle par des Apprentissages de Qualité dans les Entreprises du Bâtiment et Travaux Publics (RIPAQUE-BTP): <ul style="list-style-type: none"> <li>Centre International de Formation de l'Organisation Internationale du Travail (CIF-OIT)</li> <li>Conseil National du Patronat Burkinabé (CNPB)</li> </ul>	Jeanne SCHMITT Marco CUNETO Gisèle Z. DABIRÉ (RIPAQUE-BTP Project Coordinator) Boubacar Kanté Mamadou BOLY Issa CAMPAORE Philomene YAMEOGO Souleymane DIPAMA Rodrigue OUEDRAOGO Abdou SAVADOGO Annabelle OUEDRAOGO	Prestige Hotel
<b>Tuesday – November 7</b>	8:30 am–9:20 a.m.	Departure for Bobo Dioulasso (Air Burkina)		
	10:00 a.m.–10:30 a.m.	Interview with Bobo Dioulasso Chamber of Commerce	Fousseni KONE (Reg. Dir. CCI-BF)	Bobo Dioulasso Chamber of Commerce
	10:45 a.m.–11:45 a.m.	Interview with the consulting firms in charge of carrying out the basic studies of the project	Jean Busso DIBOULONI Christian KOBLOTH Abdoul Nasser ZONGO Boureima SAYAOGO Aboubacar Demba TRAORE	Bobo Dioulasso Chamber of Commerce



	11:50 a.m.–12:35 p.m.	Interview with the actors of the mango sector (office and some members)	Issaka BOUGOUM Ousmane TAMBOURA	Bobo Dioulasso Chamber of Commerce
	12:40 p.m.–1:40 p.m.	Interview with the beneficiaries of the entrepreneurship training	Ossama Eric BAZIE Souleymane KONE Mouminatou CAMPAORE Fie Moussa TRAORÉ Abibatou TRAORE Nadie SAME Minata OUATARA Aku Diane KOKUVIA	Bobo Dioulasso Chamber of Commerce
	1:45 p.m.–2:30 p.m.	Interview with financing structures	Grace IOADA (Bobo Initiative) Sila BOUNIA (AFP-PME)	Bobo Dioulasso Chamber of Commerce
	3:45 p.m.–4:45 p.m.	Visit and interview at GUIMBI OUATTARA High School	Salif GUEL (Head of Works and Professor of Agribusiness) Abou Georges TRAORE (Principal)	Lhigh schoolGUIMBI OUATTARA
<b>Wednesday – November 8</b>	9:30 a.m.–10:15 a.m.	Visit and interview at the Koba Ranch	Issaka BOUGOUM	Koba Ranch
	11:00–2:00 p.m.	Visit and interview at École Nationale de la Formation Agricole de Matourkou (ENAFa)	Welcome ZONOU (SG of ENAFa) Salifou SANOGO (DFIS of ENAFa) Mamadou Lamine OUATARA	École Nationale de la Formation Agricole de Matourkou (National School of Agricultural Training of Matourkou) (ENAFa)
	2:45 p.m.–9:30 p.m.	Return to Ouagadougou (by road)		
<b>Thursday – November 9</b>	10:00 a.m.–12:30 p.m.	Interview with the beneficiaries of the entrepreneurship training	Abdoul Nourou OUEDRAOGO Mohamadi RABE Timbendi YEBOUGOU Issa SALBYE Joseph MARE Sayoube ROUAMBA Yasmina NIKIEMA Alice II Jumelle OUEDRAOGO	CMA-BF / ME-BF
	1:45 p.m.–3:15 p.m.	Interview with the coordination of the MANGO project	Patricia Agarba BADOLO Idrissa KABORE	CCI-BF
<b>Friday – November 10</b>	8:00 a.m.–11:00	COVID-19 PCR test		Bio2020 Laboratory
	12:00–1:00 p.m.	Joint debriefing with the EUD	Francisco BELLAFONT ALVARO	EUD premises

	3:30 p.m.–4:30 p.m.	Debriefing with the implementing consortium	Patricia Agarba BADOLO Idrissa KABORE Elisabeth OUÉDRAOGO	CCI-BF
<b>Sunday November 12</b>	9:05	Return from the mission		Ouagadougou Thomas Sankara International Airport

**Country: Cameroon**

November 29 – December 10, 2021

Day	Time	Activity	Name	Location
<b>All projects</b>				
<b>Monday – November 29</b>	9:30 a.m. – 11 a.m.	Meeting with the EUD team in Cameroon	Clerk Philip; Elena Fanetti; Moreau Morgane; Jules Kembou	EUD premises
<b>ProJACam Project</b>				
<b>Monday - November 29</b>	11:30 a.m. – 12:30 p.m.	Interview with the International Organization for Migration (IOM)	Yoko, Yves Freddy	IOM headquarters in Yaoundé
	3:00 p.m. – 5:00 p.m.	Interview with Conaprocam	Koundi, Alexi Joseph Sankoué, Gerardine	Conaprocam headquarters in Yaoundé
<b>Tuesday - November 30</b>	9:30 a.m. – 1:50 a.m.	Interview with the Ministry of Livestock, Fisheries and Animal Industries (MINEPIA)	Owona, Abega	MINEPIA in Yaounde
	11:30 a.m. – 12:40 p.m.	Interview with the Ministry of Agriculture and Rural Development (MINADER)	Dahirou	MINADER in Yaounde
	3:00 p.m.– 4:45 p.m.	Focus group with trainers	Mevoungou, Flaireu Nyoumi, Xavier Bikele, Patrick Mbouma, Francois Etono, Roger Lyale, Philippe Zoyuim, André Chimda, Radivine	Agricultural Institute of Obala (IAO) in Obala
	5:00 p.m. – 6:00 p.m.	Interview with WAI Focal Point	Guefo, Tatiana	
<b>Wednesday – December 1</b>	10:00 a.m. – 11:30 a.m.	Group Discussion with the internship supervisors of Socopen and SocopraNtui cooperatives	Melounou, Pliobre Ntayi, Ernest Akoa, Jeah	Ntui area
	11:40 a.m. – 1:00 p.m.	Group Discussion with trained young people from Socopen and SocopraNtui cooperatives	Mballa, Christian Bibegue, Herve Bella, Landry	

			Mbedja, Rodrigue Avotela, Therese Ntede, Mary Nungeh, Robert Lengama, Longine Andjongo, John Monabang, Wilfrid Ndougo, Bertrand	
	1:10 p.m. – 2:00 p.m.	Interview with an MSME from Socopen	Abeoa, Ebassa	
	2:10 p.m. – 3:30 p.m.	Discussion group with farmer advisers from Socopen and SocopraNtui cooperatives	Kembete, Emmanuel Kouna, Coming Eko, André Marie Assomo, Borten	
<b>Thursday – December 2</b>	9:30 a.m. – 11:20 a.m.	Group Discussion with the internship supervisors and a peasant adviser from Unacam	Sun, Kollo Felix Essalne, Christian Komtiayou, Elie Makengue, Dorise	Mbalmayo region
	12:30 p.m. – 1:40 a.m.	Interview with a young Unacam trainee	Ngo'o, Landry	
<b>Friday – December 3</b>	10 a.m. – 12 p.m.	Focus group with trained returning migrants (Unacam)	Babale, Calvin Abedazing, Mkpah Nembouetfontio, William	Farm around Yaoundé
	2:00 p.m. – 3:00 p.m.	Interview with the president of Unacam	Tanelikeu	Hotel Djeuga in Douala
	3:10 p.m. – 4:30 p.m.	Debriefing with the Afdi project coordinator	Crismabe, Evy	
<b>Cimar Technopole Project</b>				
<b>Monday - December 6</b>	9:00 a.m. – 10:10 a.m.	Interview with the team at AGRO PME	Monkam, Norbert Mofoke, Leontyne Amougou, Jean Martin Tiako, Claude	AGRO SME Headquarters Yaoundé
	10:20 a.m. – 11:20 a.m.	Interview with the Ministry of Youth and Civic Education (MINJEC)	Tazoh Chinje, Emmanuel	
	11:30 a.m. – 12:40 p.m.	Interview with the team at “Graines de Talent”	Kenmogne, Bertrand Zogo Mbole, Francis	
	2:00 p.m. – 8:00 p.m.	Trip to Douala		
<b>Tuesday - December 7</b>	9:00 a.m. – 10:20 a.m.	Interview with the International Organization for Migration (IOM) in Douala	Dougouno, Mohamed Tchatou, Eric Lesley, Ngongeh	IOM in Douala
	11:00 a.m. – 12:00 p.m.	Interview with MUPECI (micro-credit agency)	Kamwa, Oliver	MUPECI in Douala

	4:00 p.m. – 4:50 p.m.	Debriefing with the project coordinator	Mousset, Colin	
	5:00 p.m. – 6:50 p.m.	Interview with the team at CIMAR Technopole	Moktoy, Raoul Metienou, Simplicie Ntonga Nkoe Jean-Luc	CIMAR headquarters in Njombé
<b>Wednesday -8 December</b>	8:45 a.m. – 9:20 a.m.	Visit to the Bouba training centre		CIMAR Bouba Center in Njombé
	9:30 a.m. – 10:45 a.m.	Group Discussion no.1 with trainees	Juda, Wati Basil Ebandji, Stephanie Nguemecheu, Giraud Kamgueu, Elvis Samuel Enku, Cecilia	
	10:50 a.m. – 12:00 p.m.	Group Discussion no.2 with trainees	Ngombeke, Josephine Kporeh, Origin Agofack, Brandon Fadeu Fadeu Duplex, Merlin Kameni Ewane, Alice	
	1:10 p.m. – 2:20 p.m.	Discussion group with the coordinators of the training centres	Bvouma, Majoie Banga Mbella, Felix Nyoungou, Jacques	CMPJ Njombe
	4:15 p.m. – 5:20 p.m.	Focus group with farmer advisors	Djouma, Sophie Fotso, Durell Kamgang, Audrey Madjeu, Ida Mezateu, Hilaire Nantcho, Herve Teikeu, Martial	CIMAR headquarters in Njombé
	5:30 p.m. – 6:30 p.m.	Focus group with MSME partners	Tchuigoua, Hubert Tchomba, Grasset Foyem, Collins	
<b>ProJaCam Project</b>				
<b>Thursday - December 9</b>	9:00 a.m. – 4:30 p.m.	Trip to Yaounde		
	5:00 p.m. – 6:00 p.m.	Interview with the Ministry of Employment and Vocational Training - MINEFOP	Njakam	MINEFOP in Yaounde
<b>All Projects</b>				
<b>Friday - December 10</b>	9:00 a.m. – 11:30 a.m.	Round table with the coordinators of the 4 projects in Cameroon	Mousset, Colin (Cimar) Mofoke, Leontyne (Cimar) Ferlay, Aimeric (Projacam) Crysmabe, Evy (Projacam) Ngounou, Guy (Profor) Dob, Cristian Charly (Profor)	EUD premises (and online)

			Diop, Aissatou (Youth And Gender Connect); Koffo, Pierre (Youth And Gender Connect)	
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**Country: Ghana**

November 29 - December 12, 2021

Day	Time	Activity	Name	Location
<b>Monday - November 29</b>	9:00 – 10:10	Meeting with Project Director, Project Coordinator	Gifty Volimkarime, Eyram Agbemava	African Regent Hotel
	11:25–13:00	Meeting with Social Enterprise Ghana (SEG), Director	Edwin ZuCudjoe	Social Enterprise Ghana office
	2:30 p.m.–4:30 p.m.	Meeting with the European Union Delegation	Emmanuel Soubiran, Pieter Smidt van Gelder (and project representatives, see interviewee table)	EUD premises
	18:00 – 19:00	Meeting University of Ghana Expert who developed the curriculum in plastic waste management.	Dr. Danhey Nukpezah	African Regent Hotel
<b>Tuesday - November 30</b>	5:30 am departure	Drive Accra-Kumasi		
	11:30–12:25	Senior Research Scientist Consultant Head of Department, CSIR-FORIG,	Dr. Elizabeth Obeng	Council for Scientific and Industrial Research - Forestry Research Institute of Ghana (CSIR-FORIG)
	13.30 – 13.40	Welcome address by the principal of Kwadaso Agriculture College (KAC) to the EU consultants and introduction of the team of consultants to KAC	Principal KAC Benjamin Mensah, TU Delft representative(s), KAC staff and Holland Green Tech staff + Media Principal KAC	Kwadaso Agriculture College (KAC)

	13.50–15.30	Presentation by project coordinator on the project, activities and results/lessons learned so far, focus group discussion	TU Delft representative(s), + KAC Staff + Media	KAC
	15.30–16.30	Visit of the KAC facilities (Renovation work on classroom, office, demo plot, weather station etc.)	TU Delft representative(s), + KAC Staff Archipelago Participants + Media	KAC
	17:00–17:30	Wrap-up and discuss program/logistics for day 2	TU Delft representative(s) and Archipelago Mgt. Team	KAC
<b>Wednesday - December 1</b>	8.30–10.00	Departure	EU consultants, TU Delft representative(s), KAC staff and Holland Green Tech	KAC
	10.00–10.30	Meeting, Juaben Ministry of Food and Agriculture (MoFA)	MoFA Staff	Juaben MoFA office
	10.30–11.00	Departure to Lead Farmer Field	MoFA staff	
	11.00–12.00	Visit Lead Farmer	Lead Farmer - Adwoa Amanfo	farmer field
	13.30–15.00	Visit Lead Farmer	Lead Farmer - Eric Adu	farmer field
	19.00 – 20:10	Holland Greentech Company Ltd, Business Developer/Greenhouse consultant/Head Agronomist	Celestina Danso Arhin	Hotel
	20:15–22:10	Interview Project Manager TU Delft	Lindsey Shwiddler	Hotel
<b>Thursday - December 2</b>	9.00–10.00	Departure to Kumasi Business Incubator (KBI) at Kwame Nkrumah University of Science and Technology (KNUST)		KNUST
	10.0–11.10	Interview with director KBI & Project Coordinator	Professor Samuel Akomea, Isaac Dodou	KBI
	11.10–14.00	Focus Groups with ARCHIPELAGO first and second batch of trainees at KBI (2 focus groups held)	Archipelago Trainees	KBI
		Tour of KBI	KBI staff	

	15.00–15:45	Interview MoFA, Oforikrom	MoFA staff - Samuel Tekpor Director of Agriculture, Alex Asiamah Extension Officer	MoFA, Oforikrom
	16.50 – 17:30	Interview MoFA, Kwadaso Director Department of Agriculture Kwadaso Municipal Department of Agriculture	MoFA staff Mavis Agyeywha Yeboah	MoFA, Kwadaso
	17:30–18.30	Focus group Kwadaso Agriculture College Archipelago students	Students	KAC Conference Room
<b>Friday – December 4</b>	10:00	Travel to Farmer's Day Celebration		
	11:00–11:20	Municipal Farmer's Day Celebration sighting		Oforikrom Municipality
	11:30 – 12:30	Interviews with Farmers involved Horticulture Project (2 interviews)	Lead farmer, farmer trained by lead farmer, participant Archipelago training program Benjamin Afrannie	Oforikrom Municipality
	13:30–14:45	Interview Project Coordinator	Samuel Darboh	Hotel
<b>Sunday - December 5</b>	6:00 p.m. – 8:00 p.m.	Review main findings – internal team discussions	Mei Zegers and Godwin Kojo Ayenor (national backstopping consultant)	Hotel
<b>Monday - December 6</b>	8:30 – 10:00	Travel to Women Haven Business Support Organisation (BSO)		
	10:00 – 12:00	Women Haven – BSO	Director and Staff	Women Haven offices
	12:15 – 14:30	Training centre Kumasi Institute of Tropical Agriculture (KITA) Focus Group Discussion (FGD)	Director and staff	
	14:20–15:20	FGD – students on selection process and expectations	Trainees who will start training	KITA
	15:20–17:00	Return to Kumasi city		
<b>Tuesday - December 7</b>	9:00 am–13:30	Travel to Koforidua	Evaluation team, Eyram Agbemava	
	14:00–15:25	Koforidua Technical University Project team	Vice Chancellor, project team	Koforidua Technical University
	9:00 am–10:00	Eastern Tech Hub, Director of Programs	Sam Amponsah	Eastern Tech Hub

<b>Wednesday - December 8</b>	10:30	Return to Accra		
		(IOM not available)		
<b>Thursday - December 9</b>	10:00–12:00	YMCAs	Samuel Asamoah	YMCA Accra Office
	2:00 – 15:15	Zoomlion, Chief Operating Officer	Florence Larbi	Zoomlion Headquarters
	4:30 p.m.–6:00 p.m.	Eurochambre, Senior Project Manager	Nicoletta Favaretto	Online
<b>Friday - December 10</b>	8:00 – 9:00	Online interview IBS, Development Director	Ana Perez Aponte	Online
		Internal Debrief Green Economy, Project Coordinator	Eyram Agbemava	
		PCR Test		Clinic
	2:30 p.m.–4:30 p.m.	Debriefing EU Delegation Debriefing	Emmanuel Soubiran	EU Delegation
<b>Sunday - December 12</b>	11:30–15:20	IBS, Green Economy, Project Director	Gifty Volimkarime	Online

**Country: Ivory Coast**

November 29 – December 03, 2021

Day	Time	Activity	Name	Location
<b>KALANCI Project</b>				
<b>Monday – 29 November</b>	10:30 a.m. – 11:00 a.m.	Interview with HR Excellence / REA	Rakotomamonji, Joel Durandiere, Marie-France	HR Excellence Headquarters
	11:00 a.m. – 12:30 p.m.	EUD: Meeting with Program Manager / Kalanci Focal Point,	Toran-Villaroya, Roxana	EUD premises
	3:00 p.m. – 4:00 p.m.	Interview with Management Team of Bingerville's Centre des Métiers de l'Électricité (CME)	Love Didier, Aye Aye	Bingerville Centre des Métiers de l'Électricité (CME)
	4:00 p.m. – 4:30 p.m.	Visit at the WEC	Love Didier, Aye Aye	
	4:30 p.m. – 5:00 p.m.	Focus group with program trainees	-	
	5:00 p.m.– 5:30 p.m.	Interview with teachers	-	
<b>Tuesday – 30 November</b>	8:30 a.m. – 9:30 a.m.	Interview with the International Organization for Migration (IOM); Meeting with Reintegration Project Manager - KALANCI Focal Point	Capalozza, Lucia	IOM



	10:00 a.m. – 11:30 a.m.	Meeting with Executive Director (and her team) of Union des Grandes Entreprises industrielles de Côte d'Ivoire (UGECI)	Don Melo, Rose	UGECI Headquarters
	2:30 p.m. – 4:00 p.m.	KALANCI Project Team Meeting	Rakotomamonji, Joel Durandiere, Marie-France	-
	4:00 p.m. – 6:00 p.m.	Interviews with SIMPLON and CIED	Mbareck, Aminetou Bowba Eleya, Ahmed Babe	-
<b>Wednesday – 01 December</b>	9:00 a.m. – 10:30 a.m.	Centre AKATIO: Meeting with the Management + Visit of the premises + Pedagogical Team	Koman, Ulrich	AKATIO Center
	10:30 a.m. – 11:00 a.m.	Focus group with program trainees	-	
	2:30 p.m. – 3:30 p.m.	KALANCI Project Team Meeting	Rakotomamonji, Joel Durandiere, Marie-France	
	4:00 p.m. – 5:00 p.m.	Ministry of Technical Education – Vocational Training – Apprenticeship: Meeting with the Director	Fofie, Koffi	Ministry of Technical Education – Vocational Training
<b>Thursday – 02 December</b>	9:00 a.m. – 11:00 a.m.	Yarani School: Meeting with the Management + Visit of the premises + Pedagogical Team	Cachia, Marie-Odile + Team Of Teachers And Pedagogical Coordination	Yarani school
	11:00 a.m. – 12:00 p.m.	Focus group with program trainees + former trainees	-	Yarani school
	2:30 p.m. – 4:00 p.m.	Debriefing session of the mission	Rakotomamonji, Joel Durandiere, Marie-France	-
	4:00 p.m. – 5:00 p.m.	ACCOR Group: Meeting with HRD Africa + Internship Tutors (Hospitality)	Coly, Amoul	-
<b>Friday – 03 December</b>	9:00 a.m. – 2:30 p.m.	Adfa-BV: Group discussion (second ARCHIPELAGO program in Ivory Coast) + Debriefing RH Excellence	Waled, Mohammad	Chamber of Agriculture AuRA

**Country: Mali**

Day	Time	Activity	Name	Location
<b>Monday November 29</b>	3:55 p.m.	Arrival of the team		Modibo Ke International Airport
<b>Tuesday - November 30</b>	9:30 a.m.–11:30 a.m.	Briefing with the EUD	Michel DE KNOOP (First Counselor) Mitia GORGUINPOUR	EUD premises

	12:30 p.m.–1:30 p.m.	Adjustment of the evaluation mission agenda <ul style="list-style-type: none"> <li>• CMA du Pays de la Loire (by video conference)</li> <li>• Chambre de Commerce et d'Industrie du Mali (CCIM)</li> <li>• Assemblée Permanente des Chambres des Métiers du Mali (APCMM)</li> </ul>	David RUFFIN (via Teams) Marie-Dominique OSSEY (via Teams) Fily MALLE (via Teams) Amadou TRAORE Madane SIDIBE Mamadou FOFANA Souleymane TRAORE Amidou TRAORE	CCIM
	3:00 p.m.–4:30 p.m.	Collection of regulatory texts on vocational training in Mali <ul style="list-style-type: none"> <li>• CCIM</li> <li>• APCMM</li> </ul>	Hamadou TRAORE Madane SIDIBE	CCIM
<b>Wednesday - December 1</b>	10:00 a.m.–11:30 a.m.	Interview with the General Secretariat of the Ministry of Entrepreneurship, Vocational Training and Employment (MEFPE)	Drissa GUINDO (SG of MEFPE) Abdoul Karim MAÏGA Ibrahim Djibrella OAUÏGA	MEFPE
	12:00 p.m.–1:00 p.m.	Interview with the General Directorate of Vocational Training (DGFP)	Yacouba Garba MACGA (Gen. Dir.)	DGFP
	2:00 p.m.–3:00 p.m.	Interview with the management of APCMM	Mamadou M. TRAORE (Chairman) Mamadou SOUMBOUNOU Wourouma BOCOUM Mohamadou E. TRAORE Ousmane TRAORE Aminata DOUMBIA TALEB Adama GUINDO Mamadou A. N'DIAYE Bakari COULIBALY Madane SIDIBÉ	APCMM
	3:15 p.m.–4:45 p.m.	Interview with Association nationale des transformateurs du bétail viande au Mali (ANATRABEVIM)	Mamadou DOUCOURE (President) Gaounou TRAORE Moubo DIARRA Jekou DABO Zanke DIARRA Moustafa TRAORE Salim COULIBALY Souleymane SIDIBÉ Salim DIARRA Adama COULIBALY	APCMM

			Adama KONE Amadou COULIBALY Abdoulaye DICKO	
	5:00 p.m.–6:30 p.m.	Interview with Association malienne des professionnels de la mécanique (AMAPRO)	Bakari TRAORE Mama TRAORE Kassoum KONOMO Adama TRAORE Madani TOLO Baba Boré DJIRÁ Karim Kourouma	APCMM
<b>Thursday - December 2</b>	10:00 a.m. --11:45 a.m.	Interview with the Centre d'Information et de Gestion des Migrants (CIGEM)	Salia Sinaly TRAORÉ (CEO)	CIGEM
	12:15 p.m.–2:00 p.m.	Interview with the coordination of the ARCHIPELAGO project in Mali <ul style="list-style-type: none"> <li>• CMA Pays de la Loire (by video conference)</li> <li>• CCIM</li> <li>• APCMM</li> </ul>	David RUFFIN (via Teams) Marie-Dominique OSSEY (via Teams) Fily MALLE (via Teams) Amadou TRAORE Madane SIDIBE Mamadou FOFANA Souleymane TRAORE Amidou TRAORE	CCIM
	2:45 p.m.–4:15 p.m.	Interview with the IOM Office in Mali	Nicholas Van Der VYVER	IOM
<b>Friday - December 3</b>	10:00 a.m.–11:30 a.m.	Site visit, observation in Institut Consulaire d'Études et de Formation de la CCIM (INCEF-CCIM)	Amadou TRAORE Souleymane TRAORE	INCEF-CCIM
	12:15 p.m.–2:00 p.m.	Joint debriefing with the EUD and the implementing consortium <ul style="list-style-type: none"> <li>• EUD (by video conference)</li> <li>• CMA Pays de la Loire (by video conference)</li> <li>• CCIM</li> <li>• APCMM</li> </ul>	Michel DE KNOOP David RUFFIN (via Teams) Marie-Dominique OSSEY (via Teams) Fily MALLE (via Teams) Amadou TRAORE Madane SIDIBE Mamadou FOFANA Souleymane TRAORE Amidou TRAORE	CCIM
<b>Saturday - December 4</b>	8:00 a.m.–12:00 p.m.	COVID-19 PCR test		National Institute of Public Health
<b>Sunday - December 5</b>	9:05	Return from the mission		Modibo Ke International Airport/your

**Country: Mauritania**

November 22 – November 26, 2021

Day	Time	Activity	Name	Lease
<b>Monday – November 22</b>	9:30 a.m. – 11:00 a.m.	Chambre de Commerce d'Industrie et d'Agriculture de Mauritanie, CCIAM: Interview with the Project Manager and Director of Training	O Sid'ahmed, Mr. Mohamed Mohamedou, Mr. Cheikh	CCIAM Headquarters
	2:00 p.m. – 3:00 p.m.	Interview with the Entrepreneurship Trainer	Boihy, Zeinabou	CCIAM Headquarters
<b>Tuesday – November 23</b>	10:00 a.m. – 11:30 a.m.	Interview with Director of Ecole d'Enseignement Technique et de Formation Professionnelle de Bâtiments et Travaux Publics, EETFP-BTP	Mayou, Mohamed Hamahoullah + The Technical Team	EETFP-BTP Headquarters
	2:00 p.m. – 3:00 p.m.	Interview with the International Organisation for Migration (IOM): Meeting with the Project Manager	Abderrahmane, Leitou	IOM
<b>Wednesday – November 24</b>	10:00 a.m. – 11:30 a.m.	L'Agence Nationale de l'Emploi TECHGHIL (ex ANAPEJ): meeting with Director of Skills Development	Bechirrou, M.	Headquarters of National Employment Agency TECHGIL
	2:00 p.m. – 3:00 p.m.	ILO: interview with the National Training, Infrastructure and Fisheries Coordinator	Housseinou, Kassougue M.	ILO Headquarters
<b>Thursday – November 25</b>	9:00 a.m. – 10:00 a.m.	Ministry of Employment and Vocational Training: Interview with Technical Advisor to the Minister	Fodie Diagana Amadou Ms. Penda Monitoring and Evaluation Manager	Ministry of Employment and Vocational Training
	11:00 a.m. – 12:30 p.m.	Interview with 7 female beneficiaries of entrepreneurship training and the trainer.	Including Aminetou Mbareck, Founder of Savonnerie	CCIAM Headquarters
	12:20 p.m. – 2:00 p.m.	Interview with the President and Vice-President and the Secretary General (SG) of CCIAM	Eleya Ahmed Baba Ould, Waled, Mohamed And Wane, Abdoul Aziz (SG)	CCIAM Headquarters
	3:30 p.m. – 4:30 p.m.	EUD: Interview with Program Officer	Malick Limam, Mohamed	EUD premises
<b>Friday – November 26</b>	9:00 a.m. – 11:30 a.m.	Interview with FAIDOP Project Manager and FORMAEMPLOI Project Manager	Viard, Mary O Sid'ahmed M. Mohamed Mohamedou M. Cheikh	CCIAM Headquarters

**Country: Niger**

Day	Time	Activity	Name	Location
<b>Wednesday – November 10</b>	7:10 p.m.	Arrival of the experts		Diori Hamani International Airport
<b>Thursday – November 11</b>	9:00 a.m. – 11:00 a.m.	Briefing with members of the implementing consortium <ul style="list-style-type: none"> <li>• CMA Pays de la Loire</li> <li>• CMA du Pays de la Loire</li> <li>• Chambre de Métiers et de l'Artisanat du Niger (CMANI)</li> </ul>	Alassane ABDOU (President of CMANI) David Rufin Married-Dominique OSEY Chantal TESTED Abdou ABOUBAKAR Boubacar OUMAROU	CMANI Headquarters
	11:30 a.m. – 1:00 p.m.	Briefing with the EUD	Moumouni Moussa MAGAZI	EUD premises
	2:30 p.m. – 3:30 p.m.	Institutional meeting and interview with the Governorate of the Niamey region & Regional Directorate of Crafts	Oudou AMBOUKA (Governor) Salé ABDOULAYE (DRTA/NY)	Niamey Region Governorate Office
	4:00 p.m. – 5:30 p.m.	Interview with Swisscontact (potential partner)	Sophie ROSMAN (Country Director)	Swisscontact Office
<b>Friday – November 12</b>	8:00 a.m. – 10:00 a.m.	COVID-19 PCR test at Medical and Health Research Center (CERMS)		CERMES
	10:30 a.m. – 12:00 p.m.	Interview at the Ministry of Vocational Training	Abdoul Rachid MOUSSA (Deputy SG)	Ministry of Vocational Training
	1:00 p.m. – 2:30 p.m.	Interview at the Ministry of Culture, Tourism and Crafts	Aboubacar KADRI ATTAWEL	Ministry of Culture, Tourism and Crafts
	2:00 p.m.-3:00 p.m. Deemed dispensable	Interview at the Regional Directorate of Vocational and Technical Education		Regional Directorate of Vocational and Technical Education
	3:00 p.m. – 4:30 p.m.	Interview with the IOM Office in Niger	David MARQUES (MRRM Program Manager) Paul GUETSOP (M&E Officer) Tada LANDO (Reintegration Project Officer)	IOM
	4:45 p.m. – 6:15 p.m.	Focus group with the master craftspeople selected for the training of trainers	Halilou SALISSOU (Master Jeweler) Abdoulaye HAROUNA (Master Jeweler) Aboubacar Mamane BACHIR (Master leatherworker) Seybou DJIREYÉ (Trainer MRA) MounkathereSINA (Master leatherworker) Halima HASSANE (Dressmaker stylist)	CMANI

			Alima KADRI (Dressmaker) Fatouma TAHIROU (Trainer MRA)	
<b>Saturday – November 20</b>	9:30 a.m. – 10:45 a.m.	Visit, interview at the AMA Training Center	Illa ALHAMDOU (Deputy director) Marou SEYBOU (Head of Works)	AMA Training Center
	11:15 a.m. – 12:30 p.m.	Visit, interview at the Center for Leather Crafts and Arts in Niger	Mahamane Sidi NANFOUA (Chief Dep. Finance & Accounting) Aboubacar Mamane BACHIR (Master Leatherworker) MountainïSINA (Master Leatherworker)	Center for Leather Crafts and Arts of Niger
	1:00 p.m. – 2:00 p.m.	Interview with the consular elected officials of the Niamey region	Seybou DOUDOU Fama BOUBACAR (Advisor) Fatouma TAHIROU (Advisor) Boubacar SOUMANA (Advisor)	CMANI
	2:30 p.m. – 4:30 p.m.	Interview with Professional Organisations of Craftsmen (OPA)	Amadou BACARI (VP of the National Museum) Soumayla BRAH (President ZONGO) Mamane ILLIA (DG CPET-FPHC) Alassane M. FAROUK (2nd VP FNAN) Kilili Dodo ALI (President of the Craft Village) Yaye AHMED (President of the Centre des Métiers du Niger) Kamsso ALMOUSTAPHA (President of the CHATEAU Cooperative) Mohamadou DANBAKI (President of the Jewellery Syndicate)	CMANI
	4:45 p.m. - 6:15 p.m.	Visit and interview at Ibrahim Moussa Artisanal Village (VAIM)	Kilili Dodo ALI (President of the IM Artisanal Village Cooperative in Wadala) Alima KADRI (Seamstress) Halilou SALISSOU (Master Jeweller) Halima HASSANE (Dressmaker stylist) Fatouma TAHIROU (MRA Trainer/ Fatou Garage Manager) Seybou DJIRE (Fatou Garage Workshop Manager) Abdoulaye HAROUNA (Master Craftsman Jeweller)	Ibrahim Moussa Artisanal Village (VAIM)

<b>Sunday – November 21</b>	8:20 am	Return from the Mission		Diori Hamani International Airport
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**Country: Senegal**

November 15 – November 26, December 4 and 14, 2021

Day	Time	Activity	Name	Location
<b>Monday – November 15</b>	9:00 a.m. – 9:30 a.m.	Interview with General Secretary of Chambre de Commerce, d'Industrie et d'Agriculture de Dakar (CCIAD)	Mbaye Chimere Ndiaye	Chamber of Commerce, Industry and Agriculture of Dakar
	9:30 a.m. – 11:00 a.m.	Interview with Head of the Training and Professional Integration Department, Project Coordinator at CCIAD,	Abdoul Aziz Sabaly,	Chamber of Commerce, Industry and Agriculture of Dakar
	2:00 p.m. – 3:00 p.m.	Interview with International Organisation for Migration (IOM)	Mbaye Salla, Pirce Altinok	IOM Office
	4:00 p.m. – 5:00 p.m.	Interview EU Delegation, Program Officer	Clarisse Liautaud	EUD premises
	5:00 p.m. - 7:30 p.m.	Travel to Saly for the Conference of African Network of Vocational Training Institutions and Funds (RAFPRO)		
<b>Bilateral meetings with ARCHIPÉLAGO projects during the Conference of the African Network of Vocational Training Institutions and Funds (RAFPRO).</b> In addition to the meetings mentioned, several informal and organized exchanges took place with Paolo Baldan, Director of the Management Team of the ARCHIPÉLAGO program, and with Anja Witt, TVET expert for the ARCHIPÉLAGO program.				
<b>Tuesday – November 16</b>	9:00 a.m. – 10:00 a.m.	Interview with manager of the ARCHIPÉLAGO program at EUROCHAMBRES	Birgit Arens	Hotel Saly
	10:30 a.m. – 11:30 a.m.	Interview with Managing Director at Conférence permanente des chambres consulaires africaines et francophones (CPCCAF)	Denis Deschamps	Hotel Saly
	2:00 p.m. – 3:00 p.m.	Interview with the Director of the ARCHIPÉLAGO project	Natasha Heitz	Hotel Saly

<b>Wednesday – November 17</b>	10:00 a.m. – 11:00 a.m.	Interview with Chambre Nationale d'Agriculture de Côte d'Ivoire (CNA-CI)	Flor Kouassi	Hotel Saly
	11:00 a.m. - 12:00 p.m.	Interview with Chambre de Métier et de l'Artisanat Pays Loire (CMAR), Coordinateur Archipelago	Placide Gnassounou	Hotel Saly
	12:00 p.m. – 1:00 p.m.	Interview with the Secrétaire Général, CCIAM Mauritanie,	Abdul Aziz Wane	Hotel Saly
	3:00 p.m. – 4:30 p.m.	Interview with LuxDev TVET Expert	Alexis Hoyax	Hotel Saly
	5:00 p.m. – 6:00 p.m.	Interview with Director of Business Support at Chambre de Commerce, d'Industrie, des Mines et de l'Artisanat (CCIMA) Cameroun, Directeur de l'appui aux entreprises	Aissatou Diop	Hotel Saly
<b>Thursday – November 18</b>	9:00 a.m. - 9:30 a.m.	Interview with Secretary General at Chambre de commerce, d'industrie, agriculture et des métiers Pointe Noire (CCIAM - PNR)	Sylvestre Mavounzela	Hotel Saly
	10:00 a.m. – 11:00 a.m.	Interview with Secretary General at Union Nationale des Chambres de Métiers du Sénégal (UNCM)	Baboucar Diouf	Hotel Saly
	11:00 a.m. – 12:00 p.m.	Interview with President of Chambre de Métiers et de l'Artisanat du Niger (CMANI) Niger.	Alassane Abdou	Hotel Saly
	12:15 p.m. – 12:30 p.m.	Interview with Permanent Secretary at RAFPRO	John Tossavi	Hotel Saly
	2:30 p.m. – 3:30 p.m.	Interview with Chambre d'Agriculture, des Pêches, de l'Élevage et des Forêts (CAPEF), Coordinator of the Agriculture and Livestock Vocational Training Project at the Service Formation Professionnelle, Cameroun (PROFOR)	Guy Tajo NGounou	Hotel Saly
	5:00 p.m. – 7:00 p.m.	Travel to Louga		
<b>Trips to Louga, Diourbel and Thiès for field visits to projects</b>				
<b>Friday – November 19</b>	9:00 a.m. – 9:45 a.m.	Interview with the Governor and Secretary General of CCIA/Louga,	Sheikh Sene	CCIA



	10:00 a.m. – 11:00 a.m.	Interview with Partnership Manager at Centre de Formation et D'appui aux Métiers (CEFAM) /Louga	Boca Ibrahima Falls	CEFAM
	11:00 a.m. – 1:30 p.m.	Interview with the Business Manager, Building Technician at the Chambre des Métiers Louga	Abdoulaye Samb	Chamber of Trades, Louga
	3:00 p.m. - 4:00 p.m.	Meeting with ARCHIPELAGO Program TVET Expert and the Project Coordinator at the Association pour la Promotion de l'Éducation et de la Formation à l'Étranger (APEFE)	Anja Witt Bara Ndiaye	
	5:30 p.m. – 6:30 p.m.	Site visit: Building and Public Works (Bâtiment et des Travaux Publics, BTP) and interview with the entrepreneur	Ababacar NDiaye	Building site
<b>Saturday – November 20</b>	9:00 a.m. – 12:00 p.m.	Return to Dakar		
<b>Sunday – November 21</b>	4:00 p.m. – 8:00 p.m.	Travel to Diourbel		
<b>Monday – November 22</b>	9:00 a.m. - 9:30 a.m.	Interview with the Governor of Chambre de Commerce, d'Industrie et d'Agriculture (CCIA), Diourbel	Mamadou NDiaye	CCIA
	10:30 a.m. – 12:15 p.m.	Interview with the Director and Accountant of Centre de Formation Professionnelle (CFP)	Moussa Sonko, Anita Sow	CFP
	12:00 p.m. – 2:00 p.m.	Site visit and interview with the President, Vice President, Trainees, members - Union Régional de Femmes Coopératrices (URFC)	Louise Ndiaye Khadiadiatou Seck, Yassine Thiam Khady Amor NDeye Diop Siukeye Seck NDeye Marie Dieng	URFC
	3:00 p.m. – 4:30 p.m.	Interview with the Training Manager and Admin & Financial Officer at Geew Bi Consortium	Fatou Diallo Limamou Seck	Geew Bi
	4:30 p.m. – 6:30 p.m.	Travel to Thiès		
<b>Tuesday – November 23</b>	9:00 a.m. – 9:30 a.m.	Interview with the President of CCIA, President of Steering Committee, Secretary General of CCIA	Ablaye-Diop	CCIA

	9:30 a.m. – 10:15 a.m.	Working session with the management unit of the project: - Project steering and monitoring - Presentation of project objectives - Presentation of result indicators - Discussions	Serigne Bassirou M Backe and team	
	10:15 a.m. – 11:30 a.m.	Site visit at the training center at Institut Supérieur d'Enseignement Professionnel (ISEP) Food-processing & Horticulture sections		ISEP
	11:30 a.m. - 12:30 p.m.	Focus groups with the trainees of ISEP (2 focus groups)	Trainees	ISEP
	1:00 p.m. – 2:15 p.m.	Interview with managers and trainers at Centre de formation ISEP, Thiès	Management and trainers, Thiès	ISEP
	3:10 p.m. – 5:30 p.m.	Interview with the General Director, Project Manager for public bodies and institutional life and Project Coordinator of Côte d'Armor.	Stephane Drobinsky, Cecile Aché Serigne Bassirou M Backe	Thiès
<b>Wednesday – November 24</b>	9:30 a.m. – 11:15 a.m.	Site visit, focus groups at PEYCKOUCK Vocational Training Centre, Poultry Section	Educational team Learners	Training Centre
	12:00 p.m. – 1:10 p.m.	Site visit, interview with Specialty Inspector at Inspection d'académie Comité de sélection	Samba Sette	Inspection d'académie
	2:30 p.m. - 3:30 p.m.	Interview with, Project Coordinator, CCIAM Chambre Thiès	Serigne Bassirou M Backe	CCIAM
		Interview with the President of the Livestock Commission at CCIAM,	Babacar Ndiaye	CCIAM
	3:30 - 4:00 p.m.	Synthesis and closing meeting of the mission in Thiès with Project Management Unit		
	5:00 p.m.	Return travel to Dakar		
<b>Thursday – November 25</b>	8:00 a.m. – 8:30 a.m.	Contact with Bureau local Association pour la Promotion de l'Éducation et de la Formation à l'Étranger (APEFE)	Sophie Holliday	APEFE

	9:30 a.m. – 10:30 a.m.	Interview with Director of Continuous Training, Integration Support Service at Centre de Formation Professionnelle et Technique (CFPT) Sénégal /Japon	Babacar Seck, Amadou KA Checkh Anne	CFPT
	11:00 a.m. - 12:15 p.m.	Interview with the CEO Technical Advisor at Office National de la Formation Professionnelle (ONFP)	Ousmane Senegal and team	ONFP
	1:00 p.m. – 4:00 p.m.	Departure and arrival in Diamniadio		
	3:00 p.m. – 4:40 p.m.	Site visit and interview with the Director of Centre sectoriel de formation professionnelle du bâtiment et des travaux publics (CS/ BTP) Diamniadio	badji oscar	CS/BTP
	4:40 p.m. – 6:30 p.m.	Return travel to Dakar		
<b>Friday – November 26</b>	11 a.m. – 1 p.m.	Interview and debriefing session with Coordinator of the DEFI project at the Chambre de Commerce Dakar,	Bara NDiaye	Dakar Chamber of Commerce
	2:30 p.m.	PCR Test for Ghana Travel		
<b>Saturday - December 4</b>	10:00 p.m.	Planning Round table with the Head of International projects at Conférence permanente des chambres consulaires africaines et francophones (CPCCAF)	Maidier Mace	Online
<b>Tuesday - December 14</b>	4:10 p.m. – 5:20 p.m.	Interview with the Program Administrator at APEFE, Senegal	Sophie Holliday	Online
<b>Monday – December 20</b>	2:30 p.m. – 4:00 p.m.	Interview with the Project Coordinator at APEFE, Senegal	Anne Coppens	Online
<b>Tuesday - December 21</b>	9:00 a.m. – 10:30 a.m.	Review of partner contributions on the non-selected project survey form. Planning round table in early January	Maidier Mace	

**Country: Chad**

Day	Time	Activity	Name	Location
<b>Tuesday - November 16</b>	7:10 p.m.	Arrival of the experts		Hassan Djamous International Airport in N'Djamena

<b>Wednesday - November 17</b>	9:30 a.m.–12:00 p.m.	Briefing with consortium members: <ul style="list-style-type: none"> <li>• Fondazione ACRA</li> <li>• Ecole Nationale Supérieure des Travaux Publics (ENSTP)</li> <li>• Centre pour la Promotion de l'énergie Solaire</li> <li>• PROMOSOL-ACT</li> <li>• Association Bet Al Nadja (BAN)</li> </ul>	William KALDÉ (ACRA/Coordinator of the selected project) Emmanuel DONTOUSSOU (ACRA) Ouinra KINET (ENSTP) Solange ROBA MAGNAMA (CEO of PROMOSOL) Moomin DJALAL (BAN)	Fondazione Acra
	12:15 p.m.–1:00 p.m.	Interview with International Organization for Migration (IOM)	Achta TCHAIRY KAKOYÉ (Project Assistant) Ahmat Tabit BICHARA (Reintegration Assistant   AVRR)	IOM
	2:00 p.m.–3:00 p.m.	Interview with BAN	Clarisse BANIARA (DAF) Moomin DJALAL (Project Focal Point)	BAN
<b>Thursday - November 18</b>	8:00 a.m. – 10:00 a.m.	Briefing with the EUD	Maria Winnubst	EUD premises
	10:30 a.m.–12:00 p.m.	Interview with ENSTP	Limane MAÏNA (SG) Ouinra KINET (Project Focal Point)	NASPW
	1:00 p.m.–2:30 p.m.	Interview with 'Office Nationale pour la Promotion de l'Emploi (ONAPE)	Tahir BAHAR HAGGAR (Head of Support Program for Graduates without Experience) Yaya AMINE (Employment Advisor) Saboura BOUBA (Employment Advisor)	ONAPE
	3:00 p.m.–4:00 p.m.	Site visit to the company I-YAM-MBA construction created by a beneficiary of the "ACRA" project	Lacatus KOÏVOUDOU (DG) Paul Tao Hamia SORAODAN (electrician) Doctor Nicodemus KALI (electrician) IRH-Mbah Djonadjem DOLO (electrician)	Rehabilitation site (electricity-treatment of cracks-painting) of the parish of Emmanuel
	5:15 p.m.–6:15 p.m.	Field visit to Aicha business	Hortense Ayelevie WACKA	Aicha business
<b>Friday - November 19</b>	8:00 a.m.–10:00 a.m.	COVID-19 PCR test		Mycobacteria Reference Laboratory
	11:00–12:30 p.m.	Interview with the CEO of PROMOSOL-ACT	Solange ROBA MAGNAMA (CEO)	PROMOSOL-ACT
	1:30 p.m.–2:30 p.m.	Meeting with the CEO of Kouran Jalo company	Youssef Ali MBODOU (CEO)	Company Kouran Jalo
	3:15 p.m.–4:45 p.m.	Interview with the Project Coordinator of Fondazione ACRA	William KALDE Emmanuel DONTOUSSOU	Fondazione Acra

<b>Saturday - November 20</b>	9:30 a.m.–11:30 a.m.	Round table with the actors and beneficiaries of the AI Bouzhour project	Saleh Moussa MIKERBI (CEO of CCIAMA) Ahmed Moussa N'GAME Mahamat Yaya Idriss MARBAT M'bodou Mahamat NGOUROU Ngakene FABÀ (Business Support Department) Kei Hossa L. DAPLAIS Bruno NDJELASSEM (CCIAMA /Project coordinator AL-BOUZHOUR) Mahamat Nour MAÏ (Directorate of Seeds and Plants) Manemon MAPOUKI (Regional Focal Point Lake Chad)	Chamber of Commerce, Industry, Agriculture, Mines and Crafts(CCIAMA)
	12:00 p.m.–1:00 p.m.	Interview with the Ministry of Youth, Sports and Promotion of Entrepreneurship (MJSPE)		Cancelled
	1:15 p.m.–2:15 p.m.	Working session with youth umbrella organisations National Youth Council (NYC)		Cancelled
	12:15 p.m.–1:15 p.m.	Debriefing meeting with: <ul style="list-style-type: none"> <li>• ACRA</li> <li>• NASPW</li> <li>• PROMOSOL-ACT</li> <li>• BAN</li> </ul>	William KALDE Emmanuel DONTOUSSOU Solange ROBA MAGNAMA	Fondazione ACRA
<b>Sunday – November 21</b>	8:00 a.m.	Return from the mission		Hassan Djamous International Airport in N'Djamena

Meetings and discussions following the evaluation work in the field. All meetings were conducted online.

Date	Subject	Attendees
December 14, 2021	Follow-up discussion on third iteration of Theory of Change, participatory discussion on completed fieldwork	<ul style="list-style-type: none"> <li>- Paul Baldan, Team Leader</li> <li>- Anja Witt, TVET Expert ARCHIPELAGO program</li> <li>- Natascha Haitz, Director ARCHIPELAGO</li> <li>- Birgit Arens-EUROCHAMBRES, member of the consortium, Monitor of the FormaEmploi project / Director of the Archipelago program at EUROCHAMBRES</li> <li>- Mei Zegers – Evaluation Team Leader</li> </ul>
December 21, 2021	Discussion of trends in assessment findings identified for Senegal and overall outcome findings	<ul style="list-style-type: none"> <li>- Maider Mace: International Projects Manager</li> <li>- CPCCAF Conférence Permanente des Chambres Consulaires Africaines et Francophones</li> <li>- Mei Zegers</li> </ul>
December 23, 2021	Discussion on general trends in evaluation results, questions on the logical framework, and participatory discussion	<ul style="list-style-type: none"> <li>- Paul Baldan</li> <li>- Anja Witt</li> </ul>
January 3, 2022	Interview and discussion on sharing of general trends in assessment results	<ul style="list-style-type: none"> <li>- Christiane Beck, Head of International Donors, SEQUA</li> <li>- Mei Zegers</li> </ul>
January 13, 2022	Interview and discussion on sharing of general trends in assessment results	<ul style="list-style-type: none"> <li>- Bartelijne vanden Boogert, Team Leader, VETToolbox</li> <li>- Mei Zegers</li> </ul>
January 21, 2022	Discussion on the indicators for the logical framework	<ul style="list-style-type: none"> <li>- Anja Witt</li> <li>- Mei Zegers</li> <li>- Thaiane Pereira, Learning Avenue Backstopper</li> </ul>

## ANNEX 20 - LIST OF PERSONS/ORGANISATIONS CONSULTED

### BURKINA FASO

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1. 1	12/06	Patricia Agarba BADOLO	F	Deputy General Manager and Coordinator of the "MANGO" project	Chambre de Commerce et d'Industrie du Burkina Faso (CCI-BF)
2.		Idrissa KABORE	M	Director of Studies and Strategy	
3.		Gilbert P. OUEDRAOGO	M	Director of Information and Communication	
4.		Gerard A. OUÉDRAOGO	M		
5.		Yeri Elisabeth OUÉDRAOGO	F	Director of General Resources	
6.		Colette PODA	F		
7.		Mohama SAWADOGO	M		
8.		Julie KABRE	F		Chambre de Métiers et de l'Artisanat du Burkina Faso (CMA-BF)
9.		Souleymane SOUDRE	M		Maison de l'Entreprise du Burkina Faso (ME-BF)
10.		Francisco BELLAFONT ALVARO	M	Employment and Vocational Training Program Officer	EUD
11.		Jeanne SCHMITT	F	Project Coordinator RIPAQUE-BTP	ITC-ILO
12.		Marco CUNETO	M		
13.		Gisele Z. DABIRE	F	Coordinator of the project at the national level RIPAQUE-BTP	Conseil National du Patronat Burkinabé (CNPB)
14.		Mamadou BOLY	M	Accountant	

15.		Christian ZARE	M	Economic Service	
16.		Philomene YAMEOGO	F		
17.		Issa CAMPAORE	M		
18.		Boubacar Kanté	M	President	AO-BTP
19.		Souleymane DIPAMA	M	Vice-president	
20.		Rodrigue OUEDRAOGO	M		
21.		Souleymane ILBOUDO	M		
22.		Aissetou NAISSA	F		
23.		Abdou SAVADOGO	M		SINAI BTP
24.		Annabelle OUEDRAOGO	F		ASCB
25.		Oumar TRAORE	M		Well Done
26.		Laurent MEDA	M		CFP Haidon
27.	07/12	Fousseni KONE	M	Regional Director Bobo Dioulasso	CCI-BF
28.		Jean Busso DIBOULONI	M	General director	AGRODEV Services
29.		Christian KOBLOTH	M		
30.		Abdoul Nasser ZONGO	M	General director	AGM Consulting
31.		Boureima SAYAOGO	M		
32.		Aboubacar Demba TRAORE	M	Consultant	
33.		Issaka BOUGOUM	M	President of the Office	Grappe Mangué
34.		Ousmane TAMBOURA	M	Member of the Office	
35.		Ossama Eric BAZIE	M	Beneficiaries of entrepreneurship training	
36.		Souleymane KONE	M		



37.		Mouminatou CAMPAORE	F		
38.		Fie Moussa TRAORÉ	M		
39.		Abibatou TRAORE	F		
40.		Nadie SAME	F		
41.		Minata OUATARA	F		
42.		Aku Diane KOKUVIA	M		
43.		Grace IOADA	F		Initiative Bobo
44.		Sila BOUNIA	F		AFP-PME
45.		Salif GUEL	M		Lycée GUIMBI OUATTARA
46.		Abou Georges TRAORE	M		
47.	08/12	Issaka BOUGOUM	M	General Director	SN – Ranch du KOBA
48.		Welcome ZONOU	M	General Secretary	École Nationale de la Formation Agricole de Matourkou (ENAF)
49.		Salifou SANOGO	M	DFIS	
50.		Mamadou Lamine OUATARA	M	DAMV	
51.		Guilenana SONDO	M	SFAC/DFIS	
52.		Hamidou SANKARA	M	SGRNSD	
53.		Lancina LEMA	F	EC/SG	
54.		Moussa SANOU	M	Communication Manager	
55.		Adoulaye GUIRE	M	DFCI	
56.		Wilfried SANOU	M	Plant Production Service	
57.		Jean Paul S. ZONDOU	M	DFCI	
58.		Hope MA SIDIBÉ	F	SFAEA	

59.	12/09	Abdoul Nourou OUEDRAOGO	M	Beneficiaries of entrepreneurship training	
60.		Mohamadi RABE	M		
61.		Timbendi YEBOUGOU	M		
62.		Issa SALBY	M		
63.		Joseph MARE	M		
64.		Sayoube ROUAMBA	F		
65.		Yasmina NIKIEMA	F		
66.		Alice 2nd Twin Ouédraogo	F		
67.		Patricia Agarba BADOLO	F		
68.	Idrissa KABORE	M	Director of Studies and Strategy		
69.	10/12	Francisco BELLAFONT ALVARO	M	Employment and Vocational Training Program Officer	EUD
70.		Patricia Agarba BADOLO	F	Deputy General Manager and Coordinator of the "MANGO" project	CCI-BF
71.		Idrissa KABOR	M	Director of Studies and Strategy	
72.		Elisabeth OUÉDRAOGO	F	Director of General Resources	

## CAMEROON

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1.	11/29	LE CLERC Philippe	M	EUD team	EUD
2.	11/29	FANETTI Elena	F	EUD team	EUD
3.	11/29	MOREAU Morgane	F	EUD team	EUD
4.	11/29	KEMBOU Jules	M	EUD team	EUD

ProJaCam project					
5.	11/29	YOKO, Yves Freddy	M	Head of International Organization for Migration (IOM)	IOM headquarters
6.	11/29	KOUNDI Alexi Joseph	M	President Conaprocam	Conaprocam headquarters in Yaoundé
7.	11/29	SONKOUE Gerardine	F	Coordinator Conaprocam	Conaprocam headquarters in Yaoundé
8.	30/11	OWONA Abega	M	Responsible at Ministry of Livestock, Fisheries and Animal Industries (MINEPIA)	MINEPIA in Yaounde
9.	30/11	DAHIROU M.	M	Responsible at Ministry of Agriculture and Rural Development (MINADER)	MINADER in Yaounde
10.	30/11	MEVOUNGOU Flaireu	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
11.	30/11	Nyoumi Xavier	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
12.	30/11	BIKELE Patrick	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
13.	30/11	MBOUMA Francois	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
14.	30/11	ETONO Roger	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
15.	30/11	LYALE Philippe	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
16.	30/11	ZOYUIM André	M	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
17.	30/11	TCHIMDA Radivine	F	Project Trainers	Institut Agricole d'Obala (IAO) à Obala
18.	30/11	GUEOFO Tatiana	F	CAE Focal Point	Institut Agricole d'Obala (IAO) à Obala

19.	01/12	AKOA Jeah	M	Internship supervisors of the Socopen and Socopra Ntui cooperatives	Ntui area
20.	01/12	NTAYI Ernest	M	Internship supervisors of the Socopen and Socopra Ntui cooperatives	Ntui area
21.	01/12	MELOUNOU Pliobre	M	Internship supervisors of the Socopen and Socopra Ntui cooperatives	Ntui area
22.	01/12	MBALLA Christian	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
23.	01/12	BIBEGUE Hervé	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
24.	01/12	BELLA Landry	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
25.	01/12	MBEDJA Rodriguez	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
26.	01/12	AVOTELA Therese	F	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
27.	01/12	NTEDE Marie	F	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
28.	01/12	NUNGEH Robert	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
29.	01/12	LENGAMA Longine	F	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
30.	01/12	ANDJONGO Jean	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area

31.	01/12	MONABANG Wilfrid	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
32.	01/12	NDOUGO Bertrand	M	Young trainee by Socopen and Socopra Ntui cooperatives	Ntui area
33.	01/12	ABEOA Ebassa	M	MSME Socopen	Ntui area
34.	01/12	KEMBETE Emmanuel	M	Farmer advisers of the Socopen and Socopra Ntui cooperatives	Ntui area
35.	01/12	KOUNA Coming	M	Farmer advisers of the Socopen and Socopra Ntui cooperatives	Ntui area
36.	01/12	EKO André Marie	M	Farmer advisers of the Socopen and Socopra Ntui cooperatives	Ntui area
37.	01/12	ASSOMO Borten	M	Farmer advisers of the Socopen and Socopra Ntui cooperatives	Ntui area
38.	02/12	DIM KOLLO Felix	M	Internship supervisors and a peasant adviser from Unacam	Mbalmayo region
39.	02/12	ESSALNE Christian	M	Internship supervisors and a peasant adviser from Unacam	Mbalmayo region
40.	02/12	KOMTIAYOU Elie	M	Internship supervisors and a peasant adviser from Unacam	Mbalmayo region
41.	02/12	MAKENGUE Dorise	F	Internship supervisors and a peasant adviser from Unacam	Mbalmayo region
42.	02/12	NGO'O Landry	M	Young trainee from Unacam	Mbalmayo region
43.	03/12	BABALE Calvin	M	Returning migrant	Farm in the surroundings of Yaoundé
44.	03/12	ABEDAZING Mkpa	M	Returning migrant	Farm in the surroundings of Yaoundé

45.	03/12	NEMBOUETFONTIO William	M	Returning migrant	Farm in the surroundings of Yaoundé
46.	03/12	TANELIKEU M.	M	President of Unacam	Yaounde
47.	03/12	CRISMABE Evy	F	Afdi Project Coordinator	Yaounde
48.	12/09	NJAKAM M.	F	Responsible at Ministry of Employment and Vocational Training - MINEFOP	MINEFOP in Yaounde
<b>CIMAR project</b>					
49.	12/06	MONKAM Norbert;	M	AGRO PME team	AGRO PME headquarters Yaoundé
50.	12/06	MOFOKE Leontyne	F	AGRO PME team	AGRO PME headquarters Yaoundé
51.	12/06	AMOUGOU Jean Martin	M	AGRO PME team	AGRO PME headquarters Yaoundé
52.	12/06	TIAKO Claude	M	AGRO PME team	AGRO PME headquarters Yaoundé
53.	12/06	TAZOH CHINJE Emmanuel	M	Responsible at Ministry of Youth and Civic Education (MINJEC)	AGRO PME headquarters Yaoundé
54.	12/06	KENMOGNE Bertrand	M	Responsible Graines de Talent	AGRO PME headquarters Yaoundé
55.	12/06	ZOGO MBOLE Francis	M	Responsible Graines de Talent	AGRO PME Headquarters Yaoundé
56.	07/12	DOUGOUNO Mohamed	M	Official at IOM Douala	IOM headquarters Douala
57.	07/12	TCHATOU Eric	M	Official at IOM Douala	IOM headquarters Douala
58.	07/12	LESLEY Ngongeh	M	Official at IOM Douala	IOM headquarters Douala
59.	07/12	KAMWA Olivier	M	Responsible at MUPECI	MUPECI in Douala
60.	07/12	MOUSSET Colin	M	Project Coordinator	Douala
61.	07/12	MOKTOY Raoul	M	CIMAR Technopole team	CIMAR headquarters in Njombé

62.	07/12	METIENOU Simplicie	M	CIMAR Technopole team	CIMAR headquarters in Njombé
63.	07/12	NTONGA NKOE Jean-Luc	M	CIMAR Technopole team	CIMAR headquarters in Njombé
64.	08/12	DJOUDA WATI Basil	M	CIMAR trainees	CIMAR Bouba Center in Njombé
65.	08/12	EBANDJI Stephanie	F	CIMAR trainees	CIMAR Bouba Center in Njombé
66.	08/12	NGUEMECHEU Giraud	M	CIMAR trainees	CIMAR Bouba Center in Njombé
67.	08/12	KAMGUEU Elvis Samuel	M	CIMAR trainees	CIMAR Bouba Center in Njombé
68.	08/12	ENKU Cecilia	F	CIMAR trainees	CIMAR Bouba Center in Njombé
69.	08/12	NGOMBEKE Josephine	F	CIMAR trainees	CIMAR Bouba Center in Njombé
70.	08/12	KPOREH Origin	M	CIMAR trainees	CIMAR Bouba Center in Njombé
71.	08/12	AGOFACK Brandon	M	CIMAR trainees	CIMAR Bouba Center in Njombé
72.	08/12	FADEU FADEU Duplex Merlin	M	CIMAR trainees	CIMAR Bouba Center in Njombé
73.	08/12	KAMENI EWANE Alice	F	CIMAR trainees	CIMAR Bouba Center in Njombé
74.	08/12	BVOUMA Majoie	F	Training center coordinators	CMPJ Njombe
75.	08/12	BANGA MBELLA Felix	M	Training center coordinators	CMPJ Njombe
76.	08/12	NYOUNGOU Jacques	M	Training center coordinators	CMPJ Njombe
77.	08/12	DJOUMA Sophie	F	Mentor Advisor	CIMAR headquarters in Njombé
78.	08/12	FOTSO Durell	M	Mentor Advisor	CIMAR headquarters in Njombé
79.	08/12	KAMGANG Audrey	F	Mentor Advisor	CIMAR headquarters in Njombé
80.	08/12	MAJEU Ida	F	Mentor Advisor	CIMAR headquarters in Njombé
81.	08/12	MEZATEU Hilaire	F	Mentor Advisor	CIMAR headquarters in Njombé

82.	08/12	NANTCHO Hervé	M	Mentor Advisor	CIMAR headquarters in Njombé
83.	08/12	TEIKEU Martial	M	Mentor Advisor	CIMAR headquarters in Njombé
84.	08/12	TCHUIGOUA Hubert	M	MSME partner	CIMAR headquarters in Njombé
85.	08/12	TCHOMBA Grasse	M	MSME partner	CIMAR headquarters in Njombé
84.	08/12	FOYEM Collins	M	MSME partner	CIMAR headquarters in Njombé
85.	10/12	MOUSSET Colin (CIMAR)	M	Coordination round table 4 projects	EUD premises in Yaoundé
86.	10/12	MOFOKE Leontyne (CIMAR)	F	Coordination round table 4 projects	EUD premises in Yaoundé
87.	10/12	FERLAY Aimeric (ProJaCam)	M	Coordination round table 4 projects	EUD premises in Yaoundé
88.	10/12	CRYSMABE Evy (ProJaCam)	F	Coordination round table 4 projects	EUD premises in Yaoundé
89.	10/12	NGOUNOU Guy (Profor)	M	Coordination round table 4 projects	EUD premises in Yaoundé
90.	10/12	DOB Crisitian Charly (Profor)	M	Coordination round table 4 projects	EUD premises in Yaoundé
91.	10/12	DIOP Aissatou (Youth and Gender Connect)	F	Coordination round table 4 projects	EUD premises in Yaoundé
92.	10/12	KOFFO Pierre (Youth and Gender Connect)	M	Coordination round table 4 projects	EUD premises in Yaoundé



## IVORY COAST

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1.	11/29	RAKOTOMAMONJI Joel	M	Manager Excellence / REA	RH Excellence headquarters
2.	11/29	DURANDIERE Marie-France	F	Manager Excellence / REA	RH Excellence headquarters
3.	11/29	LIMAN MALICK Mohamed	M	Program Officer / KALANCI Focal Point	EUD premises
4.	11/29	LOVE DIDIER Aye Aye	M	Director of Bingerville's Centre des Métiers de l'Électricité de Bingerville (CME)	Management of CME
5.	11/29	-	M/F	Trainee	Management of CME
6.	11/29	-	M	Program teacher	Management of CME
7.	30/11	-	M	Reintegration Project Manager - KALANCI Focal Point	IOM office
8.	30/11	DON-MELO Pink	F	Executive Director UGECI	UGECI headquarters
9.	30/11	MBARECK Aminetou Bowba	M	Head of SIMPLON	RH Excellence headquarters
10.	30/11	ELEYA Ahmed Babe	M	Head of EDIC	RH Excellence headquarters
11.	01/12	KOMAN Ulrich	M	Director AKATIO Center	AKATIO Center
12.	01/12	-	M/F	AKATIO Center Pedagogical Team (3)	AKATIO Center
13.	01/12	FOFIE Koffi	M	Director at Ministère d'Enseignement Technique – Formation Professionnelle – Apprentissage	Ministère d'Enseignement Technique
14.	02/12	-	M	Director Yarani School	Yarani school
15.	02/12	-	M/F	Pedagogical Team Yarani School (4)	Yarani school

16.	02/12	-	M/F	Trainee of the program + former trainees (10)	Yarani school
17.	02/12	WALED Mohammad	M	DRH Afrique + Internship Tutors (Hospitality) (5)	ACCOR Group headquarters
18.	03/12	Bebaylago KOFFI	M	Adfa-BV project manager	RH Excellence headquarters

**GHANA**

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1.	11/29	Juliana Enchill	F	Tutor	Kwadaso Agric College
2.	11/29	Mensah Benjamin	M	Major	Kwadaso Agric College
3.	11/29	Deborah Anobil Amosah	F	Agronomist	Holland Greentech
4.	11/29	Kwame Duah	M	Mateo Technician	TAHMO
5.	11/29	Assuming Peter	M	Estate officer	Kwadaso Agric College
6.	11/29	Samuel Gemegah	M	IT officer	Kwadaso Agric College
7.	11/29	Osah Theresa	F		Kwadaso Agric College
8.	29/11 and 07/12	Agbemava Eyram	F	Project Coordinator	Ghana Sweden chamber of commerce Accra
9.	29/11 and 12/12	Gifty Volimkorne	F	Project Director	GT8035-35Z hamlet street
10.	11/29	Edwin Zu-Cudjoe	M	MSME/Support – Ex. Director	Social Enterprise Ghana, Accra
11.	11/29	Sarah Aidoo	F	MSME/Communication Support	Social Ent. Ghana
12.	11/29	Naani Kotteh	F	MSME/MSME Bracket/Bracket	Social Ent. Ghana
13.	11/29	Lindsey Schwidder	F	Project coordinator	TU Delft
14.	11/29	Danso Arhin Celestina	F	Director at holland Greentech Ghana (Project Partner)	Holland Greentech Ghana

15.	11/29	Darbah Samuel	M	Project Coordinator	Kwadaso Agric College
16.	11/29	Peter D.Gelder	M	Deputy Head of Mission	US
17.	11/29	Emmanuel Soubiran	M	Programmer Officer	EUD
18.	11/29	Nukpezah Daniel	M	Consultant	Inst. For Sanitation studies, University of Ghana
19.	11/29	Obeng A. Elizabeth	F	Snr. Res. Scientific Consultant	CSIR FORIG
20.	11/29	Deborah Appiah	F	Tutor	Kwadaso Agric College
21.	11/29	Eva Ani Okai	F	Tutor	Kwadaso Agric College
22.	30/11	Baffour Kwame	M	Tutor	KAC
23.	30/11	Lois A. Mensah	F	Tutor	KAC
24.	30/11	Nana Asomaning Akosah	M	Tutor	KAC
25.	30/11	Ishak Shaibu	M	Tutor	KAC
26.	30/11	Kasper Andersen	M	Project officer input Coordinator	Holland Greentech
27.	1/12	Alex Gymfi	M	Municipal Agricultural Director	Dept of Agric Juaben
28.	1/12	Priscilla Owusu Boatemaa	F	Agric Extension Agent	Dept of Agric Juaben
29.	1/12	Frank Botchway	M	Agricultural officer	Department of Agriculture Juaben
30.	1/12	Adwoa Oforiwaa Amanfo	F	Lead Farmer	Oforiwaa Farms Juaben
31.	1/12	Eric Aidoo	M	Lead Farmer	Adusei Farms Sekyere
32.	2/12	Samuel Yaw Akomea	M	Kumasi Business Incubator (KBI)	KNUST
33.	2/12	isaac duodu	M	KBI	KNUST
34.	2/12	Felia Owusu Appiah	F	Centre for Business Development KNUST	KNUST

35.	2/12	Emmanuel Oppong	M	Student	Kwadaso College of Agriculture
36.	2/12	Araamatu Salitu	F	Student	Kwadaso College of Agriculture
37.	2/12	Ashitei Tabita	F	Trainee	Kwadaso College of Agriculture
38.	2/12	Foley Emelia Afia	F	Trainee	Kwadaso College of Agriculture
39.	2/12	Obeng Priscilla	F	Trainee	Kwadaso College of Agriculture
40.	2/12	Boadi Francis	M	Trainee	Kwadaso College of Agriculture
41.	2/12	Ibrahim Rahinatu	F	Trainee	Kwadaso College of Agriculture
42.	2/12	Amuzu Junior Leonard	M	Trainee	Kwadaso College of Agriculture
43.	2/12	Venkumwin Philip	M	Trainee	Kwadaso College of Agriculture
44.	2/12	Opoku - Boahen David	M	Trainee	Prempeh College Kumasi (teacher)
45.	2/12	Winifred Abaka D	F	Trainee	Kwadaso Agri College
46.	2/12	Yaw Adjei	M	Trainee	KAC
47.	2/12	Salomey Asaah Denkyira	F	Trainee	KAC
48.	2/12	Sjoerd Norbart	M	TU Delft Student IED	KBI, KNUST
49.	2/12	Stephen Nobio	M	Previous Participant	Peace and Love Gyinyase Kumasi
50.	2/12	Rolland NGORU	F	First Participation course	Peace and Love Gyinyase Kumasi
51.	2/12	Talebi, Karmran	M	Student	TU Delft & Leiden University
52.	2/12	Samue Tekpor	M	Director of Agriculture	Dept of Aric Oforikrom
53.	2/12	Alex Asiamah	M	Municipal extension officer	Department of Agriculture
54.	2/12	Mavis Agyeiwaa Yeboah	F	Director of Agriculture	Kwadaso Municipal Assembly, Dept of Agriculture
55.	3/12	Benjamin Afranie	M	Lead Farmer	Oforikrom Municipal

56.	3/12	Baba Rauf Abdulai	M	Lead Farmer	Oforikrom Municipal
57.	6/12	Kwarteng Ellen	F	Trainee	Ejisu
58.	6/12	Otchere-Darko Abena	F	Trainee	Asante Mampong
59.	6/12	Emmanuella Agbemor	F	Trainee	Ejisu
60.	6/12	Christiana Daankwa Opoku	F	Trainee	Sabin Akroform
61.	6/12	Ratumatu Mohammad	F	Trainee	Ejisu
62.	6/12	Mark Owusu	M	Trainee	Ejisu
63.	6/12	Owusu Ofori Adwoa Fosua	F	Business Dev. organisation	Women's Haven Africa
64.	6/12	Ofori Sadock	M	Business Dev. lead	Women's Haven Africa
65.	6/12	Opoku Idare Mildred	F	Community Manager	Women's Haven Africa
66.	6/12	Ira Osei Akoto	M	Hub Manager	Women's Haven Africa
67.	6/12	Munukum Kwaakye	M	Business Dev.	KITA
68.	6/12	Osei Richard Kwaku	M	Business Dev.	KITA
69.	6/12	Henry Dankwah	M	Facilitator	KITA
70.	6/12	Benyin Emmanuel	M	Project manager	KITA
71.	6/12	Antwi Richard Tuffour	M	Project/Program Lead	KITA
72.	6/12	Opoku Owusu D.	M	Tutor/ Facilitator	KITA
73.	6/12	Akah Samuel	M	Teaching Assistant	KITA
74.	6/12	Esther Yeboah	F	Administrative Secretary	KITA
75.	6/12	Owusu Takyi Samuel	M	Director	KITA
76.	6/12	David Essumany	M	CV	KITA
77.	7/12	Boakye Danquah	M	Deputy Director of Finance	Koforidua Technical University
78.	7/12	Adisah Gbene	F	Administration	KTU
79.	7/12	Mantis Yaw	M	Lecturer	KTU

80.	7/12	Seglah Harrison	M	Quantity Surveyor	KTU
81.	8/12	Amarteifio Jones	M	Hub Manager	Eastern Tech HUB Koforidua
82.	9/12	Asamoah Samuel	M	TVET Manager	Ghana YMCA, Accra
83.	9/12	Larbi Florence	F	Chief Operating Officer	ZoomLion
84.	9/12	Nicoletta Favaretto	F	Senior Project Manager	EUROCHAMBER
85.	10/12	Ana Perez Aponte	F	Development Director	IBS

**MALI**

No.	Date 2021	Name	M/F	Job title or type of individual such as “training participant”	Organisation and address or name of city/town as applicable
1.	30/11	Michel DE KNOOP	M	First Counselor Team Leader of Infrastructure and Stabilization	EUD
2.		Mitia GORGUINPOUR	M	Budget Support, Private Sector and Digitalization Economics and Governance Section	
3.		David Rufin	M	International Delegate	CMA Pays de la Loire
4.		Marie-Dominique OSSEY	F	ARCHIPELAGO Project Coordinator	
5.		Fily Malle	M	Director General of INCEF-CCIM ARCHIPELAGO Project Focal Point	Chambre de Commerce et d’Industrie du Mali (CCIM)
6.		Amadou TRAORE	M	Director of Business Support and Economic Intelligence	
7.		Mamadou FOFANA	M	Director of Communication	
8.		Souleymane TRAORE	M		
9.		Amidou TRAORE	M		

10.		Madane SIDIBE	M	COFPA Training Advisor	Assemblée Permanente des Chambres des Métiers du Mali (APCMM)	
11.	01/12	Drissa GUINDO	M	General Secretary	Ministère de l'Entreprenariat de la Formation Professionnelle et de l'Emploi (MEFPE)	
12.		Abdoul Karim MACGA	M	Technical Advisor		
13.		Ibrahim Djibrella OUACGA	M	Law Advisor		
14.		Yacouba Garba MACGA	M	Director General of Vocational Training		
15.		Mamadou M. TRAORE	M	President	APCMM	
16.		Mamadou SOUMBOUNOU	M	1st Vice-President		
17.		Wourouma BOCOUM	M	General Secretary		
18.		Mohamadou E. TRAORE	M	Administrative Secretary		
19.		Ousmane TRAORE	M	Special Advisor to the President		
20.		Aminata DOUMBIA TALEB	M	Technical Officer		
21.		Adama GUINDO	M	Technical Officer		
22.		Mamadou A. N'DIAYE	M	3rd Vice-President		
23.		Bakari COULIBALY	M	Secretary		
24.		Madane SIDIBÉ	M	COFPA Training Advisor		
25.		Mamadou DOUCOURE	M	President		Association nationale des transformateurs du bétail viande au Mali (ANATRABEVIM)
26.		Gaounou TRAORE	M	General Secretary		
27.		Moubo DIARRA	M	Member		
28.		Jekou DABO	M	Member		
29.		Zanke DIARRA	M	Member		

30.		Moustafa TRAORE	M	Member	
31.		Salim COULIBALY	M	Member	
32.		Souleymane SIDIBÉ	M	Member	
33.		Salim DIARRA	M	Member	
34.		Adama COULIBALY	M	Member	
35.		Adama KONE	M	Member	
36.		Amadou COULIBALY	M	Member	
37.		Abdoulaye DICKO	M	Member	
38.		Bakari TRAORE	M	Artisan at Garage Bissi Traoré	Association malienne des professionnels de la mécanique (AMAPRO)
39.		Mama TRAORE	M	CPMA-BKO trainer	
40.		Kassoum KONOMO	M	Garage Mechanic	
41.		Adama TRAORE	M	Garage Mechanic	
42.		Madani TOLO	M	Diesel engine specialist	
43.		Baba Boré DJIRÁ	M	Garage Mechanic	
44.		Karim Kourouma	M	Mechanic	
45.	02/12	Salia Sinaly TRAORE	M	General director	Centre d'Information et de Gestion des Migrants (CIGEM)
46.		Alhousseiny AGALDJOU	M	Deputy General Director	
47.		Souleymane KANHTE	M	Head of Division	
48.		Brehima DIARRA	M	Case Manager	
49.		David Rufin	M	International Delegate	CMA Pays de la Loire
50.		Marie-Dominique OSSEY	F	ARCHIPELAGO project coordinator	
51.		Fily Malle	M	Director General of INCEF-CCIM ARCHIPELAGO Project Focal Point	Chambre de Commerce et d'Industrie du Mali (CCIM)



52.		Amadou TRAORE	M	Director of Business Support and Economic Intelligence	
53.		Mamadou FOFANA	M	Communication director	
54.		Souleymane TRAORE	M		
55.		Amidou TRAORE	M		
56.		Madane SIDIBE	M	COFPA Training Advisor	Assemblée Permanente des Chambres des Métiers du Mali (APCMM)
57.		Nicholas Van Der VYVER	M	Reintegration Office	Bureau de l'OIM au Mali
58.	03/12	Amadou TRAORE	M	Director of Business Support and Economic Intelligence	Chambre de Commerce et d'Industrie du Mali (CCIM)
59.		Souleymane TRAORE	M		
60.		Michel DE KNOOP	M	First Counselor Team Leader of Infrastructure and Stabilization	EUD
61.		David Rufin	M	International Delegate	CMA Pays de la Loire
62.		Marie-Dominique OSSEY	F	ARCHIPELAGO project coordinator	
63.		Fily MALL	M	Director General of INCEF-CCIM ARCHIPELAGO Project Focal Point	Chambre de Commerce et d'Industrie du Mali (CCIM)
64.		Amadou TRAORE	M	Director of Business Support and Economic Intelligence	
65.		Mamadou FOFANA	M	Director of Communication	
66.		Souleymane TRAORE	M		
67.		Amidou TRAORE	M		

68.		Madane SIDIBE	M	COFPA Training Advisor	Assemblée Permanente des Chambres des Métiers du Mali (APCMM)
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**MAURITANIA**

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1.	11/22	O SID'AHMED M. Mohamed	M	Project Leader	CCIAM headquarters
2.	11/22	MOHAMEDOU M. Cheikh	M	Training Director	CCIAM headquarters
3.	11/22	BOIHY Zeinabou	F	Trainer in Entrepreneurship - CCIAM	CCIAM headquarters
4.	11/23	MAYOU Mohamed Hamahoullah + the technical team (3)	M/F	Director of l'Ecole d'Enseignement Technique et de Formation Professionnelle de Batiments et Travaux Publics, EETFP-BTP	EETFP-BTP headquarters
5	11/23	ABDERRAHMANE Leitou	M	Project Manager	IOM office
6	11/24	BECHIRROU M.	M	Director of Skills Development	National Employment Agency TECHGHIL headquarters
7	11/24	HOUSSEINOU KASSOUGUE Mr.	M	National Training Coordinator, Infrastructure and Fisheries	ILO headquarters
8	11/25	PENDA M. and the monitoring and evaluation manager	M/F	Technical Advisor to the Minister and responsible for monitoring and evaluation	Ministry of Employment and Vocational Training
9	11/25	-	F	7 female trainees and the trainer	CCIAM headquarters
1	11/25	-	M	President of the CCIAM	CCIAM headquarters
1	11/25		M	Vice-president of the CCIAM	CCIAM headquarters
1	11/25	COLOMBO Enroci	M	Program Officer - Emergency Trust Fund for Africa	EUD premises
1	11/26	VIALARD Marie	F	Project Manager FAIDOP	CCIAM headquarters
1	11/26	O SID'AHMED M. Mohamed	M	Head of the FormaEmploi Project	CCIAM headquarters

1	11/26	MOHAMEDOU M. Cheikh	M	Training Director	CCIAM headquarters
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**NIGER**

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1.	11/11	Alassane ABDOU	M	President	CMANI
2.		David Rufin	M	International Delegate	CMA Pays de la Loire
3.		Marie-Dominique OSSEY	F	ARCHIPELAGO Project Coordinator	
4.		Abdou ABOUBAKAR	M	General Secretary Country level Project Coordinator	CMANI
5.		Boubacar OUMAROU	M	Accountant and Project Reporting Officer	
6.		Moumouni Moussa MAGAZI	M	Program Officer	EUD
7.		Oudou AMBOUKA	M	Governor	Niamey Region Governorate
8.		Salé ABDOULAYE	M	Regional Director Artisanat de Niamey	
9.		Sophie ROMAN	F	Country Director	SwissContact
10.	12/11	Abdoul Rachid MOUSSA	M	Deputy Secretary General	Ministère de la Formation Professionnelle
11.		Aboubacar KADRI ATTAWEL	M	Secretary General	Ministère de la Culture, du Tourisme et de l'Artisanat
12.		David Marks	M	MRRM Program Manager	IOM Office in Niger
13.		Paul GUETSOP	M	M&E Officer	
14.		Tada LANDO	M	Reintegration Project Officer	
15.		Halilou SALISSOU	M	Master Jeweller	Master crafts people selected for the training of trainers of professional trainers
16.		Abdoulaye HAROUNA	M	Master Jeweller	

17.		Aboubacar Mamane BACHIR	M	Master Leatherworker	
18.		Seybou DJIREYE	M	MRA trainer	
19.		Mounkaïla SINA	M	Master Leatherworker	
20.		Halima HASSANE	F	Dressmaker stylist	
21.		Alima KADRI	F	Dressmaker	
22.		Fatouma TAHIROU	F	MRA trainer	
23.	13/11	Illa ALHAMDOU	M	Deputy Director	AMA Training Center
24.		Marou SEYBOU	M	Head of Works	
25.		Mahamane Sidi NANFOUA	M	Head of Finance and Accounting Department	Centre des Métiers du Cuir et d'Arts du Niger
26.		Aboubacar Mamane BACHIR	M	Master Leatherworker	
27.		Mountaïl SINA	M	Master Leatherworker	
28.		Seybou DOUDOU	M	Elected consular of the Niamey region	CMANI
29.		Fama BOUBACAR	F	Elected Consular of the Niamey region	
30.		Fatouma TAHIROU	F	Elected Consular of the Niamey region	
31.		Boubacar SOUMANA	M	Elected consular of the Niamey region	
32.		Amadou BACARI	M	Vice-president	National Museum
33.		Soumayla BRAH	M	President	ZONGO
34.		Mom ILLIA	M	General Director	CPET-FPHC
35.		Alassane M. FAROUK	M	2nd Vice-President	FNAN
36.		Kilili Dodo ALI	M	President	Village Artisanal
37.		Yaye AHMED	M	President	Centre des Métiers du Niger

38.		Kamsso ALMOUSTAPHA	M	President	Coopérative CHATEAU I
39.		Mohamadou DANBAKI	M	President	Syndicat des Bijouterie
40.		Kilili Dodo ALI	M	President of the Cooperative	Village Artisanal IM de Wadala
41.		Alima KADRI	F	Seamstress	
42.		Halilou SALISSOU	M	Master Jeweller	
43.		Halima HASSANE	F	Dressmaker stylist	
44.		Fatouma TAHIROU	F	MRA Trainer/ Manager Fatou Garage	
45.		Seybou DJIRE	M	Workshop Manager Fatou Garage	
46.		Abdoulaye HAROUNA	M	Master Jeweller	
47.	11/16	David Rufin	M	International Delegate	CMA Pays de la Loire
48.		Marie-Dominique OSSEY	F		
49.		Abdou ABOUBAKAR	M	Secretary General Country level Project Coordinator	CMANI
50.		Boubacar OUMAROU	M	Accountant and Project Reporting Officer	

## SENEGAL

No.	Date 2021	Name	M/F	Job title or type of individual such as “training participant”	Organisation and address or name of city/town as applicable
	<b>2021</b>				
1.	11/15	Leautaud Clarisse	F	Program Officer	EUD premises
2.	11/16	Arens-Birgit	F	Senior Project Officer	EUROCHAMBRES
3.	11/16	Denis Deschamps	M	Executive Officer	CPCCAF
4.	11/16	Mbaye Chimere Ndiaye	M	Secretary General	CCIAD
5.	11/16	Abdoul Aziz Sabaly	M	Head of professional	DFIP/CCIAD

				integration department	
6.	11/16	Mame Aby Seye	F	Executive Manager	Fond
7.	11/16	Mamadou Ndiaye	M	Secretary General	CCIAM Diourbel
8.	11/17	Flora Kouassi Lago	F	SE / Deputy Delegate Coordinator	CMA CI
9.	11/17	Gnassounou Pla	M	ARCHIPELAGO Coordinator	Chambre de métrisation de l'artisanat pays de Loire
10.	11/17	Wane Abdoul A212	M	SG CCIAM	Chambre de commerce Mauritanie
11.	11/17	Hoyaux Alexis	M	LuxDev expert	LuxDev
12.	11/17	Aissatou Diop	F	Director of Business Support	CCIMA
13.	11/18	Sylvestre Mavounzata	M	President	CCIAM – PVR
14.	11/18	Alassane Abdou	M	President	Chambre des métiers de l'artisanat du Niger CMANI
15.	11/18	Diouf Baboucar	M	Secretary General	Union Nationale des chambres de métiers (UNCM)
17.	11/18	Ngounou Tajo Guy Bertin	M	Coado Profor/ ARCHIPELAGO	Capef Yaoundé Cameroun
18.	11/19	Sheikh Sene	M	Chamber of Commerce Focal Point	CCIA de Louga
19.	11/19	Bocar Ibrahima Sakho	M	Administrative Assistant CCIA	CCIA de Louga
20.	11/19	Medoune Diarra Fall	M	Head of the CEFAM partnership	CEFAM Louga
21.	11/19	Abdoulaye Samb	M	Building Technician	Ets Déthié Gaye
22.	11/19	Ababacar Ndiaye	M	Construction Entrepreneur	Louga
23.	11/19	Ousseynou Sall	M	GIE BTP	Ndiagne
24.	11/19	Souleymane Dieye	M	Hydraulic - Technician Construction Building	GTE HLM Thiokhou n° 25 Louga
25.	11/19	Moussa Bathily	M	Civil Engineering	Gepro SARL
26.	11/19	Ndiaye Mansour	M	Manager of real estate bases	Real Estate Office DIWAN
27.	11/19	Moussa Dia	M	Business Manager Wakeur Madia Dia	GIE Wakeur MADIA DIA
28.	11/19	Mohamed Fadel Fall	M	Business manager	Entreprise cheikh Mouhamed Fadel Kébémér

				Cheikh Mouhamed Fadel	
29.	11/22	Moussa Sonko	M	Director CFP Diourbel	Diourbel
30.	11/22	Anta Sow	F	Materials Accountant	CFP / Diourbel
31.	11/22	Louise Ndiaye	F	President	Union Régionale des Femmes Opérateur de Diourbel
32.	11/22	Khadidiatou Seck	F	Vice-president	URFC
33.	11/22	Yacine Thiam	F	Intern	URFCD
34.	11/22	Khady Amar	F	Member	URFCD
35.	11/22	Ndeye Coumba Diop	F	Member	URFCD
36.	11/22	Soukeye Seck	F	Member	URFCD
37.	11/22	Ndeye Marie Dieng	F	Member	URFCD
38.	11/22	fatou diallo	F	Training officer	Consortium Geew Bi
39.	11/22	Seck Limamou	M	Financial and Administrative Manager	Consortium Geew Bi
40.	11/23	Ablaye-Diop	M		
41.	11/23	Ndiaye Talla	M	Trainer	ISEP – Thiès
42.	11/23	Ndiaye Papa Babacar	M	Trainer	ISEP – Thiès
43.	11/23	Birahim Fall	M	Training Coordinator	ISEP – Thiès
44.	11/23	Mbayang BK	F	Teacher trainer	ISEG Thiès
45.	11/23	Oumar Sarr	H	Communication Manager	CCIATH
46.	11/23	Aissatou Seck Thiam	F	Administrative and Financial Assistant	CCIATH
47.	11/23	Ndeye Binta Ndiaye	F	Development Advisor	CCIATH
48.	11/23	Arona diop	M	Business Development Advisor	CCIATH
49.	11/23	Abdou Aziz Konate	M	Business Development Advisor	CCIATH
50.	11/23	Fatou Diakhate	F	Business Development Advisor	CCIATH
51.	11/23	Lamine Seck	M	Horticulture	ISEP Thiès
52.	11/23	Cheikh Tidiane Sene	M	Horticulture	ISEP (Thiès)
53.	11/23	Matar Ndiaye	M	Horticulture	ISEP Thiès
54.	11/23	Khady Diouf	F	Horticulture	ISEP Thiès
55.	11/23	Bandagny Gerard	M	Horticulture	ISEP Thiès
56.	11/23	Anta Lo	F	Horticulture	ISEP Thiès
57.	11/23	Ablaye-Diop	M	Executive President	CCIAM Thiès

58.	11/23	Sophie Pham Holliday	F	Program Administrator	APEFE
59.	11/24	Samba Sette	M	Specialty Inspector	IA Thiès
60.	11/24	Serigne Bassirou Mbacké Diop	M	Coordinator	CCIA Thiès
61.	11/24	Babacar Ndiaye	M	President Commission Élevage	CCIA Thiès
62.	11/25	Sheikh Anne	M	Integration Support Service	CFPT Sénégal - Japon
63.	11/25	Sophie Pham Holliday	F	Program Administrator	APEFE
64.	11/25	Seni Ndoye	M	Studies director	CFPT Sénégal – Japon
65.	11/25	badji oscar	M	Director	CFPT Bip Diamniadio
66.	21 12	Maidier Mace	F	International Project Manager, instructor of projects	CPCCAF
67.	20 12	Anne Coppens	F	Project coordinator	APEFE
<b>2022</b>					
68.	06 01	Anne-Marie Theophile	F	Trainer and mentor	Chambre de Métiers de Bretagne
69.	13 01	Carole Rougeot	F	Works foreman	Université de Liège, Unité de Gestion des Ressources Aquatiques et Aquaculture Centre de Formation et de Recherche en Aquaculture (CEFRA)
70	17 01	Maidier Mace	F	International Project Manager, Project Monitor	CPCCAF
71	17 01	Ghislain Kleijwegt,	M	Territorial Director	CMA Nouvelle-Aquitaine
72	17 01	Marie-Richard	F	Responsible for international missions	CMA Bretagne
73	17 01	Samsoudine Drama	M	Secretary General	CMA Kolda

**CHAD**

No.	Date 2021	Name	M/F	Job title or type of individual such as "training participant"	Organisation and address or name of city/town as applicable
1.	11/17	William KALDE	M	Technical Coordinator of the selected project	ACRA Foundation
2.		Emmanuel DONTOUSSOU	M	Resp. Monitoring and evaluation	ACRA Foundation



3.		Ouinra KINET	M	Focal Point	NASPW
4.		Solange ROBA MAGNAMA	F	Executive Director	PROMOSOL
5.		Moomin DJALAL	M	Focal Point	Bet Al Nadjah
6.		Achta TCHAIRY KAKOYÉ	F	Project Assistant	IOM Office in Chad
7.		Ahmat Tabit BICHARA	M	Reintegration Assistant   AVRR	
8.		Clarisse BANIARA	F	CFO	Bet Al Nadjah
9.		Moomin DJALAL	M	Focal Point	
10.	11/18	Maria Winnubst	F	Cooperation Attaché, Rural Development and Private Sector	EUD
11.		Limane MACNA	M	Secretary General	NASPW
12.		Ouinra KINET	M	Project Focal Point	
13.		Tahir BAHAR HAGGAR	M	Head of Support Program for Graduates without Experience	National Office for the Promotion of Employment (ONAPE)
14.		Yaya AMINE	M	Employment Counsellor	
15.		Saboura BOUBA	F	Employment Advisor	
16.		Lacatus KOÏVOUDOU	M	General Director	Company I-YAM-MBA Construction
17.		Paul Tao Hamia SORAODAN	M	Electrician	
18.		Doctor Nicodème KALI	M	Electrician	
19.		IRH-Mbah Djonadjem DOLO	M	Electrician	
20.		Hortense Ayelevie WACKA	F	Executive Director	Aicha Business

21.	11/19	Solange ROBA MAGNAMA (CEO)	F	Executive Director	PROMOSOL
22.		Youssef Ali MBODOU	M	General Director	Company Kouran Jalo
23.		William KALDE	M	Technical Coordinator of the selected project	Fondazione ACRA
24.		Emmanuel DONTOUSSOU	M	Resp. Monitoring and Evaluation	
25.	20	Saleh Moussa MIKERBI	M	General Director	Chamber of Commerce, Industry, Agriculture, Mines and Crafts (CCIAMA)
26.		Mahamat Yaya Idriss MARBAT	M	Secretary General	
27.		Bruno NDJELASSEM	M	AL-BOUZHOUR Project Coordinator	
28.		Ngakene FABA	M	Business Support Department	
29.		Ahmed Moussa N'GAME	M	President	FENOPS
30.		M'bodou Mahamat	M	President	GURU
31.		Kei Hossa L. DAPLAIS	M	Head of Division	
32.		Mahamat Nour MAC	M	Head of Division	Directorate of Seeds and Plants
33.		Manemon MAPOUKI	M	Lake Chad Regionall Focal Point	CCIAMA AI Bouzhour
34.		William KALDE	M	Technical Coordinator of the selected project	Fondazione ACRA
35.		Emmanuel DONTOUSSOU	M	Resp. Monitoring and Eevaluation	Fondazione ACRA
36.		Solange ROBA MAGNAMA	F	Executive Director	PROMOSOL

#### MANAGEMENT UNIT

2021 - multiple interviews and interactions - See itinerary Annex 13	Name	M/F	Job title or type of individual such as training participant	Organisation and address or name of city/town as applicable
1.	Paul Baldan	M	Team Leader	Archipelago PMU

2.		Anja Witt	F	TVET Expert	Archipelago PMU
3.		Frank Summa	M	Director	Archipelago PMU
4.		Natasha Haitz	F	Director	Archipelago PMU

## ANNEX 21 - INTERVENTION LOGIC MATRIX / LOGICAL FRAMEWORK

### Logframe matrix updated (01 January 2019 – 31 Mars 2021)

The Logframe has been updated in the framework of second Annual Report. It covers the period from the start of the action (1 January 2019) until the end of the reporting period for the second Annual Report.

	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be included in interim and final reports)	Source and mean of verification	Assumptions
Impact (Overall objective)	<i>The broader, long-term change to which the action contributes at country, regional or sector level, in the political, social, economic and environmental global context which will stem from interventions of all relevant actors and stakeholders.</i>	<i>Quantitative and/or qualitative variable that provides a simple and reliable mean to measure the achievement of the corresponding result To be presented, when relevant, disaggregated by sex, age, urban/rural, disability, etc.</i>	<i>The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made. (Ideally, to be drawn from the partner's strategy)</i>	<i>The intended final value of the indicator(s). (Ideally, to be drawn from the partner's strategy)</i>	<i>The latest available value of the indicator(s) at the time of reporting (* to be updated in interim and final reports)</i>	<i>Ideally to be drawn from the partner's strategy.</i>	Not Applicable
Impact (Overall objective)	To better match the offer of labour (skills available on the labour market) to the demand of labour (generated by the local private sector and productive economic growth)	Number of direct beneficiaries of TVET/skills development interventions (raising awareness, training, capacity building) in sectors identified as relevant with skills deficiencies in at least 8 countries of the 12 covered by the Programme.	As the grant contracts of the 11 projects selected within the framework of the 1st call for proposals were signed current January 2020, figures will be reported in the forthcoming annual report in January 2021	At least 11500 direct beneficiaries	8748  of which 1646 representatives of local business support organizations and training centers	Activity and progress reports List of participants Monitoring system	Not applicable

## 2.3. Logframe matrix updated (01 janvier 2019 – 31 mars 2021)

		Number of persons having completed dual vocational training modules, taking into consideration labour market needs, and entrepreneurship courses offered through ARCHIPELAGO (disaggregated by sex and age) in sectors with growth potentials	See above	8600 persons reached through training activities organised in the framework of ARCHIPELAGO	1.296 persons trained: 1082 young persons + 141 company owners + 73 local trainers trained	List of participants Activity and training reports Monitoring system	
	SO2 Develop local training and vocational (TVET) resources adapted to private sector needs to strengthen youth employability;	Offer of TVET services in the target countries/regions/sectors better adapted to private sector needs	See above	At least 60 new relevant services developed and offered by local BSOs and training centres.	3	Services portfolio and documentation of BSOs	
<b>Output</b>	<i>The direct/tangible products (infrastructure, goods and services) delivered/generated by the intervention (*Outputs should in principle be linked to corresponding outcomes through clear numbering)</i>	<i>Quantitative and/or qualitative variable that provides a simple and reliable mean to measure the achievement of the corresponding result To be presented, when relevant, disaggregated by sex, age, urban/rural, disability, etc.</i>	<i>(The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made.</i>	<i>(same as above)</i>	<i>The latest available value of the indicator(s) at the time of reporting (* to be updated in interim and final reports)</i>	<i>(same as above)</i>	<i>Factors outside project management's control that may influence on the other outcome(s)/outputs linkage.</i>

<b>Output 1</b>	Private Sector and youth are aware of the chances offered by TVET	1.1. Number of awareness raising activities (incl. publications) on TVET	As the grant contracts of the 11 projects selected within the framework of the 1st call for proposals were signed current January 2020, figures will be reported in the forthcoming annual report in January 2021	At least 100 awareness raising activities on TVET reaching at least 11.500 persons, out of which indicatively 30% are returnees and 40% are female	138	Activity and training reports List of participants Monitoring system	Returnees can be identified and mobilized in the countries/regions where activities take place  Socio-economic situation in targeted countries and regions is stable
		1.2. Companies are aware of the qualifications acquired through the TVET training courses and attested by a validation document	See above	At least 2.000 companies are aware of potential advantages and benefits of TVET qualified staff	1411	Activity reports Company survey	African private sector organisations have sufficient resources to develop TVET activities
		1.3. Local BSOs improve their information on TVET opportunities	See above	At least 20 local BSOs have adequately communicated on TVET activities	12	Services portfolio and documentation of BSOs	

<b>Output 2</b>	Persons are trained and have skills according to private sector needs and identified economic potentials	2.1 Number of persons trained (disaggregated by sex & age), including returnees	See above	At least 7130 persons trained out of which indicatively 40% are female and 30% are returnees	1.082 out of which 36% women and 3 % returnees	List of participants Activity and training reports Monitoring system Consulting and technical reports Field trip documentation, agenda and minutes of meetings Research and analysis of available statistical data	Socio-economic situation in targeted countries and regions is stable  Enough Human Resources in the partner countries/regions are available.
		2.2 Number of persons having potentially access to the labour market after completion of dual training	See above	At least 4.130 persons trained in dual training inserted into the job market (i.e. in conditions conducive to obtaining a job)	0 Data available from the second half 2021	Monitoring system	African private sector organisations have enough room and resources to develop TVET activities
		2.3 Number of skills/trades identified as needed by the private sector and for which the TVET offer is strengthened	See above	At least 36 skills/trades identified as needed by the private sector and with growth potential	23	Skills gap analysis Consulting and technical reports	
		2.4.1 Number of company directors (employers) trained/sensitised on the importance of their involvement in the identification of skills gaps and training needs, and on their role as training host 2.4.2. Number of local trainers trained	See above	At least 1.800 company directors and trainers trained/sensitised (employers)  At least 600 local trainers trained (in-company trainers and trainers of training centres)	141  73	List of participants Activity and training reports List of trainers	

	2.5 Number of training providers, TVET centers and BSOs trained and institutionally strengthened to maintain and adapt their offer of training services in the future	See above	At least 20 training providers and 30 BSOs mobilised, trained and strengthened to provide better TVET services	14 training providers and 12 BSOs	Institutional analysis report on BSOs  Services portfolio and documentation of BSOs	
	2.6 Proportion of persons trained who can implement their new knowledge in their daily work	See above	At least 80% of persons trained confirm 6 months after the training the usefulness of the new knowledge acquired	First data available in the second semester of 2021	Follow-up report of trained persons Monitoring system	
	2.7 Increased involvement and participation of companies in TVET processes	See above	At least 800 host companies providing training services  Internal processes and procedures for dual TVET are defined, agreed with relevant TVET stakeholders (e.g. training centre, BSO, public authorities) and operational  Cooperation mechanisms to involve the private sector in TVET matters are operational	Data available in the 2 <sup>nd</sup> semester of 2021	Records of host companies  Records of designated in-company trainer/supervisor, documentation of traineeship's objectives and results	



		2.8 Companies involved are satisfied and consider the new TVET courses/programmes as relevant	See above	80% of companies confirm the benefits for the company of employing dual TVET qualified staff	Data available in the 2 <sup>nd</sup> semester of 2021	Company survey	
Output 3	Local economic development and entrepreneurship are enhanced	3.1. Number of persons trained in entrepreneurship.	See above	At least 3.000 persons trained in entrepreneurship.	495	List of participants Activity and training reports Monitoring system Skills gap analysis, JGC Reports	Socio-economic situation in targeted countries and regions is stable  Enough Human Resources in the partner countries/regions are available.  Public-private dialogue platforms and coordination mechanisms exist at national and local level
		3.2. Number of small enterprises participating in activities promoting local economic development (segregated by locality, sector, gender)	See above	At least 800 SMEs involved in activities promoting local economic development (indicatively 40% female run)	272	Reports on Local Economic Development activities	
		3.3. Number of SMEs involved in the identification of skills gaps restraining local economic development	See above	At least 800 SME are involved in identifying skills gaps	209	List of participants Skills gap analysis	
		3.4 Number of local value chains potentially enhanceable through better qualification resulting from the dual TVET trainings/modules	See above	At least 24 value chains identified as potentially enhanceable	2	Value chains report Survey	

		3.5 Number of SME who state an improvement in the local economic environment	See above	At least 800 SME state an improvement in the local economic environment	Appropriate questionnaire will be sent to the project coordinators in the first half of 2022	Company survey	
Output 4	Performance and service provision of BSOs and other business support organisations in the Sahel region and Lake Chad is improved	4.1. Number of services developed and offered by BSOs and used by companies	See above	At least 60 new and/or improved relevant business services used by companies.	Data available in the second semester of 2021	Analysis of service portfolio Activity and training reports Monitoring system	Socio-economic situation in targeted countries and regions is stable  Public-private dialogue platforms and coordination mechanisms exist at national and local level
		4.2. Increase in members/clients of BSOs offering relevant services	See above	At least average 10% increase in members/clients per local beneficiary BSO	Data available in the second semester of 2022	List of members/clients of BSOs	
		4.3. Number of local business issues taken up by BMOs in public private dialogue	See above	At least 60 issues raised and discussed in PPD At least 20 public authorities discuss and strengthen the cooperation with private sector organisations on TVET issues	2  13 public authorities	PPD documentation List of participating institutions	

## ANNEX 22 - SUMMARIES OF THE EVALUATORS' CVS

The TL, **Ms. Mei ZEGERS (PhD)**, is a Dutch expert with more than 30 years of relevant experience including extensive experience in project/programme evaluation including projects with public-private partnerships. Her expertise extends into fields related to child labour, forced labour, international labour standards and commodity value chains.

She is very well versed with TVET including dual vocational training and project management. In her career, she has implemented numerous assignments (most of them as Team Leader) for the EC, ILO, UNICEF, WB, USAID, UNFPA, UN Women etc.

Ms. Zegers has an excellent knowledge of the regional/national contexts and is very familiar with economic development trends in the West Africa region.

She holds a doctorate in social sciences with a thesis on entrepreneurship in a development context.

The KE2, **Mr. Fabrice HENARD**, is a French expert with more than 20 years of relevant experience including extensive experience in evaluation of development and international cooperation projects.

He has worked as analyst at the OECD Directorate for Education and has solid experience working with TVET, training centres, business support organisations, jobs creation and youth employability.

Mr. Henard has a solid knowledge of the region's context and has experience in the field of economic development in Africa and has also been working in African countries under crisis situations.

Mr. Henard holds a Master's degree in urban planning and is a graduate of Science Po in Paris

The KE3, **Mr. Filinto MARTINS**, is a Bissau-Guinean expert with more than 11 years of relevant experience including in the evaluation of development and international cooperation projects. He has previous experience working with TVET, training centres and business support organisations.

He has already worked on job creation and with TVET, training centres and business support organisations.

As a regional expert he has perfect knowledge of the context and development trends of the West Africa region. As he spent almost all his career in Guinea Bissau, he is well accustomed to working in crisis situations.

He holds a Master's degree in engineering and mathematics. He is also certified in public management by the universities of Bridgewater State and Beijing.

## **ANNEX 23 - TERMS OF REFERENCE FOR THE EVALUATION**

Separate PDF file.