

RELEVANT  
SKILLS  
FOR ALL



*Promoting demand-driven and inclusive VET and skills development*

# ANNUAL REPORT YEAR 3

1.10.2019 - 31.12.2020

Delegation Agreement: DCI-HUM/2017/387-071  
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## ABBREVIATIONS

<b>AFD</b>	Agence Française de Développement	<b>KEN</b>	Knowledge Exchange Network
<b>BC</b>	The British Council	<b>LKDF</b>	Learning and Knowledge Development Facility
<b>BIBB</b>	Bundesinstitut für Berufsbildung	<b>LMA</b>	Labour Market Analysis
<b>BMZ</b>	Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung	<b>LuxDev</b>	Luxembourg Development Cooperation Agency
<b>DCI</b>	Development Cooperation Instrument	<b>MEL</b>	Monitoring, Evaluation and Learning
<b>EUD</b>	EU Delegation	<b>MoU</b>	Memorandum of Understandings
<b>EIP</b>	European External Investment Plan	<b>NEETS</b>	Not in Education, Employment or Training
<b>Enabel</b>	Belgian Development Agency	<b>OMC</b>	Operational Monitoring Committee
<b>ETF</b>	European Training Foundation	<b>PEFOP</b>	Plateforme d'Expertise en Formation Professionnelle
<b>EUD</b>	EU Delegation	<b>PAGoDA</b>	Pillar Assessed Grant or Delegation Agreement
<b>GDPR</b>	General Data Protection Regulation	<b>ROM</b>	Results-oriented monitoring
<b>GIZ</b>	Deutsche Gesellschaft für Internationale Zusammenarbeit	<b>SSC</b>	Sector Skills Council
<b>GOVET</b>	German Office for international cooperation in Vocational Education and Training	<b>SC</b>	Steering Committee
<b>HR</b>	Human Resources	<b>TVET</b>	Technical and Vocational Education and Training (see also VET)
<b>IFEF</b>	Institut de la Francophonie pour l'Éducation et la Formation	<b>UNEVOC</b>	UNESCO International Centre for Technical and Vocational Education and Training
<b>INTPA</b>	EU Commission DG for International Partnerships (former DG DEVCO)	<b>VET</b>	Vocational Education and Training
<b>ILO</b>	International Labour Organisation	<b>VTC</b>	Vocational Training Centre
		<b>YSLA</b>	Youth Savings and Loan Association

# CONTENT

<b>1</b>	<b>PROJECT OVERVIEW</b>	<b>6</b>		
<b>2</b>	<b>EXECUTIVE SUMMARY</b>	<b>8</b>		
<b>3</b>	<b>INTRODUCTION</b>	<b>14</b>		
	3.1 Structure of the annual report	15		
	3.2 Background and objectives of VET Toolbox	17		
	3.2.1 VET Toolbox Vision, Mission, Services	17		
	3.2.2 Objectives and the 4 Result areas	20		
	3.2.3 Key VET Toolbox activities contributing to the 4 result areas	21		
	3.3 Approach to obtaining information	23		
<b>4</b>	<b>ORGANISATION AND MANAGEMENT</b>	<b>25</b>		
	4.1 Coordination and Management	26		
	4.2 Monitoring, Evaluation and learning	30		
	4.2.1 Results-Oriented Monitoring	30		
	4.2.2 From the M&E Framework to MEL	32		
	4.3 Risk Management	36		
	4.4 Communication	40		
	4.5 Finance and Audit	43		
<b>5</b>	<b>IMPLEMENTATION YEAR 3</b>	<b>48</b>		
	5.1 Update on activity progress, outputs and outcomes	51		
	5.1.1 Year-3 implementation - short-term support actions	62		
	5.1.2 Year-3 implementation Grant projects	71		
	5.1.3 Year-3 implementation of KEN activities	79		
	5.2 Analysis of Results and indications on Impact	88		
	5.2.1 Short-term support actions - results and impact	88		
	5.2.2 Grant projects - results and impact	100		
	5.2.3 Conclusions on the activity results and impact	108		
	5.3 Challenges, opportunities, lessons learned and measures of improvement	112		
			<b>6</b>	<b>BROADENING OF THE VET TOOLBOX SERVICES</b>
				<b>116</b>
			<b>7</b>	<b>OUTLOOK TO YEAR 4</b>
				<b>120</b>
			7.1	Organisation and Management Outlook
				121
			7.2	Implementation Outlook
				122
			<b>8.</b>	<b>ANNEXES</b>
				<b>123</b>
				Annex 1: Steering Committee Decisions
				124
				Annex 2: Logical framework
				126
				Annex 3: Finances
				130
				Budget applicable to GIZ's part of the implementation
				130
				Budget planning
				131
				Annex 4: ROM recommendations and responses
				132
				Annex 5: Monitoring, Evaluation and Learning
				134
				Overview revised VET Toolbox MEL Approach
				134
				Approach and reporting template for post-implementation interviews
				140
				Guiding note Monitoring Mission
				149
				Annex 6: Risk management overview
				166
				Annex 7: Communication
				168
				Contact database management & email marketing analytics
				168
				Insights social media : Facebook
				169
				Insights social media : LinkedIn
				169
				Website analytics
				170

# 1 PROJECT OVERVIEW

<b>Title of the action</b>	VET Toolbox, a facility promoting inclusive demand driven VET & skills development
<b>Code of the action</b>	DCI-HUM/2017/387-071
<b>Location</b>	Multi-country
<b>Total budget</b>	EU 15.000.000 EUR BMZ 500.000 EUR (will be used by GIZ only) Total 15.500.000 EUR
<b>Donor</b>	European Union (DCI) and BMZ
<b>Type of Contract</b>	Co-Delegation Agreement (PAGoDA-Co - 2016)
<b>Partners</b>	The British Council, Enabel, GIZ, LuxDev and AFD
<b>Implementing partners</b>	The British Council, Enabel, GIZ and LuxDev
<b>Signature Date</b>	22/09/2017
<b>Duration of implementation of the action</b>	60 months
<b>Period of implementation of the action</b>	23/09/2017– 22/09/2022

<b>Target groups (direct beneficiaries)</b>	<ul style="list-style-type: none"> <li>Government, public interest expressed by ministerial departments, national vocational training authorities and funds, quality assurance organisations responsible for learner assessment and examination, public VET organisations and VET centres</li> <li>Employers/business interest expressed by national, regional and sectorial business and professional associations, national and international enterprises, private VET organisations and VET centres</li> <li>Social partners (such as trade unions and other relevant civil society organisations) representing target groups of VET such as VET trainees, school leavers and dropouts, Youth not in employment, education or training (NEETS), job seekers, underemployed and poorly skilled workers</li> </ul>
<b>Overall objective global (impact)</b>	To improve the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs and provide increased access to (self-) employment, including for disadvantaged groups.
<b>Specific objective (outcome)</b>	Providing partner countries with EU (EC or EU member state) VET programmes with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, thereby also enabling the orientation towards the inclusion of disadvantaged groups and most vulnerable people.
<b>Results (outputs): 4 result areas</b>	<p><b>R1:</b> Tools and advice for VET system- and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming and serve as basis for informed strategic decisions in response to demographics, economic development and labour market needs.</p> <p><b>R2:</b> Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered.</p> <p><b>R3:</b> Local stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector.</p> <p><b>R4:</b> Methodologies and approaches to support the integration of disadvantaged groups into VET learning and into the labour market are piloted.</p>
<b>Period covered by the report</b>	01/10/2019 – 31/12/2020

# 2 EXECUTIVE SUMMARY

## Scope of the Year 3 Annual Report

In line with its contractual obligations VET Toolbox presents its annual report covering 1 October 2019 until 31 December 2020. The delays in project implementation due to the Covid-19 pandemic and the signing of the second VET Toolbox contract created the momentum for both VET Toolbox contracts to be aligned to the calendar year. Therefore, this annual report captures activities until the end of the year 2020, covering 15 months in total.

## Organisation and Management

During Year 3, the VET Toolbox team focused on further developing the Monitoring, Evaluation and Learning (MEL) approach, reorienting communication activities and integrating a new VET Toolbox service in the existing structure. Unexpectedly, the response to the Covid 19-pandemic became top priority, demanding additional out-of-the-box solutions for tackling emerging challenges and seizing opportunities, including re-strategising of activities.

The **Monitoring, Evaluation and Learning (MEL)** concept of VET Toolbox activities has been fine-tuned to better harvest outcomes and impact, and to strengthen the learning component. Adjusting processes and MEL tools was also an important response to the EU Commissions' Results-Oriented Monitoring exercise that has been conducted during year 3.

The VET Toolbox **Risk Management** exercise for year 3 revealed mainly Covid-related and a few new risks. Some new mitigating measures have been put in place, while existing measures are continued.

The reorientation of the **communication** activities focused on the one hand on broadening and intensifying the VET Toolbox Knowledge Exchange Network (KEN) by sharing created tools and other expertise. On the other hand, the integration of the additional VET Toolbox service (new contract) in the existing communication structures was the greatest challenge. VET Toolbox promotes its services, expertise and brand through a renewed news mailing, increased social media presence and a website update. Key outputs have been VET Toolbox quality tools and webinars on demand-driven and inclusive VET, as part of a newly launched VET Toolbox & Friends webinar series.

In year 3 around 3,801 million € was spent: 82% on activities and 18% on general means. At the end of year 3, the **expenditure** rate has reached 46%, being on track with the overall budgetary planning.

## Implementation year 3

Implementation was highly affected by the outbreak of Covid 19. The key activity fields, 1) Short-term support actions, 2) Grant projects on inclusion in VET and 3) Knowledge exchange, have been highly challenged to adjust their way of working in order to achieve the targets. All VET Toolbox services continued, thanks to adjustments and reorientation of service delivery. The pandemic caused a slow-down of execution though and therefore, year-3 targets are not reached for the short-term support actions and the grants. Still, the shift to e-implementation and the enhanced online communication allowed for remarkable results despite the Covid-19 pandemic.

**1. Short-term support actions:** During year 3, the four implementing agencies, the British Council, Enabel, GIZ and LuxDev have taken up 21 short-term support actions (7 support actions were successfully completed, 10 are still ongoing and 4 are temporary on hold due to Covid-19). Looking into the overall results of the first 3 project years, 34 support actions have started (20 completed, 10 in preparation or progress and 4 are temporary

on hold due to Covid-19) which marks 63% of the target at the end of year 3. VET Toolbox so far has been providing support in 20 countries and thus exceeds the end-of-project target in terms of country coverage. The target number of public and private sector organisations and participants that have been benefitting from the support has also already been exceeded. The highest demand for support is related to private-public partnerships (result area 2). The other areas of labour market analysis (result area 1) and inclusive VET (result area 3), though a little less popular, are also in demand. On a qualitative level, results achieved allow for drawing first conclusions on impact on personal, organisational and system level. Relevant outcomes of support actions include: formalised commitments and agreements involving the private sector, continued training or extended application of developed training materials, as well as mainstreaming and up-scaling of tested approaches. Even though service delivery has been highly affected by the Covid-pandemic and distance service delivery implies longer implementation time, targets could still be met to a large extent by the end of the project when considering a no-cost extension of a few months.

**2. Grants on inclusion in VET:** VET Toolbox funds 11 innovative pilot projects focusing on 5130 people that face multiple challenges such as complex disabilities, internal displacements, young motherhood etc. The reporting year 3 marks the first implementation year of the grant projects. Covid led to the closure of VET centres and highly affected the execution of core activities, such as training delivery. However, outreach and capacity building activities, as well as preparatory tasks for training have been realised to a considerable extent. First training activities have been taken up for 9 out of 11 projects and approximately 2800 people at high risk of exclusion have started their training. Achievements so far indicate good progress and sustainability as projects successfully promote inclusion, involve the private sector and contribute to the broadening and formalising of inclusive VET provision. VET governance and infrastructure are being capacitated and people exposed to exclusion are improving their employability. Even though grant projects adjusted and innovated their service delivery modes, year-1 targets, as defined in the individual grant project plans, have not sufficiently been reached due to delays mainly caused by the pandemic. Grant projects are likely to request a no-cost extension of approximately 4 months to complete training and realise job insertion by the end of the project.

**3. Knowledge exchange:** The VET Toolbox KEN is addressing the VET Toolbox broader partnership network. The network successfully shifted to an extended use of online opportunities during year 3. So far, 14 high-quality tools on diverse topics, such as Career Guidance, Inclusion and Labour Market Assessment, were produced and are available in the e-library. The newly launched VET toolbox webinar series, partly organised with VET Toolbox partner organisations, started with three webinars meeting the interest of a growing audience. Additionally, KEN activities also supported the implementation of the short-term support actions and Grants on inclusive VET. Concretely, one regional seminar and six twinning projects have been implemented or are in implementation. Network activities led to new short-term support requests and fuelled capacity building by facilitating a global network of dynamic VET partners. Year-3 also marked the kick-off of the Grants' KEN activities, starting with a presential meeting in Tanzania, followed by two virtual events on selected topics, aiming at mutual learning, constant improvement and innovative service delivery.

### **Success factors for impact**

When analysing the results and impact reached through the VET Toolbox support actions, the following success factors can be identified as drivers for impact:

- Private sector involvement on various levels, such as conducting LMA, joint curriculum development or offering work-based learning opportunities
- Formalised partnership agreements (public and private), resulting in real commitment
- Installing clear governance structures (for VET centres, Sector Skills Councils etc.) with explicit operationalisation plans involving VET authorities
- Formalisation and standardisation of VET processes/tools that have mainstreaming and up-scaling potential
- The planning, implementation and follow-up of post-implementation activities by the stakeholders
- Knowledge dissemination through concrete examples

### **Key lessons learned year 3**

Drawn from the experienced challenges and opportunities, these are the most important lessons learned:

- Crises, no matter how disruptive, also bring along opportunities.
- In a crisis organizational agility and out-of-the-box thinking are key.
- Distance support delivered in collaboration with local consultants offers a win on different levels.
- To ensure equal access, e-learning needs urgent further development both on a technical and cultural level.
- Coming in at the right time and ensuring support from key stakeholders, are essential for change.
- Alternative financing of VET is an opportunity yet to be optimally seized.

### **Broadening the VET Toolbox services**

Considering the successful collaboration set up for the implementation of the VET Toolbox, the EU Commission, DG INTPA, signed a new contract with the VET Toolbox partner agencies for the implementation of a second project starting on 1 September 2020. The new contract aims at accompanying European investments in 11 countries in Sub-Saharan Africa with regard to skills needs, through targeted skills development and VET programmes. Expertise France came on board as the 5th implementing partner specifically for these new activities.

### **Outlook**

Year 4's main challenges are to catch up on delays and to find innovative ways to maintain qualitative service delivery, while integrating the new service field (new contract). With reinforced human resources, year 4 will harvest findings from revised MEL templates and tools that feed into the KEN and stimulate learning within and beyond the VET toolbox project. Risk Management remains an important annual exercise, with mitigating measures being the agencies' joint responses to the challenges identified.

The communication in year 4 will strongly focus on integrating the new service and branding one VET Toolbox e.g. via a renewed website, active

social media, as well as through further webinars.

Financially, year 4 marks a critical year, as planned activities, for this year, reach 33% of the overall project budget (compared to a total of 49% for the 3 previous years combined).

Year 4 will draw from previous lessons learned, while adding some new focal points with the additional VET Toolbox service. Joint VET Toolbox forces will further develop alternative ways of service delivery, strengthening the agility and flexibility and learning dynamics among all VET Toolbox partners. VET Toolbox will continue to strengthen the collaborative partnership between European and local stakeholders by supporting mutual capacity building. Seizing opportunities is key to the additional VET Toolbox service, but also remains essential to the existing services.

# 3

## INTRODUCTION

### 3.1 Structure of the annual report

This report covers VET Toolbox's extended year 3: **from 1 October 2019 until 31 December 2020**. Covid 19 pandemic and the delays it causes, as well as the signing of the second VET Toolbox contract, created the momentum to align the project year to the calendar year which means that the third VET Toolbox Annual report covers 15 months.

The report, after having presented the project overview (**Chapter 1**) and the executive summary (**Chapter 2**) brings us to **Chapter 3**, introducing the structure of the Annual Report (3.1). In the following part (3.2) basic information on the VET Toolbox, the revised vision and mission as well as services are demonstrated. The three key activity fields of the VET Toolbox (1. VET Expertise, 2. Grants, 3. Knowledge exchange) and how they contribute to the four defined result areas, are presented. Under 3.3., sources of information and the approach of how this information is feeding into findings are demonstrated.

**Chapter 4** takes up VET Toolbox's organisational and managerial framework, highlighting important key strategic issues, considering the changing environment against the background of Covid-19. This chapter includes information on the governance structure, context and management decisions as well as their consequences for activities (4.1); important activities related to Monitoring and Evaluation of the VET Toolbox (4.2) and the results of the year 3 risk management exercise (4.3). After looking into the VET Toolbox's communication strategy and its key activities (4.4), an overview on finance and audit is provided (4.5).

**Chapter 5** makes up the core of the Annual Report, looking into activity implementation. It presents the state of play of VET Toolbox implementation in terms of activity progress, results and indications on impact. It is starting with an overview of the state of play along the three activity fields and their contributions to the 4 result areas (5.1). Then, an analysis of VET Toolbox results and its indications of impact are drawn, again, along the three VET Toolbox activity fields (5.2). The chapter concludes (5.3) with cross-cutting challenges and lessons learned.



**Chapter 6** rounds up the annual report with the evolution of VET Toolbox with the adding on of a new service, supporting the positive effects of European investments.

The concluding **Chapter 7** gives an outlook to next year and beyond with regards to organisation and management as well as activity implementation, taking up key lessons learned.

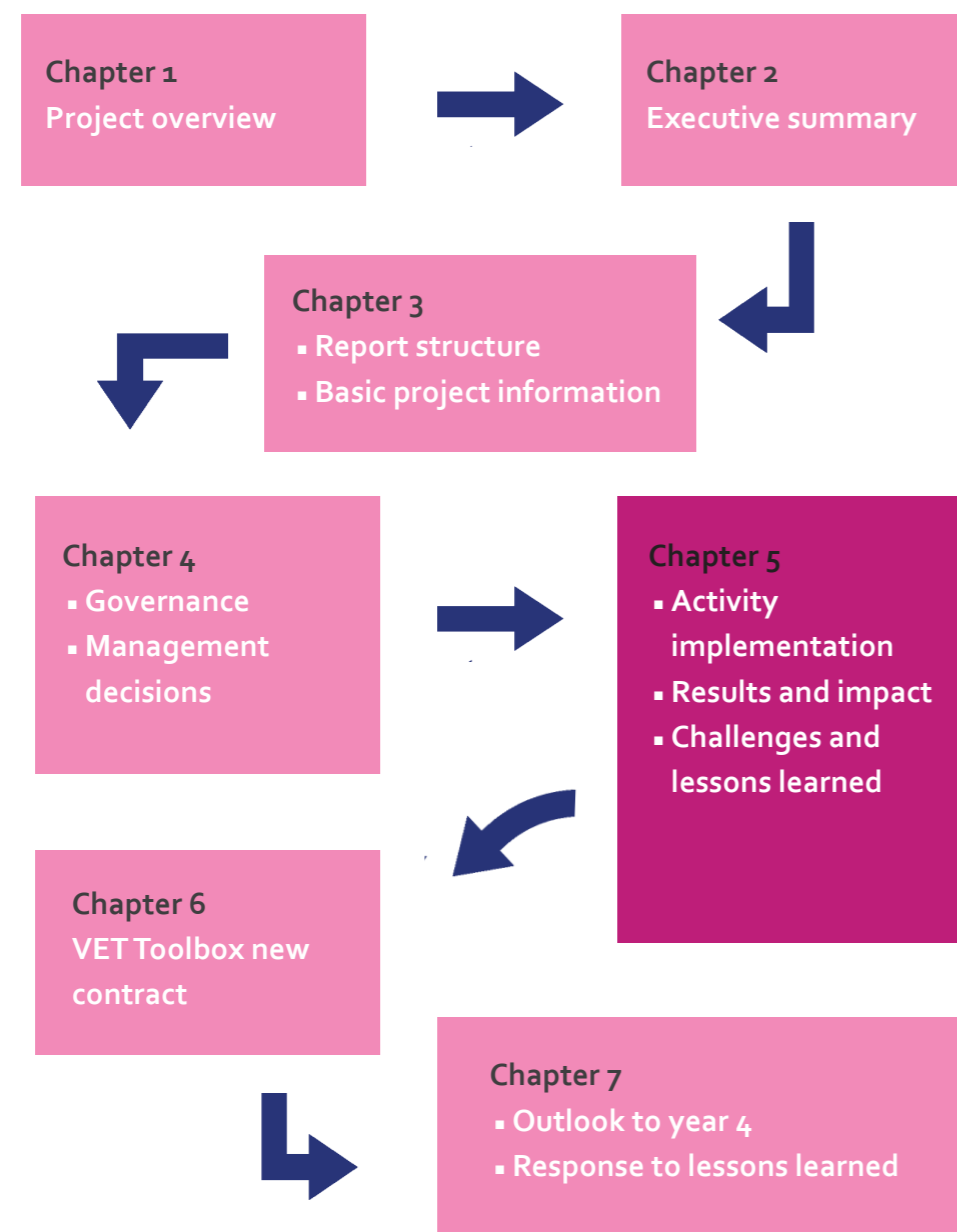


Figure 1: Overview of Annual Report structure

## 3.2 Background and objectives of VET Toolbox

### 3.2.1 VET Toolbox Vision, Mission, Services

As the new VET Toolbox's new services (additional contract) are still at the inception and opportunity mapping stage, this annual report focuses on the three initial VET Toolbox activity fields that are already in their implementation phase. The set-up of the new services is addressed in a separate chapter (*see chapter 6*). As of next year, the annual report will fully cover both parts of the collaboration (both contracts).

To ensure a solid foundation for approaching and presenting both VET Toolbox parts as a whole in the years to come, year 3 was closed by updating the VET Toolbox Vision, Mission and Services. The updated version of the VET Toolbox Vision, Mission and Services comprising on-going, and the new services is presented below, as approved by the 8th Project Steering Committee (SC) Meeting, February 2021:

#### Vision

Demand-driven and inclusive VET is integrated into labour market systems that foster economic and social development and higher participation in global value chains. These systems deliver skilled workforces for new and evolving decent jobs in the environment of investments.

## Mission

We support VET reforms to make them more responsive to changing labour demands and inclusive to all.

More particularly:

- We help to improve labour market information systems to enable evidence-based programming and decision making.
- We offer capacity building to Vocational Training Centers and other VET stakeholders such as VET authorities, the private sector, chambers or skills and training funds, to help deliver demand driven skills training that matches local job opportunities.
- We support a better match of labour market demand and supply resulting in higher job insertion.
- We facilitate public-private partnerships in VET and employment promotion in which each party contributes resources.
- We foster dialogue on policy and implementation level for sustainable in-country reform progress.
- We help to maximise the local social and economic benefits of European investments in Africa through targeted VET and skills development measures.

## Services

We deliver our services through the VET Toolbox's leading agencies and their networks which are composed of highly skilled practitioners with experience and expertise in VET and labour market reform processes.

They include:

- providing technical assistance, building up VET system capacities
- funding innovative projects, promoting inclusion in VET and labour markets
- developing and sharing relevant tools and knowledge through building networks, partnerships and fora
- accompanying European investments (including EIP) in Africa through improved availability of skilled manpower, ensuring maximum employment impact

Our services are accessible to our EU partner countries in Sub-Saharan Africa, South and East Asia and Latin America.

### 3.2.2 Objectives and the 4 results areas

The objectives of the VET Toolbox's original services are presented here (so not including additional services under the new contract), as Chapter 4 and 5 will relate to objectives and result areas of the services that are currently under implementation. The new service's objectives (as signed in November 2020) are presented in Chapter 6.

The **specific objective** of the VET Toolbox is "to provide partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, in particular the ones supported by the EU (EC and EU Member States), thereby also enabling the orientation towards an inclusion of disadvantaged groups."

By improving capacities and capabilities, the VET Toolbox contributes to (**overall objective**) "improving the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs and provide increased access to (self-) employment, including for disadvantaged groups."

The **4 Result Areas** are key to reach the VET Toolbox objectives and determine the service delivery (three activity fields):

- **Result Area 1:** Tools and advice for VET system- and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming and serve as basis for informed strategic decisions in response to demographics, economic development and labour market needs.
- **Result Area 2:** Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered.
- **Result Area 3:** Local stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector.
- **Result Area 4:** Methodologies and approaches to support the integration of disadvantaged groups into VET learning and into the labour market are piloted.

### 3.2.3 Key VET Toolbox activities contributing to the 4 result areas

All VET Toolbox activities, differentiated in the three key activity fields, are aiming at reaching the overall and specific objectives. The following short summary provides an explanation of the three activity fields, pointing out how they contribute to the defined result areas. This logic will accompany also chapter 4 and 5 of this report.

#### Activity field 1: Short-term support actions

Short term, demand-driven support actions - through advice and training - on:

- VET system and labour market analysis - contributing to result area 1
- Mechanisms of consultation and active participation of the private sector in VET - contributing to result area 2
- Capacity building of local stakeholders in promoting inclusive VET training - contributing to result area 3 and result area 4, where services focus on inclusion.

So, the activity field of "support actions" is contributing to all result areas (1-4), though focusing on result area 1-3. Promoting inclusion is a cross-cutting principle of all VET Toolbox activities.

#### Activity field 2: Grants (funding of innovative pilot projects on inclusion in VET)

VET Toolbox is funding 11 pilot grant projects that promote inclusion of people at risk of exclusion selected through a call for proposals. These grant projects are contributing first and foremost to result area 4 by developing and piloting methodologies and approaches of inclusive VET and labour market insertion.

Depending on the programme of the grant project, this activity also touches upon result areas 1-3, for example:

- Activities implemented often include VET system and labour market analyses and therewith support result area 1.
- All grant projects involve the private sector, e.g., employers for

offering apprenticeships to people at risk of exclusion, contributing to result area 2.

- Activities also include capacity building of local VET stakeholders in promoting inclusive VET training for the formal and informal sector and therewith contribute to result area 3.

The activity strand "Grants", while contributing to all result areas, is focusing on result area 4.

### Activity field 3: Knowledge exchange (Knowledge Exchange Network, short KEN)

VET Toolbox, under activity field 3, is sharing best practices, methods and tools on a web-based platform and organises (presential and virtual) seminars to stimulate learning and encourage networking, dialogue and the exchange of experiences. The KEN is composed of the implementing partners, the stakeholder network in the partners countries, and other international organisations or research groups, such as ETF, ILO-Employers federation, UNEVOC, UNIDO, etc.

This activity field "Knowledge" is covering a horizontal line of action, contributing indirectly to result area 1-4 by gathering and sharing relevant knowledge and experience on inclusive and demand-driven VET. Activities contribute to overall VET Toolbox results by using synergies where partners can exchange, learn from each other and improve.

## 3.3 Approach to obtaining information

Sources of information and the approach of how this information is feeding into findings are demonstrated in the following.

Key year 3-outcomes and messages related to chapter 4, on **VET Toolbox organisation and management**, are resulting from regular discussion on management level during:

- Steering Committee Meetings: DG INTPA (former DEVCO), 4 (with the new VET Toolbox-contract from end 2020 onwards, 5) implementing partner agencies, VET Toolbox coordination Hub, taking place twice a year (see *Annex 1: Steering Committee Decisions*).
- Operational Management Committee Meetings: 4 (later 5) implementing partner agencies, VET Toolbox Coordination Hub, approx. twice a month.

Relevant sources for organisational and managerial information in year 3 are:

- Logical framework reporting (see 5.1 and *Annex 2: Logframe*)
- Monitoring, Evaluation and Learning (see 4.2.2 and *Annex 5: Monitoring, Evaluation and Learning*)
- Recommendations resulting from the external Results Oriented Monitoring (ROM) at the request of DG INTPA (see 4.2.1 and *Annex 4: ROM recommendations and responses*)
- Risk Management exercise (see 4.3 and *Annex 6: Risk management overview*)
- Financial reporting and planning (see 4.5 and *Annex 3: Finances*)
- Communication: website, social media and email marketing analytics, webinar registration and participation numbers and satisfaction surveys webinars (see 4.4 and *Annex 7: Communication*)

The findings shared in chapter 5, which is investigating the implementation and results/impact of the VET Toolbox services, are the result of various Monitoring, Evaluation and Learning (MEL) activities. These MEL-activities have been undergoing a review. The approach for analysing information from the MEL has also been finetuned in order to improve the analytical view on VET Toolbox outcomes.

Relevant sources for discussing the activity implementation in year 3 are:

- Performance indicators along the logical framework (see 5.1, updated logframe and Annex 2 Logframe, 2018)
- Findings from Monitoring, Evaluation and Learning activities (see 4.2.2 and Annex 5: Monitoring, Evaluation and Learning - Overview revised VET Toolbox MEL Approach). Main resources for the three activity fields are:
  - **Short-term support action:** support request forms, post-implementation reports and outcomes of discussions with the lead implementing agencies (through the liaison officers).
  - **Grant projects:** interim reports, outcomes of regular discussions with the grant project management teams, outcomes of (topic-specific) KEN events with grantees, supportive monitoring mission 1 for grant projects (see Annex 5: Monitoring, Evaluation and Learning, here: Guiding note Monitoring Mission)
  - **Knowledge exchange:** feedback surveys, webinar registration numbers and website analytics.

# 4 ORGANISATION AND MANAGEMENT

### 4.1 Coordination and Management

The governance of the VET Toolbox consists of the following bodies, visualised in figure 2, that exchange regularly:

1. The **Coordination Hub (Hub)** is responsible for the coordination, steering and operationalisation of the VET Toolbox activities according to the project document and decisions by the Steering Committee (SC). The Hub also facilitates networking among partners through the broader Knowledge Exchange Network.
2. The **Operational Monitoring Committee (OMC)** consists of the liaison officers (representing each implementing agency) and the Hub. Regular discussions ensure the follow-up of the project and mutual learning.
3. The **SC** is composed of the four (later, with VET Toolbox’s new service, five through Expertise France) implementing agencies and DG INTPA and AFD as non-voting partner. This is the political and strategic body of the project. The SC meets twice a year, if required, complemented by e-mail consultations based on the preparatory work of the OMC.

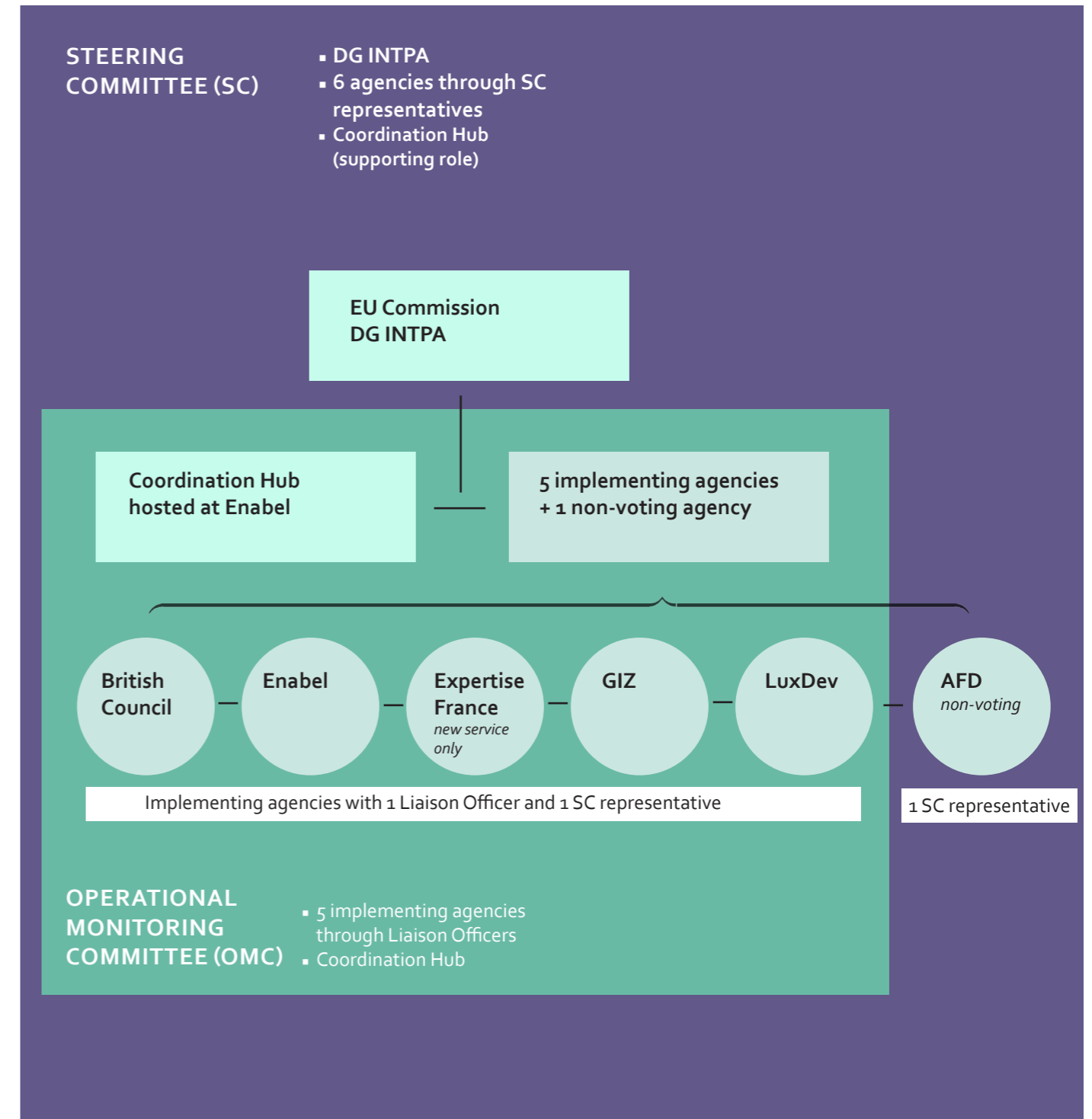


Figure 2: VET Toolbox Coordination and Management Overview

The distribution of responsibilities along the three activity fields shows a firm commitment of all implementing agencies as well as the Hub, and ensures expertise on all levels:

1. **Short-term support action:** short term, demand-driven technical expertise - through advice and training - is led and implemented by one of the 4 partner agencies (sometimes co-implemented by two agencies). The Hub coordinates and monitors all support requests, transferring incoming and eligible requests to implementing partner agencies after the approval from DG INTPA.
2. **Grant projects:** these projects are managed, supported and monitored by the Hub, while implementing partners are kept up-to-date and support with expertise, especially with regard to the monitoring missions.
3. **Knowledge exchange:** cooperation within the KEN is coordinated by the Hub with the active participation of the agencies. Events at project level are organised by the Hub in cooperation with the implementing partners. Regional seminars in the partner countries are mostly organised by a partner agency, with the support and/or participation of the other agencies and the Hub.

From a coordination and governance point of view, **year 3** - characterised by Covid-restrictions - marked a **clear shift to online cooperation**. Despite the reduction in the personal interaction, the following changes have been put in place and entail advantages:

- Higher frequency of the exchange on OMC level – instead of 3 presential meetings a year, now shorter, virtual meetings take place every two to three weeks creating an even more tightly knit collaborative partnership.
- Use of HR-resources in the partner countries (both locally based consultants, as well as agencies' local staff) to counteract travel restrictions for EU-based staff. By partnering up EU expertise with local expertise, VET Toolbox is safeguarding the 'human aspect/human touch' that is valuable for the tailor-made service provision. At the same time, this approach offers the opportunity for mutual learning between the experts. In some cases, the approach constituted of true capacity building for the local consultant, thanks to the close

accompaniment, clear strategy and tools, and support from the Hub (example Grants Monitoring Mission, *see p. 33*).

### Management focus

Responding to the challenges and lessons learnt from implementation year 2, to the results of the year 2 risk management exercise, as well as to the recommendations from the ROM report (*see 4.2.1 and Annex 4: ROM recommendations and responses*) the management **focus for year 3** was:

4. Catching up on the delay in project activity implementation (following a delayed project start for contractual and other reasons), including the start-up of the 11 grant projects.
5. Further developing the MEL approach, focus on harvesting outcome and impact, and gaining quality insights, as well as strengthening the learning component (*see 4.2*).
6. Reorienting communication activities since a new communicative phase of the project has been started with first results available to share on (like the tools). So, communication focuses on knowledge gathering and broadening and intensifying the VET Toolbox KEN (*see 4.4*).
7. Integrating the new VET Toolbox services (under the new contract) in the existing structure (*see 6*).

Then the Covid 19-pandemic has been presenting unexpected challenges from February to March 2020 onwards and **Covid-responses had to become the number one focus**, demanding additional out-of-the-box solutions in an attempt to still meet the objectives and timing as they were originally set. The concern of the agencies in this regard is also reflected in the results of the year 3 risk management exercise (*see 4.3*). It is worth mentioning, that the pandemic has also given rise to positive effects and lessons learned (*see 5.3*).

## 4.2 Monitoring, Evaluation and Learning

### 4.2.1 Results-Oriented Monitoring

Early 2020, an external consultant reviewed the VET Toolbox project in the form of Results Oriented Monitoring (ROM) at the request of DG INTPA (former DEVCO). Three specific areas of improvement were identified. These have been addressed through concrete mitigating measures that are currently under implementation and can be summed up as follows (*see 4.2.1 and Annex 4: ROM recommendations and responses*).

1. Recommendations related to **strengthening the VET Toolbox's Monitoring, Evaluation and Learning (MEL)** have been taken up through the following activities:
  - A reviewed MEL system is focusing more on harvesting outcome and impact, capturing quality information and strengthening the learning dimension (*see Annex 5: Monitoring, Overview revised VET Toolbox MEL Approach*).
  - For the short-term support actions this meant refining the request identification, the implementation and post-implementation process - (*see also the following items 2. and 3*). For the grant projects, this process was reviewed in the same way, introducing an updated approach for the monitoring missions.
  - Findings from refined monitoring and evaluation feed into VET Toolbox learning activities. Broadened KEN activities reinforced by a refined communication strategy help promoting and disseminating VET Toolbox outputs and results more broadly.
  
2. **Review the process for the short-term support actions** to better stimulate results and impact. The following measures ensure a thorough take up:
  - VET Toolbox is building up stronger connections between the implementing partner(s) and other agencies, as well as EUD as a defined part of the support process, underpinned by a well-working

information flow that allows for building up a network at country level that enables the use of synergies.

- The sharpened preparation phase (both intake and start-up) includes a focused discussion with the requester on outcomes and post-implementation actions and about key topics such as inclusion.
- A 'project ambassador' (a high-level, well connected and active stakeholder that can help promote the activities and help mobilise supporters) should be identified when setting up short-term support actions in implementation year 4. This new role should ensure support to and visibility of the project and enhance sustainability.

3. **Refining the post-implementation process** to better harvest outcomes and impact and ensure sustainability is addressed through the following measures:
  - Post-implementation activities are a prominent and defined part of the intake, the implementation and post-implementation process (including stakeholder involvement, e.g. EUDs).
  - The post-implementation phase should be strengthened via qualitative interviews after around 6 months. The new concept (including semi-structured interview guidelines) will be piloted in January 2021. A sample of further interviews at a later stage, e.g., after months 12 or 24 could support further post-implementation information and indications on impact of activities (*see Annex 5: Monitoring, Evaluation and Learning, here: Approach and reporting template for post-implementation interview*).
  - A support mission that is more extended over time (though still maximum 5 weeks in a country in total) or a second request are an option depending on requesters' needs.



#### 4.2.2 From the M&E Framework to MEL

During 2020, the Monitoring and Evaluation (M&E) framework was reviewed and further developed into a Monitoring, Evaluation and Learning (MEL) concept, with the support of an external expert (*see 4.2.2 and Annex 5: Monitoring, Evaluation and Learning*).

An analysis of the existing M&E outcomes revealed the need to:

1. Refine the M&E framework in terms of capturing impact and reporting on post-implementation actions
2. Improve the feedback mechanisms and use of collected data to stimulate learning.

The **objective** of the **reviewed MEL concept** is to focus more on **outcome harvesting**, by searching for a linear and plausible pathway from activity to outcome, while capturing qualitative information and results during the set-up, the implementation and post-implementation phases of the project. Moreover, the concept increases the **learning** dimension through the knowledge and exchange network (*see 4.4 and 5.1.3*) that supports the constant improvement of the efficiency and results of the VET Toolbox.

Practically, this meant refining the VET Toolbox's existing M&E framework and improving the analysis and synthesis of information on results and impact. This information is collected through the revised tools and templates, which are listed under *Annex 5, here: Overview revised VET Toolbox MEL Approach*. Moreover, the updated logframe table (*see 5.1*) contains a column with the sources and means of verification related to the envisaged VET Toolbox impact, outcome and output.

One could say that the new MEL approach aims at understanding *what works, for whom, under which conditions*. In other words: how reported impact stories relate to which VET Toolbox activities/objectives in which (country) context.

The finetuned MEL activities – though only recently in place – already strengthen the analytical results (*see 5, Implementation year 3*). Yet the real fruits of the revised MEL approach can only be harvested next year, when the revised tools, templates and processes have been applied to a wider extent.

#### EXAMPLE

#### Monitoring, Evaluation and Learning

A new and Covid-proof way of executing the monitoring missions (MM) for the grant projects had to be designed (*see Annex 5, here: Guiding note Monitoring Mission*). The solution was found in recruiting local consultants that received distance training and support by the Hub. 8 out of 11 monitoring missions took place during year 3, the remaining 3 will take place in the first two months of year 4.

The aim of this first round of monitoring missions was to observe and document whether implementation of the grant project is on track:

1. if/which changes in activities and results indicators are in place (e.g. due to pandemic)
2. if/how intended outputs are being delivered despite the pandemic.

Additionally, the MM focused on identifying:

- challenges and opportunities including any need for improvement and support
- key successes and lessons learned

In this way the MM are an opportunity for the key stakeholders, the Hub and implementing partners to reflect on the project implementation and draw conclusions for potential further support and knowledge, exchange and learning activities among grant projects and the larger VET community.

There were two larger parts to the MM process:

3. A self-assessment that the grant project prepares together with their partners and that serves as a base for the external assessment
4. The field missions consisting of interviews and consultations by local VET experts in their role as assessor (approx. 3-4 days).

The field missions (consisting of structured interviews and observation) were mainly delivered in a presential way, but – due to Covid and/or other safety restrictions - partly or, in exceptional cases, completely online (ACTED and GRET).

Both the self- and the external assessment (field missions) focused the following performance dimensions:

- Project organisation, management and partnership arrangements
- Implementation of activities against the original 'description of action' and project plan
- Results of the project implementation against the objectives e.g. related to outreach and inclusion
- Sustainability and post-implementation actions

Additionally, some cross-cutting dimensions were addressed:

- Challenges and opportunities
- Good practices
- Lessons learned
- Points for improvement

The following important stakeholders were brought together by the grant projects to join individual and/or group discussions with the local contracted assessor:

- Project management and staff/partners at operational level
- National/regional or local authorities
- VET sector representatives/stakeholders
- Other stakeholders (advising bodies; donor organisations/NGO's etc.)
- End-beneficiaries of the grant project: Participants of training and capacity building

Some feedback from the grantees on the MM1



*... The final report is a useful review of progress and highlights challenges to address in the next phase of the project.*

AET, Somaliland



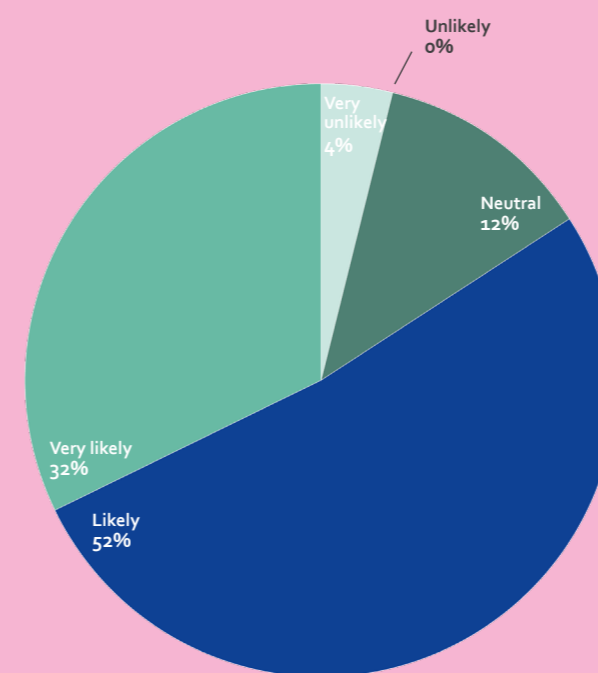
*We need to work on a proper sustainability plan. We will make more contact with government and others institution.*

ESSOR, Mozambique

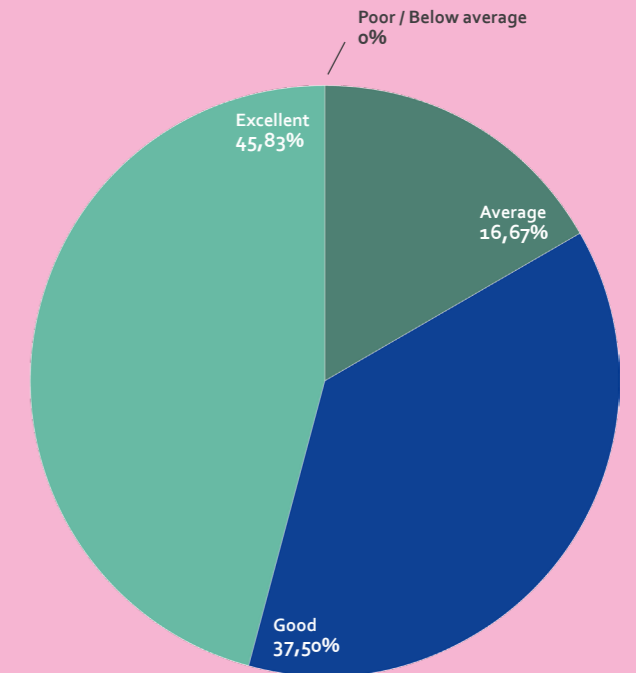


*The grantee/consortium will re-strategise its plan to adjust to the challenges relating to the pandemic particularly on the mobility of the team to reach its beneficiaries;  
...The report is reflecting all our efforts and innovative approaches [...] which is really encouraging to the project team.*

ACTED, Pakistan



**Figure 1:**  
Grant projects feedback to envisaged changes resulting the Monitoring Mission (Number of respondents: 25)



**Figure 2:**  
Grant projects feedback on in-depth level and quality of discussion during the Monitoring Mission (Number of respondents: 24)

### 4.3 Risk Management

The year-3 Risk Management exercise revealed new, mainly Covid-related, risks and supports with a frame for discussing on how to prevent risks as well as exchanging on mitigating measures.

The year 3 risk management exercise (*full overview, see Annex 6*) took the results of the previous year as a starting point. The year 2 risk register (this is the long list of identified risk) was re-scored by the SC and OMC representatives. At the same time, newly identified risks could be added. To avoid additional meeting time and to allow for optimal individual input (away from group thinking - dynamics) this exercise was done through online survey software. 10 people, out of the 23 invited, filled it out (response rate of 43%). The results were subsequently reformulated and merged where relevant and followed by additional discussions and feedback rounds at OMC and SC level.

The risks from previous years were reviewed and some scored far lower for year 3, as mitigating measures have already been taken up and deemed sufficiently successful by the risk assessors. Existing mitigating measures do stay in place for these risks. Three new risks were identified: two with a link to the additional VET Toolbox services under the new contract. One is also related to the effects of the pandemic, concerning quality assurance.

1	<b>General:</b> Effective VET reforms might not be supported by other factors in the countries such as employment creation, sufficient funding for VET, real cooperation between governments and the private sector.
2	<b>Requests and grants:</b> The project might not reach the committed targets within the agreed timeframe.
3	<b>Requests:</b> The technical support provided from a distance might prove to/be perceived to be less effective than face-to-face missions.
4	<b>General:</b> The VET Toolbox services (technical support, grants and KEN activities) might not be leading to the expected reform changes.
5	<b>NEW - HR:</b> Capacity risk as tasks might be too many for available staff.
6	<b>NEW - VET Toolbox 2:</b> Delay in start of implementation is likely to occur as the contract has been signed with the start of activities as of 1st September, while the actual signing was end of November, so operational set-up could start only at the end of 2020.
7	<b>NEW - Quality:</b> Restrictions due to Covid highly vary across different countries, constant quality needs to remain guaranteed.

Table 1: Risk Management summary

Most important risks and mitigating measures are the following:

- The risks with the highest scores in year 3 are related to **not being able to reach the targets in the set time**, (high **risk 1 and 2**, and new **risk 6** (VET Toolbox 'new services') even when taking a no-cost extension into account. If not able to use the full budget, the partners in the partner countries would miss out on the opportunities that budget could have implied for them.
  - Following to a discussion with DG INTPA, a no-cost extension, as well as a lowering of the targets could be acceptable considering the exceptional circumstances (force majeure).
- Also related to Covid is the concern that the shift to distance support (currently our main approach to service delivery) might **negatively affect the quality of the services (risk 3 and 7)**. Though no decrease in satisfaction on the requesters/beneficiaries' side has been reported so far, the liaison officers do signal that the loss of the 'human touch' and the communication difficulties due to connectivity issues, are worth mentioning as hampering factors.
  - Mitigating measures suggest working additionally with local consultants that can travel to meet up with the requesters' project stakeholders. Connectivity should be immediately discussed to pro-actively find solutions e.g., organising video calls in the development agency's offices.
- **Risk 4** concerns meeting DG INTPA's expectations on **impact** of the VET Toolbox services, regarding the short-term support actions. Due to their short-term character, the proof of larger impact is mostly limited. E.g. a 2-day training course, is unlikely to fundamentally change a VET-system.
  - The review of the MEL process and its tools and templates, as well as the finetuning of the MEL data analysis approach promise to mitigate this risk with a more systematic approach to gather findings on (also smaller indications of) impact, whereas large impact remains a challenge as of the short-term nature of the

support actions.

- **Risk 5** relates to HR capacity. On the one hand there is the overlap of the original VET Toolbox with the set-up of the additional services 'accompanying European investment' without - in a first phase - additional HR-support. On the other hand, there is the increase of workload in trying to make up for delays. Both these aspects raise the pressure for the employees involved (liaison officers and Hub) up to a level that could be problematic if sustained for too long.
  - To mitigate, the agencies try to support the employees by supporting the process of prioritisation and by providing additional HR-support where possible.

Covid has – not surprisingly – been the main influencing factor this year, apart from other previously identified country-specific contextual factors such as the political volatility, VET-private sector relation, a lack of government support of demand-driven and inclusive VET etc. The VET Toolbox has responded with a shift towards online service delivery (in agreement with the requesters), as well as using local experts, that can ensure the local, human 'connection' and collaborate with the EU colleagues through digital communication channels.

## 4.4 Communication

Year 3 has forced swift adaption to the new circumstances related to the Covid-19 pandemic. The communication component was no exception. Timelines and deliverables of VET Toolbox actions and projects had to be reviewed. Live events and project visits had to be postponed or replaced by online events from March 2020 onwards. This had a significant impact on planned communication activities.

### Focus on Knowledge Exchange Network (KEN) activities

The reorientation of the communication activities during year 3 focused on the one hand on broadening and intensifying the VET Toolbox KEN by sharing on created tools, best practices, lessons learned and other expertise.

In the first part of year 3 the first KEN meeting was organised in Brussels and several high-quality tools on diverse topics, such as Career Guidance, Inclusion and Labour Market Assessment, were produced (*see chapter 5.1.3*). These tools are available online in the e-library, to be found under the brand new 'knowledge portal' of our website.

In the second part of project year 3, the focus on knowledge and lessons learned exchange continued, this time in a digital format, with a new VET toolbox webinar series. In 2020, various topics on demand-driven and inclusive VET were presented to a growing audience (*see chapter 5.1.3*).

### Renewed communication approach

Extra efforts were made during year 3 for brand awareness and promotion of VET Toolbox services and expertise through a renewed communication approach.

VET Toolbox website was updated, including the new 'knowledge portal' pillar with a e-library, a page on the KEN activities and a section for VET Talks. Additional fact sheets on grants projects and technical services were also added to the website.

An important part of the new communication approach is the renewed and increased presence on social media channels. VET Toolbox set up a LinkedIn project page and an organisational Facebook page with an increasing number of followers. Social media has been a good means to remain in closer communication with VET Toolbox stakeholders. Furthermore, invitations to the webinars and other posts are shared by VET Toolbox's followers in their personal network (*see annex 7: Communication*).

A further focus was on a renewed news mailing strategy and an updated contact database management. In year 3, VET Toolbox switched to the more user-friendly email marketing software. This software allows us to implement a modern, attractive and responsive layout for VET Toolbox news mailing. In addition, it offers more opportunities for digital marketing analytics. The first new edition of VET Toolbox news mailing was sent in September 2020. At the same time, the existing contact lists were thoroughly updated, ensuring GDPR compliance.

### Integration of the additional VET Toolbox services

The integration of the additional VET Toolbox service (through the new contract) into the existing communication structures was one of the biggest challenges. In year 3, a first visibility plan for the new services was created. Later, a proper communication approach about the current and additional service was developed together with the OMC members. This brainstorming process resulted in the design of a new organisational PowerPoint presentation and 2 new factsheets on all VET Toolbox services.

### Other relevant communication activities in year 3

- Communication support for the grant projects: set up of a communication plan and design of a fact sheet of the project (available on the website).
- Supporting KEN activities of the grant projects, starting with a presential meeting in December 2019 in Tanzania, followed by two online events.
- Editing of a 'pitch' video of VET Toolbox' activities with testimonials from beneficiaries and partners.

### Analytics on communication

**Contact database:** Through the renewed email marketing strategy (e.g. new subscription form and an active distribution of this form during events and on social media, contact database management), the number of contacts in our list increased, during the last 4 months of year 3, from 320 contacts to 552 contacts, a rise of about 72%.

**Email marketing analytics:** Opening rates (percentage of recipients opening the email) are one of the best ways to tell whether the email strategy is working. The average opening rate of 36,8%, for the VET Toolbox email campaigns during the last 4 months of year 3, shows success. In comparison, the average open rate for non-profit sector is about 25% (source: Mailchimp).

**Social media:** A new VET Toolbox Facebook page was created in September 2020. Until now this page was mainly used for the promotion of webinars and VET Toolbox publications. We clearly see that VET Toolbox content has been shared and distributed by other users to their own personal network. VET Toolbox Facebook reached with its post an average of 2000 unique users on a monthly basis (source: Facebook statistics files). Every month, the total number of people who engaged with our Facebook page is around 100 unique users. Engagement includes clicks, likes, share or comments. On LinkedIn, the number of followers of the VET Toolbox profile increased from 200 to 304 and posts received between 200 and 580 views each.

**Website:** In year 3, VET Toolbox website received 12.858 visits, which generated 25.639 unique pageviews. The average visit duration was around 3 minutes. 2.750 documents have been downloaded during year 3. Apart from the guidelines of technical expertise services, this number is mainly due to the high-quality tools we offer in the e-library.

Detailed figures can be found in Annex 7: Communication

## 4.5 Finance and Audit

The overall project budget of EUR 15.500.000 consists of a contribution from the EU of EUR 15.000.000 and a contribution from the German BMZ of EUR 500.000. These EUR 500.000 will be spent exclusively by GIZ.

Table 2 presents the consolidated figures of the 4 implementing agencies. Reporting is done according to each partner's pillar assessed procedures. Figures of Enabel are audited and final. At the time of reporting GIZ does not have audited figures yet, so their input might change slightly. LuxDev and the British Council opt for a yearly audit on all their EU projects, instead of working with project specific audits. Their audits cover calendar years. As a consequence of these factors, the reported figures are not fully audited yet and are thus not necessarily final figures.

First looking back at year 2, the activity level was expected to rise considerably after a relatively slow start in year 1. This was the case, but to a lower extent than expected. The financial planning for year 2 (EUR 5.679.611) was not achieved. One of the main reasons was that - due to a delay in the signature of the grants - only EUR 626.000 (first instalments for 3 grant projects) instead of the foreseen EUR 2.000.000 was actually paid to the grantees. In 2020 (year 3), the other eight first instalments were paid.

In year 3, the financial planning mentioned in the annual report year 2 (EUR 3.487.418) was achieved, as the expenses during this reporting year 3 reached EUR 3,801,894 (expenditure rate compared to financial planning: 109,02%), mainly related to payments to grant projects mentioned before. The implementing agencies also contributed to these good figures despite Covid, by continuing their service delivery through distance-support.

So far, expenses for distance-support are significantly lower, mainly because of very low mobility costs, which is visible in the financial reporting. However, experience shows that lower mobility costs are partially balanced by the fact that organising and deploying remote missions requires more manpower in most cases (e.g. engaging a local consultant) and a longer implementation period.

Budget overview			BUDGET TOTAL EU + German BMZ contribution (€)	Expenditure during the reporting period 23/09/2017 - 30/9/2019 (€)
			(A)	(B)
A		ACTIVITIES	11.132.315	2.139.216
A	01	Vet system analysis	2.824.328	422.434
A	02	Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered	2.312.949	766.510
A	03	National and sub-national stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector	981.316	118.710
A	04	Methodologies and approaches to support the integration of disadvantaged groups into VET learning and into the labour market are piloted - Call for proposal on Inclusiveness (including audit of grantees and PMU staff CFP expert)	5.013.722	831.562
X		BUDGET RESERVE	51.102	0
X	01	Budget reserve	51.102	0
Z		GENERAL MEANS	3.028.275	1.051.755
Z	01	Staff	2.013.335	817.371
Z	02	Investments	20.000	18.848
Z	03	Running costs	674.940	189.363
Z	04	Audit, monitoring and evaluation and support	320.000	26.173
		<b>SUBTOTAL</b>	<b>14.211.692</b>	<b>3.190.971</b>
		Remuneration 7%	981.308	57.784
		Overheads exceeding the remuneration/ indirect cost (Art. 18.3 GC) [for the GIZ part only]	307.000	66.601
		Tax GIZ		1.513
		<b>TOTAL</b>	<b>15.500.000</b>	<b>3.316.869</b>

Table 2: Total budget (in EUR)

Expenditure during the reporting period 01/10/2019 - 31/12/2020 (€)	Commitments on 31/12/2020 (€)	Expenditure + commitments (€)	Execution rate (%) (€)	Balance (€)
(C)	(D)	(E) = (B) + (C) + (D)	(f) = (E) / (A)	(G) = (A) - (E)
3.028.875	2.902.333	8.070.424	72%	3.061.891
338.171	220.095	980.700	35%	1.843.628
653.518	375.248	1.795.277	78%	517.672
135.703	115.339	369.753	38%	611.563
1.901.483	2.191.650	4.924.695	98%	89.027
0	0	0	0%	51.102
0	0	0	0%	51.102
657.475	472.666	2.181.896	72%	846.379
530.118	450.152	1.797.642	89%	215.693
969	0	19.818	99%	182
96.208	2.315	287.885	43%	387.055
30.180	20.199	76.551	24%	243.449
3.686.350	3.374.999	10.252.320	72%	3.959.372
45.254	45.254	148.292	42%	833.016
67.835	0	134.435	44%	172.565
2.455	0	2.455		-2.455
3.801.894	3.420.253	10.539.016	68%	4.960.984

The total budget amounting to EUR 15.500.000 consists of a contribution from the EU amounting to Euro 15.000.000 and a contribution from the German BMZ amounting to EUR 500.000. These EUR 500.000 will be spent exclusively by GIZ.

### Pre-financing

At the end of year 3, EUR 10,539,016 (excluding BMZ financing) has been spent and legally committed with a third party (this includes both historical costs and signed commitments), representing 87,3 % of the three received pre-financing instalments. A request for the fourth pre-financing instalment will be introduced.

First instalment	2.802.425
Second instalment	5.582.941
Third instalment	3.682.988
<b>Total</b>	<b>12.068.354</b>

Table 3: Pre-financing payments (in EUR)

The remaining EU balance for the project therewith is 2.931.645 EUR.

According to the agreed reporting, the VET Toolbox budget that is only applicable to GIZ's part of the implementation is also part of the annual report (see Annex 3: Finances, here: GIZ Budget).

### Audit

In light of the alignment of the project year to the calendar year, the audit year 3 of VET Toolbox (including of Enabel as an implementing agency) started later than in the previous years (8 February 2021) and will take place entirely through digital exchanges. Results will be only available in the following reporting year 4 and will then be shared with the EU, as well as the audit results of GIZ, at the same time or one month after the annual reporting at the latest (cfr. PAGoDA, annex II - general conditions 3.12). When available, the British Council and LuxDev will send their reports and management declarations directly to the EU, as contractually agreed.

### Other control, monitoring and audit measures year 3

Results or logical framework indicators changed in the last 12 months	Logical Framework indicators including updates (see 5.1).
Mid-term review	In light of the ROM, this review was annulled (decision SC8).
Planning of the final evaluation	November 2022 (estimation)
Backstopping/supporting monitoring missions	The first round of monitoring missions for grant projects started in November 2020 (to be completed in February 2021) (see Annex 5, here: Guiding note Monitoring Mission).
Audit missions	<ul style="list-style-type: none"> <li>Financial audits of the grant projects were performed partially online, partially presential as the situation allowed. The first one took place in December 2020, the last one is to be executed in May 2021.</li> <li>The annual audit of VET Toolbox year 3 was executed fully online in February and March 2021 and the final report is expected end of April 2021.</li> </ul>
EU missions (e.g. ROM)	A ROM review was executed in February and March 2020 (see Annex 4: ROM recommendations and responses)

Table 4: Year 3 Monitoring and Audit

### Public contracts and subsidies

In year 3 Enabel did not conclude any contracts (nor procurements nor grants) with a value of 15.000 euro or more. The information on public contracts of the other partners can be found on the respective websites:

- for the British Council: <https://www.britishcouncil.org/partner/international-development/approach/awarded-contracts>
- for GIZ: [https://www.giz.de/en/workingwithgiz/awarded\\_contracts.html](https://www.giz.de/en/workingwithgiz/awarded_contracts.html)
- for LuxDev: <https://luxdev.lu/fr/tenders>



# 5 IMPLEMENTATION YEAR 3

Chapter 5 makes up the core of the Annual Report by zooming in on the logframe and looking into the state of play of the implementation of the VET Toolbox activities (short-term support actions, grant projects and knowledge exchange) in an analytical way, demonstrating overall results and impact. Findings are underpinned by illustrative examples, challenges and opportunities, concluding with lessons learned.



*Following the regional workshops in Dakar in 2018 and Nairobi in 2019, co-organised by the VET Toolbox and the «Institut de la Francophonie pour l'Education et la Formation» (IFEF), the IIEP-UNESCO Dakar TVET team was pleased to observe emerging initiatives arising from the broad participation of African actors. For instance, following the Dakar workshop on PPPs in TVET, the participants from Cape Verde used their gained knowledge and experience to set up a national framework for public-private partnerships for vocational training, supported by the African Development Bank. Following the Nairobi workshop, IIEP-Dakar directly supported participants' initiatives, such as the establishment of six Sector Skills Councils (SSCs) of the Tanzania Private Sector Foundation in early 2020, unfortunately now on hold due to Covid. Moreover, building on the achievements of the Nairobi workshop on successful transitions from training to employment, the head of ONEF in Niger drew on the support of IIEP-Dakar to develop a project for a digital platform for managing employment and training information and data for the benefit of all stakeholders in the country.*

**Jérôme Gérard, Expert in network management,  
IIEP-UNESCO Dakar**

## 5.1. Update on activity progress, outputs and outcomes

VET Toolbox has not been immune to the effects of the Covid 19-pandemic. The short-term support actions, as well as the grant projects, have had to reinvent themselves and look for alternative ways of service delivery in order to still achieve the committed targets and assure a similar quality and satisfactory services. The implementation could continue by adjusting the order of activities planned or by adjusting the service modalities and shifting to increased online communication and e-service delivery. This shift did slow down the activity execution rate though, so that the envisaged targets of this reporting year have not been fully reached. On the positive side, new opportunities could be seized. Especially the activity strand knowledge exchange got a boost and could positively support the other two VET Toolbox activity fields by exchanging expertise and reinforcing the network on demand-driven and inclusive VET.

### Logical framework

The logical framework as approved by the SC of September 2018 (see Annex 1), reflects the rationale behind all VET Toolbox activities. Below it has been updated with the data for year 1, 2 and 3 (see below, adjustments in red), including some additional explanations (in red and italic) and updates in methodology that are in line with the reviewed MEL approach (see 4.2 and Annex 5). The proposed adjustments to the logframe still need to be officially accepted by the European Commission through an addendum to the contract, which will be proposed by the implementing partners (planned for April 2021).

The details of quantitative and qualitative VET Toolbox performance - including and beyond logframe components - will also be addressed under this chapter 5.

Table 5: Updated logframe (part I)

	Results chain	Indicative Indicators	Baseline values	Indicative Targets
Overall objective: Impact	OO By providing know-how, tools and advice, the VET Toolbox contributes to improving the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs and provide increased access to (self-) employment, including for disadvantaged groups.	The extent to which capacity building activities led to: <ul style="list-style-type: none"> <li>change of actions[1] of organisations</li> <li>improved performance of organisations</li> <li>[1] Capacity development impacted the organisation/ the process</li> </ul>	No common baseline, progress is determined on an individual basis.	60% of activities show that on average 60% of the beneficiaries indicate an impact on this, with regard to this indicator.
		The number of countries where the capacity building activities led to developments (within a level of the maturity index or increased on the maturity index) related to: <ul style="list-style-type: none"> <li>Evidence-based TVET</li> <li>Private sector involvement TVET</li> <li>More inclusive TVET</li> </ul>	Baseline level agreed in the preparation phase per action.	At least 15 countries show developments within a level of the maturity index or show an increase on the maturity index (5 countries per result area) <p>(As the support is demand-driven, this target of '5 countries per result area' does not seem appropriate, even though it is likely to be met in practice.)</p>
		The (involved) development partners apply a more demand-driven approach towards TVET development	No common baseline, progress is determined on an individual basis.	<ul style="list-style-type: none"> <li>For all involved development partners there is an increased focus in their activities on engagement with the labour market and ensuring that TVET is delivering to the demand of the labour market.</li> <li>Other development partners acknowledge that there is an increased focus in their activities on engagement with the labour market and ensuring that TVET is delivering to the demand of the labour market</li> </ul>

State of affairs: year 1+2+3	Sources and means of verification	Assumptions
<p>The full results following the switch from post-implementation surveys to interviews are not yet available as the process is still ongoing. First results and additional analysis results are positive.</p> <p>Chapter 5.2.1 gives indications on impact on individual, organisational and system level.</p> <p>Chapter 5.2.3 discussed the link between activities and impact.</p>	<ul style="list-style-type: none"> <li>Measure at activity level by means of the participant survey and the stakeholder interview (approximately 6 months after the activity), aggregate for overall project. (The participant survey already gives a first indication. A clearer view is expected through the stakeholder interviews approximately 6 months after implementation. This interview replaces the second participants' survey after 6 months, which didn't provide enough quantitative nor qualitative information.)</li> <li>Case studies (document analysis and interviews) implemented in final evaluation to understand the storyline. (Case studies are collected throughout the implementation, not only during the final evaluation.)</li> </ul>	<ul style="list-style-type: none"> <li>Economic development leads to employment creation in the target countries.</li> <li>Governments continue to fund VET</li> </ul>
<p>So far developments can be shown in 13 countries (some countries with multiple support actions)</p> <ul style="list-style-type: none"> <li>4 countries in result area 1</li> <li>7 countries in result area 2</li> <li>3 countries in result area 3</li> </ul> <p>(More insights in changes within the levels of the maturity index of the countries is expected through stakeholder interviews approximately 6 months after implementation, to be collected in 2021 and 2022.)</p>	<p>Measure at activity level by means of analysing post-implementation reports, aggregate for overall project.</p> <p>Further evidence provided by stakeholder interviews (approximately 6 months after the activity), aggregate for overall project.</p> <p>Further evidence by national-level stakeholder survey during evaluation. (Covered by the previous bullet)</p> <p>Case studies (document analysis and interviews) implemented in final evaluation to understand the storyline.</p>	
<p>Participant surveys and stakeholder interviews are conducted at the end and approximately 6 months after implementation of each VET Toolbox support action.</p> <p>(See Annex 4, here: Approach and reporting template for post-implementation interviews)</p>	<ul style="list-style-type: none"> <li>Measure at project level via an internal survey amongst the staff of development partners involved and an external survey amongst other development partners in the final evaluation.</li> <li>Further evidence provided by interviews with staff of the involved development partners and other development partners in the final evaluation. (The two previous bullets are covered in the final bullet)</li> <li>Participant surveys and stakeholder interviews.</li> </ul>	

Table 5: Updated logframe (part II)

	Results chain	Indicative Indicators	Baseline values	Indicative Targets
<b>Specific objective(s):</b>	SO To provide partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, in particular the ones supported by the EU (EC and EU Member States), thereby also enabling the orientation towards an inclusion of disadvantaged groups.	<ul style="list-style-type: none"> <li>▪ The extent to which capacity building activities led to:</li> <li>▪ change of behaviour[2] of beneficiaries</li> <li>▪ change of behaviour of organisations</li> <li>▪ [2] Use what they learned.</li> </ul>	No <b>common</b> baseline, <b>progress is determined on an individual basis.</b>	70% of activities show that on average 70% of the beneficiaries indicate results on this

State of affairs: year 1+2+3	Sources and means of verification	Assumptions
<p>The results of the participant surveys immediately at the end of the activity show expected impact in this regard. Actual results will be available after the stakeholder interviews approximately 6 months after implementation, to be collected in 2021 and 2022.</p> <p>(First indications of impact described in 5.2.1.)</p>	<ul style="list-style-type: none"> <li>▪ Measure at activity level by means of <b>participant surveys and stakeholder interviews</b> (approximately 6 months after the activity), aggregated per result area/ overall project.</li> <li>▪ Case studies (document analysis and interviews) <b>implemented in final evaluation</b> to understand the storyline.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Governments and the private sector are open for cooperation and sharing of responsibility.</li> <li>▪ VET is considered an option for the population including disadvantaged groups</li> <li>▪ Factors outside the project management's control may impact on the outcome-impact linkage</li> <li>▪ Countries feel ownership over results and are prepared to translate findings into policy</li> </ul>

Table 5: Updated logframe (part III)

	Results chain	Indicative Indicators	Baseline values	Indicative Targets
Outputs:	Result 1. Tools and advice for VET system and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming and serve as basis for informed strategic decisions in response to demographics, economic development and labour market needs.	Overall number of interventions implemented (being quality assured)	No baseline-0, as previously non-existent	Total 79 interventions: <ul style="list-style-type: none"> <li>Result 1: At least 17 interventions implemented</li> <li>Result 2: At least 45 interventions implemented</li> <li>Result 3: At least 17 interventions implemented</li> </ul> <p><i>Interventions consist of 1 up to 3 support actions. Minimal amount of support actions to be provided is: 56 advice (missions), 15 trainings and 8 twinning. (Proposal to delete this part, as, in practice, the consortium found out that when setting up tailor-made support actions these clear divisions were not workable, as most activities combine training and advice. The twinings also incorporate advice and training.)</i></p>
	Result 2. Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered.	Overall number of received requests for interventions	No baseline-0, as previously non-existent	No indicative target
	Result 3. Local stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector	Overall number of expert days implemented	No baseline-0, as previously non-existent	Total 1,200 expert days <ul style="list-style-type: none"> <li>Result 1: 258</li> <li>Result 2: 684</li> <li>Result 3: 258</li> </ul>
		Overall number of beneficiaries  Overall number of VET students from disadvantaged groups are reached and engaged (women, minorities, learners with (learning) disabilities/difficulties, remote areas)  Overall number of private partners are reached and engaged and satisfied	No baseline-0, as previously non-existent	Average 30 beneficiaries per intervention  No target related to disadvantaged VET students  No target related to private partners

State of affairs: year 1+2+3	Sources and means of verification	Assumptions
20 interventions implemented <ul style="list-style-type: none"> <li>Result 1: 4 interventions</li> <li>Result 2: 13 interventions</li> <li>Result 3: 3 interventions</li> </ul> <ul style="list-style-type: none"> <li>30/30 (all) support actions (completed and in progress) offer advice</li> <li>18/30 support actions (completed and in progress) offer training</li> <li>1 twinning completed</li> <li>5 twinings ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Pre-implementation reports (formerly: Intervention Formulation Reports)</li> <li>Post-implementation report and participant surveys and stakeholder interviews</li> <li>Annual report</li> <li>Project dashboard</li> </ul>	<ul style="list-style-type: none"> <li>Target countries and stakeholders are sufficiently interested to analyse labour market and VET systems</li> <li>The private sector is sufficiently organised so as to be informed and representative when participating in VET governance.</li> <li>Stakeholders are able to access, develop and utilise the tools and support mechanisms</li> <li>The governments in the target countries recognise their responsibility for an inclusive VET system and the importance of the informal sector as an important source of employment and business opportunities</li> </ul>
57 requests received (4 requests cancelled)  (see details, state of play: 5.1.1)	<ul style="list-style-type: none"> <li>Annual report</li> <li>Project dashboard</li> </ul>	
880 expert days <ul style="list-style-type: none"> <li>Result 1: 102.5</li> <li>Result 2: 628.5</li> <li>Result 3: 149.0</li> </ul>	<ul style="list-style-type: none"> <li>Post-implementation reports</li> <li>Annual report</li> <li>Project dashboard</li> </ul>	
<ul style="list-style-type: none"> <li>Overall, 2109 beneficiaries (average 105 beneficiaries per intervention)</li> <li>547 private partners</li> </ul>	<ul style="list-style-type: none"> <li>Post-implementation reports</li> <li>Annual report</li> <li>Project dashboard</li> </ul>	

Table 5: Updated logframe (part IV)

Outputs:	The extent to which beneficiaries are satisfied with the services provided	No baseline, as previously non-existent	80% of activities show that on average 80% of the beneficiaries indicate results on this
	Overall number of national organisations involved in interventions	No baseline-0, as previously non-existent	Average 3 national organisations per intervention (defined as public organisations, plus average 1 private organisation per intervention)
	Overall number of tools developed	No baseline-0, as previously non-existent	Total 9: <ul style="list-style-type: none"> <li>▪ Result 1: 3 tools</li> <li>▪ Result 2: 3 tools</li> <li>▪ Result 3: 3 tools</li> </ul>
	Overall number of regional conferences	No baseline-0, as previously non-existent	Regional seminars (5)

<ul style="list-style-type: none"> <li>▪ So far 85% of activities (17 out of 20 interventions have results from participant surveys (immediately after implementation).</li> <li>▪ On average 88% of the beneficiaries respond that they are satisfied with the services provided.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post-implementation reports and participant surveys</li> <li>▪ Measure at activity level by means of stakeholder interviews approximately 6 months after the intervention, aggregate per result area.</li> <li>▪ Case studies (document analysis and interviews) implemented in final evaluation to understand the storyline.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Overall, 640 public organisations (average 32 public organisations per intervention)</li> <li>▪ Overall, 547 private organisations (average 27 private organisations per intervention)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post-implementation reports</li> <li>▪ Annual report</li> <li>▪ Project dashboard</li> </ul>
10 tools developed <ul style="list-style-type: none"> <li>▪ Result 1: 3 tools</li> <li>▪ Result 2: 5 tools</li> <li>▪ Result 3: 2 tools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tools</li> <li>▪ Annual report</li> <li>▪ Project dashboard</li> </ul>
3 regional conferences	<ul style="list-style-type: none"> <li>▪ Conference reports</li> <li>▪ Annual report</li> <li>▪ Project dashboard</li> </ul>

Table 5: Updated logframe (part V)

	Results chain	Indicative Indicators	Baseline values	Indicative Targets
Outputs:	Result 4. Methodologies and approaches to support the integration of disadvantaged groups into VET learning and into the labour market are piloted	Overall number of projects implemented (being quality assured)	No baseline—0, as previously non-existent	At least 10 projects
		Overall number of received projects	No baseline—0, as previously non-existent	No indicative target
		<ul style="list-style-type: none"> <li>Overall number of VET students from disadvantaged groups are reached and engaged (women, minorities, learners with (learning) disabilities/ difficulties, remote areas)</li> <li>Overall number of private partners are reached and engaged and satisfied</li> </ul>	No baseline—0, as previously non-existent	<ul style="list-style-type: none"> <li>Between 1,500 – 4,000 beneficiaries (disadvantaged VET students) in total</li> <li>No target related to private partners</li> </ul>
		The extent to which beneficiaries are satisfied with the services provided	No baseline, as previously non-existent	80% of activities show that on average 80% of the beneficiaries indicate results on this
		Overall number of national organisations involved in projects	No baseline—0, as previously non-existent	Average 3 national organisations per project

State of affairs: year 1+2+3	Sources and means of verification
11 projects are running	<ul style="list-style-type: none"> <li>Annual report</li> <li>Project dashboard</li> </ul>
426 proposals were received	<ul style="list-style-type: none"> <li>Annual report</li> <li>Project dashboard</li> </ul>
<ul style="list-style-type: none"> <li>5130 end-beneficiaries targeted among 11 grant projects.</li> <li>So far, approximately 2800 are in training (pre-vocational and VET training)</li> <li>More than half of the grant projects are already actively cooperating with the private sector (main task for implementation year 2)</li> </ul>	<ul style="list-style-type: none"> <li>Interim and final reports</li> <li>Annual report</li> <li>Project dashboard</li> </ul>
No systematic survey results available yet, as training only just started.	<ul style="list-style-type: none"> <li>Interim and final reports and monitoring mission reports</li> <li>Measure at activity level by means of participant surveys and stakeholder interviews (approximately 6 months after the project), aggregated per result area.</li> <li>Case studies (document analysis and interviews) implemented in final evaluation to understand the storyline.</li> </ul>
So far, all agencies show good indications that they have already met this target. Final numbers will be available at the closure of the project.	<ul style="list-style-type: none"> <li>Interim and final reports</li> <li>Annual report</li> <li>Project dashboard</li> </ul>

### 5.1.1 Year 3 - implementation - Short-term support actions

This excerpt describes the state of play of the implementation of the short-term support actions. First, it investigates year 3 specifically, then it takes into account the overall implementation period (year 1 to 3). This is done in function of drawing conclusions on how services evolve and as a base for the impact analysis (see 5.2.1 concluding with 5.3).

#### State of play year 3 and year 1 to 3

During year 3, the four implementing partners were involved in the preparation and implementation of 21 support actions. 7 of them were successfully completed. Another 10 short-term support actions are still in the preparation or implementation phase and 4 support actions had to be postponed or came to a standstill because of the COVID-19 pandemic (see figure 3).

The 21 support actions completed/in progress means 84% of the year-3 target. This result however covers only a part of the overall status. To have a correct overview of the actual situation the results of the first 3 years have to be consolidated and compared with the target of the first 3 years and with the target of the whole project period (5 years), see figure 4. During the first 3 project years 20 support actions were completed, 10 support actions are in preparation or the implementation is in progress and 4 support actions are temporary on hold because of COVID-19. This makes a total of 34 actions, which is 63% of the target set for the end of year 3.

REQUESTS	AREA 1	AREA 2	Area 3
Completed <b>7</b>	Completed <b>2</b>	Completed <b>3</b>	Completed <b>2</b>
Preparation/ Implementation/in progress <b>10</b>	Preparation/ Implementation/in progress <b>2</b>	Preparation/ Implementation/in progress <b>6</b>	Preparation/ Implementation/in progress <b>2</b>
On Hold because of COVID-19 <b>4</b>	On Hold because of COVID-19 <b>1</b>	On Hold because of COVID-19 <b>3</b>	On Hold because of COVID-19 <b>0</b>
<b>TOTAL</b> <b>21</b> Target: 25 (84%)	<b>TOTAL</b> <b>5</b> Target: 6 (83%)	<b>TOTAL</b> <b>12</b> Target: 13 (92%)	<b>TOTAL</b> <b>4</b> Target: 6 (66%)

Figure 3: Overview Year 3 short-term support actions (01.10.2019-31.12.2020)

REQUESTS	GRANTS	REGIONAL SEMINARS	TOOLS	COUNTRIES
Completed vs 1+2 +3 year target <b>20</b> Target: 54 (37%)	Contracts signed vs 1+2 +3 year target <b>11</b> Target: 10 (110%)	Completed vs 1+2 +3 year target <b>3</b> Target: 3 (100%)	Completed vs 1+2 +3 year target <b>10</b> Target: 8 (125%)	Completed vs 1+2 +3 year target <b>13</b> Target: 10 (130%)
Completed + Transferred vs 1+2 +3 year target <b>34</b> Target: 54 (63%) 57 received - 4 cancelled= 53 (98%)	Beneficiaries proposed vs 1+2 +3 year target <b>4860</b> Target: 1650 (313%) for 11 grants Results will start to be available from beginning of year 5	Completed + Committed vs 1+2 +3 year target <b>3</b> Target: 3 (100%)	Completed + Committed vs 1+2 +3 year target <b>3</b> Target: 3 (100%)	<b>BENEFICIARIES</b> Beneficiaries vs 1+2 +3 year target <b>2109</b> Target: 1680 (125%)
Completed + Transferred vs 5 year target <b>34</b> Target: 79 (43%)	National Org. proposed vs 1+2+3 year target <b>n.a.</b> Target: 330 (n.a.) for 11 grants Results will start to be available from beginning of year 5	Completed + Committed vs 5 year target <b>3</b> Target: 5 (60%)	Completed + Committed vs 5 year target <b>12</b> Target: 9 (133%)	<b>PRIVATE ORGANISATIONS</b> vs 1+2 +3 year target <b>547</b> Target: 56 (977%)
				<b>PUBLIC ORGANISATIONS</b> vs 1+2 +3 year target <b>640</b> Target: 168 (381%)

Figure 4: Year 1-3 short-term support actions (against year 3 and year 5 targets)



The goal of implementing 54 support actions during the first 3 years has not been achieved as unfavourable conditions, primarily Covid-related, have been hampering the service execution. Delays also already occurred during the VET Toolbox set-up phase. Additionally, the preparation and approval process for support actions needed to undergo some important improvements to streamline the process.

**Result areas**

From the 21 support actions of year 3, 12 support actions focus on active private sector involvement in VET (result area 2), 5 on labour market analysis (LMA) (result area 1) and 4 on inclusion in VET (result area 3). The VET Toolbox works in a demand-driven way, so these results clearly reflect that Public-Private Partnership (PPP) is a priority interest for the requesters as anticipated. The envisaged ratio of support areas (17 support actions in area 1; 45 support actions in area 2; 17 support actions in area 3) reflects the priority setting.

Main activities in year 3 for the 3 result areas are the following:

**Result area 1 (LMA)**

- identification of new occupational profiles
- VET planning and resourcing through labour market information
- operationalisation of VET policies
- development of maturity models for VET institutions/companies

**Result area 2 (private sector involvement in VET)**

- development of competency-based curriculum/training
- PPP in vocational education and training
- development of a comprehensive National Qualification Framework
- organisational development to improve private sector engagement

**Result area 3 (inclusion in VET)**

- development of training material and teacher/instructor training on gender/disability mainstream in VET/labour market

Looking into the 30 support actions of year 1-3, there is also a clear favour for support requests on result area 2 (PPP) as main support area. Support actions of year 3 show a higher diversity in result areas compared to the distribution of result areas year 1-3, whereas the focus remains on main

result area 2 as mentioned earlier.

It needs to be considered, that besides the main result area defined, additional result areas are being addressed. The following table shows the distribution of result areas across the 30 support actions. It demonstrates the main result areas and those result areas that are additionally addressed in the support actions.

				Additional result areas (besides the main result area)			
				Additional result area: R1	Additional result area: R2	Additional result area: R3	Additional result area: R4
Main result area	R1	6	20%	/	6		
	R2	19	63%	11	/	1	4
	R3	5	17%	2	3	/	

Table 6: Distribution of main and additional result area for short-term support actions year 1-3

These results show - unsurprisingly - that support actions in result area 1 (LMA) are impossible without the involvement of the private sector. Support actions on private sector involvement in VET (result area 2) often entail an LMA component, which supports an evidence-based approach. Inclusion (result area 3) is a core principle of VET Toolbox’s overall approach. This means all actions consider an inclusive approach. Additionally, the table highlights support actions that specifically target the topic of inclusion in VET.

### Service modalities

The way services are delivered also varies. Services delivered by the implementing agencies can be clustered in the following 4 service modalities.

1. Analysis of the VET or labour market system (VET mapping or local labour market assessments)
2. Workshop/ Seminars on demand-driven and inclusive VET
3. Training (of trainers, management staff or private sector)
4. Development of product/tools/guideline (e.g. Action Plan, Handbook)

The two tables below show the distribution of service modalities over the 30 support actions that have been completed or are in progress so far. It demonstrates the application numbers per service modality (*table 7*) and in how far modalities are used in combinations (*table 8*).

When looking into application of single service modalities, a rather even distribution with a light preference to service modality 2 (workshop/ seminars), and modality 4 (tool development) can be concluded.

	Service modality 1	Service modality 2	Service modality 3	Service modality 4
Number	20	28	18	26
%	22%	30%	20%	28%

Table 7: Application of defined service modalities for support actions year 1-3

Service modalities are mostly combined when implementing short-term support actions, as shown here:

	Support via all 4 service modalities combined	Support via 3 service modalities	Support via 2 service modalities	Support via 1 modality
Number	21	11	7	1 (workshop/seminar)
%	37%	37%	23%	3%

Table 8: Combined use of modalities for support actions year 1-3

Service modalities are mostly combined when implementing short-term support actions, as shown here:

- **Tanzania** (017) (facilitated by GIZ and BC): The manual "VET Gender Equity Audit" takes a broad perspective on gender inclusion and complements the developed training manual "Gender Equality in VET". The manuals were used for training delivery to provide practical guidance to the requester's staff (National College of Tourism), particularly teachers, administrative staff and their partners from the private sector.
- **Uganda** (003) (facilitated by the British Council and Enabel): A workshop supported the organisational development of the Tourism and Hospitality Sector Skills Council (SSC) by defining clear governance structures and a fully-fledged M&E Framework, as well as an operational action plan. This was complemented by training for SSC staff on engaging and managing stakeholders.
- **Senegal** (026) (facilitated by LuxDev): This support action delivered a national workshop on PPP in TVET, aligned with UNIDO's annual Learning Knowledge Development Facility meeting, organised by the national line-ministries, involving other public partners and the private sector. Whereas only one service modality was chosen, the workshop was following up on previous seminars and complemented a series of events that is followed up by concrete outcomes such as the Declaration of Dakar (*see 5.2.1*) and a triangular twinning project (*see 5.1.3*) amongst others.

The VET Toolbox support actions cater to local stakeholders by building capacities, striving to ensure continuation after the VET Toolbox support is finalised. This is demonstrated e.g. by the fact that 60% of the support actions that have been completed or in progress, offer training of trainers or to staff in relevant institutions (service modality 3).

Some first insights on how the way of service delivery relates to the satisfaction rate, are drawn under *5.2.1 results and impact*, though have to be interpreted with caution seen the relatively small amount of data available.

### Institutional scope

For the 21 support actions of year 3, the main requesters (14) from the **public sector** were ministries, TVET agencies and training providers. E.g. ministries (e.g. Ministère de l'Emploi, de la Formation professionnelle et de l'Artisanat-Senegal, Ministry of Technical and Higher Education-Sierra Leone), governmental TVET agencies (e.g. Supreme Council for Vocational Training and Apprenticeship-Sudan, Servicio Nacional de Aprendizaje-Colombia) and training providers (e.g. National Vocational Training Institute-Ghana, National College of Tourism, Tanzania).

From the **private sector** (7) mainly employer associations and chambers applied for support. E.g. employer associations and chambers (e.g. Consortium de Cinq Chambres Sectorielles de la Chambre Fédérale de Commerce et d'Industrie du Burundi, Young Entrepreneurs Association of Cambodia).

With regard to the third type of possible requesters, the **civil society organisations**, we had two in the approval process in year 3 (Collectif des Liges et Associations de Défense des Droits de l'Homme au Rwanda/038; IDAY Democratic Republic of the Congo/039). We also received one such request in June 2018 from the Fair River International Association for Development (FARIAD) in Ghana (008).

This division in year 3 corresponds to the division over the previous years. There was no significant change in year 3.

Already after the first 3 years, the target for the 'number of public and private sector organisations reached', exceeded the project target after 3 years with about 30% (see *Figure 4*).

### Geographical scope

In year 3 the VET Toolbox prepared and provided 21 support actions in 16 countries, with a focus on Africa (13 countries), but also in Asia (2 countries) and in Latin America (1 country). The year 3 target of implementing in at least 4 countries was already reached with the 7 completed support actions in 6 countries (see *Figure 5*).

Over the first 3 years, the VET Toolbox provided already support in 11 countries (plus 2 regional seminars in Nepal and Kenya) and is preparing or implementing in 10 additional countries. The sum of these (21) exceeds the total project target of 15 countries (see *Figure 6*).

Year 3 marked a significant increase in geographical diversification and delivery in new countries. The main geographical area for 'received requests' and providing support is still Sub-Saharan Africa, followed by Asia and so far, only Colombia in Latin-America.

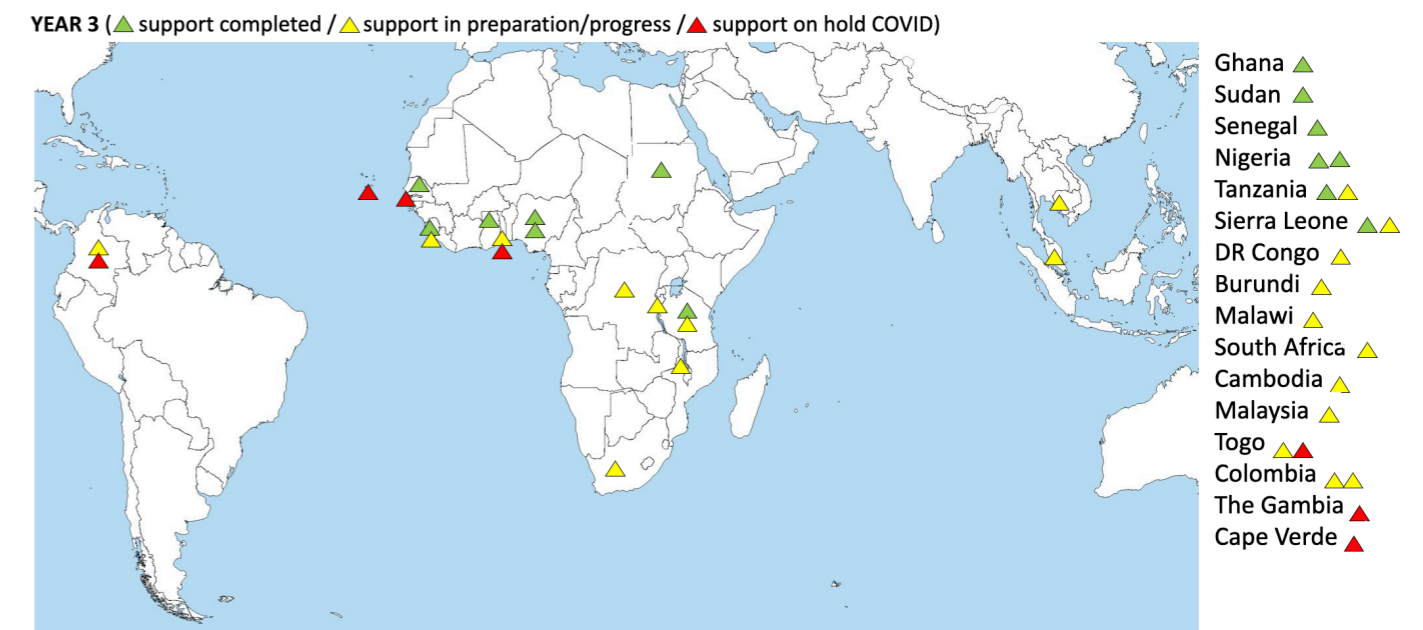


Figure 5: Year 3 - geographical scope of short-term support action

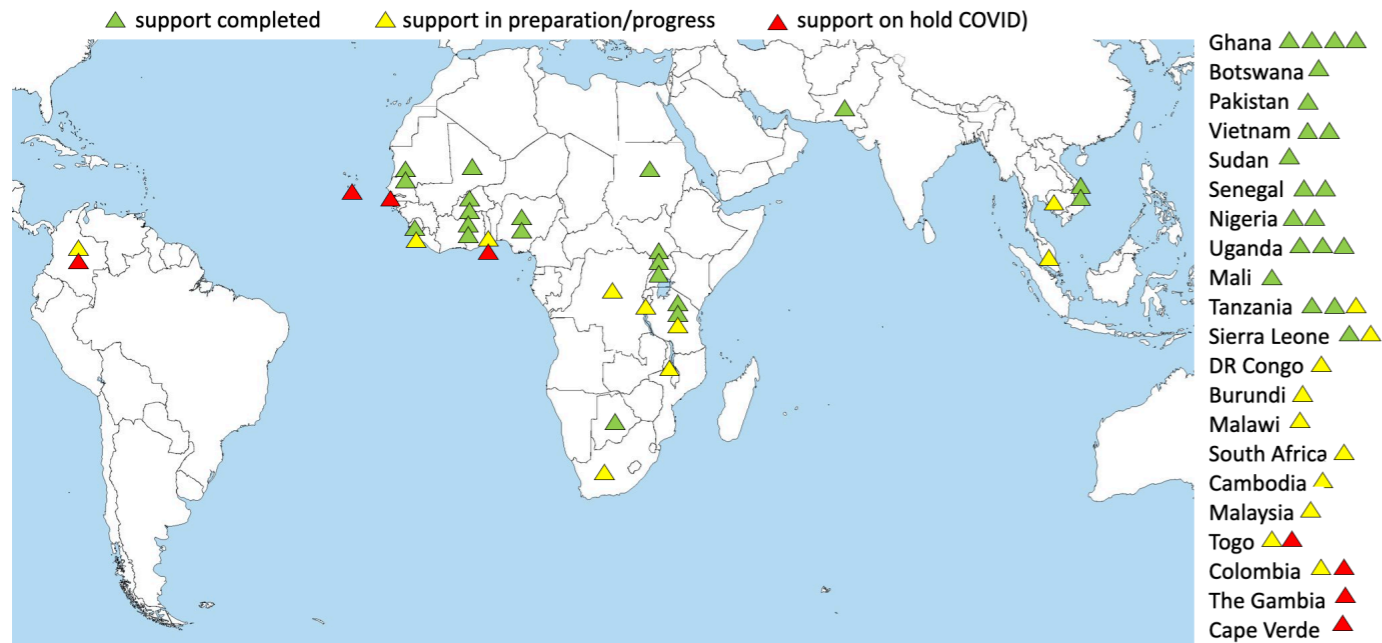


Figure 6: Year 1 to 3 – geographical scope of short-term support action

Looking beyond these outcomes, Chapter 5.2 provides for some more qualitative insights, analysing results and demonstrating indications on impact on individual, organisational and system level.

### 5.1.2 Year-3 implementation Grant projects

The funding of pilot grant projects promotes the inclusion of groups at risk of exclusion in formal and informal labour markets through VET (Result area 4). Year 3 of VET Toolbox is covering the grant projects' implementation year 1. The 11 grant projects are following an individually defined activity schedule described in their grant contracts. An overview of the 11 grant projects can be found on the next pages.

Altogether the grant projects are addressing a minimum of **5130 people** experiencing exclusion (or at high risk of exclusion) through demand-driven and inclusive VET activities and labour market integration.

The targeted groups and their distribution in all 11 grant projects are demonstrated in the graphic below. It needs to be considered that the graphic clusters the target groups, whereas pointing out only the one target group in the focus - there are overlaps, e.g., women are one target group, often in the focus, but the same time, they are addressed among all the other target groups. All targeted groups are characterised by a high degree of vulnerability and exclusion, often facing multiple challenges (see Figure 7, below).

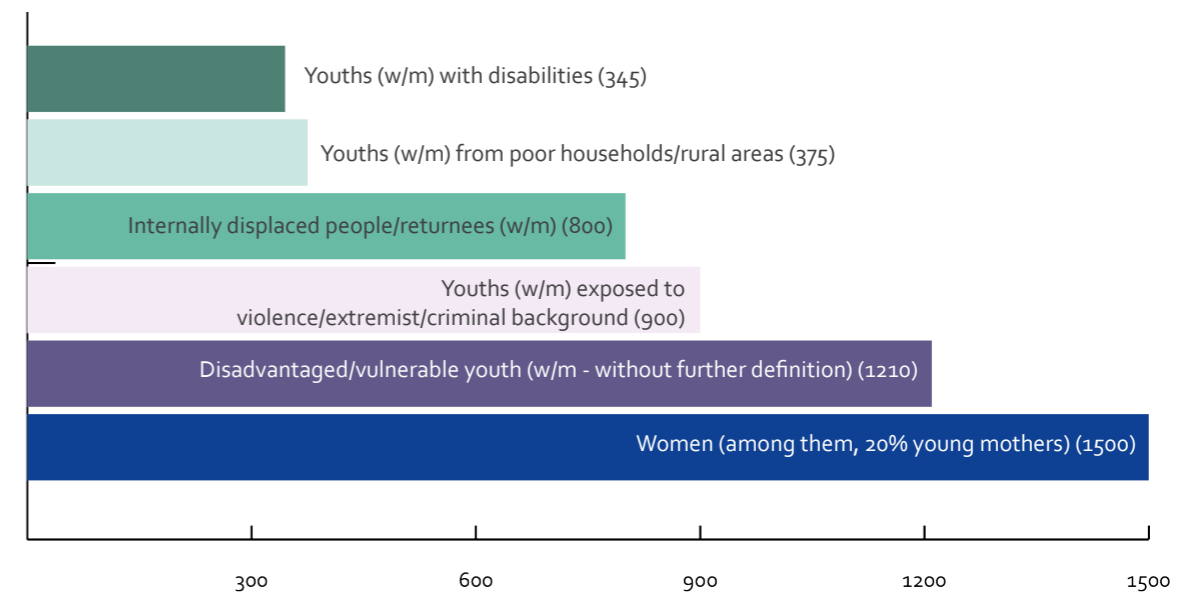


Figure 7: Grant projects target groups

# OVERVIEW 11 GRANT PROJECTS



**Kenya Red Cross Society**  
Kenya

Improving access to Vocational Training and Employability among the marginalized and vulnerable youth in Mandera County

24 months - € 356.173,65



**Plan International Belgium**  
Tanzania

Innovative approach to inclusion of disadvantaged and vulnerable youth, particularly young women, into employment opportunities through VET outreach program in Tanzania

20 months - € 400.000



**Support for Peace and Education Development Programme**  
South Sudan

Enhancing vocational education and training service provision for women, youths and vulnerable groups in South Sudan

24 months - € 400.000



**Samaritan Trust**  
Malawi

Jobs for Youth: Bridging the gap between VET and Employment for street children and disadvantaged youth

24 months - € 308.441,79



**ESSOR**  
Mozambique | Guinée Bissau

Promotion de l'employabilité des jeunes vulnérables de l'EFP et inclusion de services innovants au sein des CFP

18 months - € 350.000



**Sense International**  
Kenya | Tanzania | Uganda

Inclusion in VET - Innovative strategies and approaches to improve employment opportunities for disadvantaged and vulnerable groups through VET

24 months - € 396.000



**African Educational Trust**  
Somalia

Inspiring Somaliland and Central and South Somalia (CSS) Youth Through skills training and creation of employment opportunities

24 months - € 400.000



**Asia Society for Social Improvement and Sustainable Transformation**  
Philippines

Future Movers Programme: an innovative VET ecosystem promoting increased and certain employability among youth IDPs in post-conflict Marawi

20 months - € 361.093,43



**ACTED**  
Pakistan

Increased employment opportunities for vulnerable and disadvantaged youth groups in Pakistan

21 months - € 400.000



**GRET**  
République du Congo

Projet d'appui au renforcement de l'employabilité et à l'insertion professionnelle des jeunes vulnérables à Pointe-Noire

24 months - € 398.318



**Development Aid from People to People**  
Zimbabwe

TVET for all through public-private Partnerships in Zimbabwe

24 months - € 399.999,80

Grant projects thus pay attention to target groups that are exposed to a particular risk in a particular country or region:

- 7 grant projects are addressing specifically women (1500) that are experiencing exclusion, among which 20% are young mothers.
- 3 grant projects are addressing 900 youths exposed to violence or extremist groups or with a criminal background.
- 3 grant projects targeting 800 internally displaced people and returnees.
- 2 grant projects are targeting 375 youths from poorest households and rural/remote areas.
- 3 grant projects are targeting 345 youths with disabilities.
- 6 grant projects support 1210 vulnerable and disadvantaged people (without further definition).

The target group overview shows that inclusion is at the centre of grant projects' activities. Overall, around 50% of participants that are currently in training are female.

For year-3 activities (implementation year 1 for grants projects) a clear focus was on:

- VET capacity building e.g., training of trainers, curriculum development, labour market assessments
- Outreach to people at risk of/experiencing exclusion
- Delivery of inclusive and demand-driven VET training, often accompanied by career guidance, advice and/or mentoring
- This year however posed challenges, apart from the health and safety issues and the worsening economic situation, deriving from the COVID pandemic:
- The addressed target groups lack sufficient internet access/equipment or internet connection which aggravates the situation of exclusion and makes it difficult to reach them out and offer e-learning.
- Grant projects noticed employers' hesitance for committing to offer internships or jobs as of growing uncertainty in the worsening economic situation.
- Restricted (public) transportation has been hampering mobility of learners and teacher.

- Dropout numbers have been rising for the reason of training delays or interruption and long waiting time for trainees during closing of schools.

### Delays

Activities have been impacted by the Covid-regulations in the countries. Core activities, especially those that demand physical gathering such as primarily training delivery, are delayed for around 6 months on average. Activity delays vary highly among the 11 projects, e.g. school closure periods differed widely between countries. Not all delays can be exclusively linked to the pandemic either, as some go back to delays in the contractual or the early implementation phase.

As a response to the delays, grant projects have been re-scheduling activity plans and adjusting their services to the restrictions. All grant projects have been implementing tasks that are less affected by the restrictions (e.g., labour market analyses, curriculum development, online partnership cooperation).

Due to the delays the implementation of year-1 activities and envisaged targets will generally not be fully reached by the grant projects. Still, a positive progress in activities can be demonstrated:

VET capacity building and outreach (activities preparing training) are largely implemented across the 11 grant projects. Training delivery is significantly delayed but started for 9 out of 11 grant projects. Considering a potential (no-cost) project extension between 2 to 6 months, all grantees are still confident to catch up and reach the objectives over their extended project year 2.

### Main achievements of year 3

The following main achievements have been realised in the reporting year:

#### Information, outreach and identification of trainees are largely implemented:

- 10 out of 11 grant projects identified or enrolled trainees following to outreach measures whereas 1 grant project will catch up early 2021.
- At least 3 grantees reached out to the broader community with wider outreach and awareness campaigns on VET and employment.
- All grant projects worked additionally on Covid prevention, e.g. Red Cross Kenya sensitised the broader community, spreading information as well as recommendations for safety and health measures - more than 6000 households were reached with information.

#### VET capacity building and preparatory tasks for training are implemented to a substantial extent:

- All grant projects that planned to do so (9 out of 11), trained trainers or management staff or developed and provided for training manuals, whereas there is a challenge of knowledge with regards to target group-specific knowledge and dealing new training methodologies (due to Covid).
- Other activities such as the establishment or adjustment of inclusive VET centre infrastructure, curriculum development, creating savings and loan associations are on track whereas some delays occurred. Some examples from single grant projects are raised here to demonstrate the variety of activities among the grant projects:
  - 11 national course curricula have been adjusted to needs of deafblind youth.
  - A VET centre was made accessible to people with disabilities, as well as 9 short training programmes have been developed and are also available in Braille and as audio files.
  - For 10 targeted sectors, skills sheets and video tutorials have been produced.
  - Soft and transversal skills video modules are produced as part of a broader online platform with matching functionalities.
- 6 out of 8 grant projects that planned to conduct labour market/VET analysis activities, finished, whereas 2 are still working on it.

#### Training activities started and first work-related training opportunities:

- Approximately 2800 trainees in 9 grant projects started pre-vocational or VET training (end target: 5130 persons). 2 out of 11 grant projects will start with training early 2021.
- Around 50% of the ~ 2500 trainees are still in pre-vocational training, such as life skills or literacy training that is preparatory to the VET training. The other 50% started with VET training and first trainees could already graduate.
- Training did not yet largely include work-based components; still, three grant projects have been placing around 550 trainees into internships.

#### Project agility and innovation - adjusted service delivery as a response to Covid:

- Apart from the shift to online communication on project management level and with partners and the enhanced use of social media to communicate with the target group where possible, all grant projects deliver Covid-adjusted services (e.g., social distance measures, training in small groups or shifts). Some grant projects thereby benefit from the advantage of having planned already a large digital component (e.g. the use of recorded training on tablets or online communication) or made minor adjustments towards a more digital approach and thus can continue training delivery in a modified way:
- 6 grant project developed new ways of training delivery, among them:
  - 3 grant projects are delivering recorded training or using digital tools for transversal training modules showing video projection in the neighbourhoods. AET (via an addendum) is purchasing 54 tablets and solar chargers for learners in Somaliland, delivering training through recorded lessons, enabling small groups to learn accompanied by individual tutoring. Sense International has purchased tablets for learners (youth with complex disabilities) with video tutorials on technical skills, soft life skills, and safeguarding. With help from their family members, 140 learners can watch these videos at home and learn.
  - 3 grant projects are developing larger online platforms, registering employer and jobseeker's information, offering matching and/or e-learning modules.

Results specific to individual grant projects, linking up with employers and creating fora:

- Red Cross Kenya won the formal commitment of 55 employers to take over trained youth.
- Acted signed a Memorandum of Cooperation with 50 employers from some of the selected 11 market driven trades, offering pre-training internships for 191 trainees so far.
- Plan International Belgium set up 24 Youth Savings and Loan Associations, apart from the training on finance literacy, leadership, and management the Associations provide a platform for exchange and learning, saving and gender awareness.

In December 2019 eight grant projects (those under contract at the time) joined the regional start-up meeting in Tanzania. Bilateral exchanges between all 11 grant projects and the Hub took place in July and August 2020. Focus was an update of activities and contractual modification possibilities in light of the Covid 19-situation. These first exchanges delivered the base for further dedicated KEN-exchanges and learning events for the grantees (see also 5.1.3 KEN supporting grant projects).

All grantees also welcomed a supportive monitoring mission (see MEL example, p. 33) based on a self-evaluation (see Annex 5, here: Approach and reporting template for post-implementation interviews). Outcomes from this qualitative monitoring and the subsequent exchange among grant projects are used for mutual learning among the grant projects and feed the KEN at VET Toolbox level.

### 5.1.3 Year-3 implementation of KEN activities

Knowledge exchange covers a horizontal line of action, as it contributes to all 4 Result areas and supports effective operations of activities under short-term support actions and grant projects.

Although VET Toolbox's field activities were mostly negatively impacted by the pandemic, the KEN activities and targets could continue and even got a boost, as they were being delivered mainly remotely during year 3.

We can distinguish between:

- KEN overarching activities
  - VET Toolbox KEN presential meeting on public private partnerships
  - VET Toolbox & Friends webinar series
  - Tools including tutorials and animation video
- KEN activities supporting VET expertise
  - Regional seminars
  - Twinning/mentoring partnerships
- KEN activities supporting the grant projects
  - Virtual group exchanges on selected topics related to innovative approaches to inclusive VET
  - Matched bilateral exchanges on common challenges



## KEN overarching activities

### ■ VET Toolbox KEN Meeting on private partnerships

During the successful Hackathon of May 2019, the interest in the topic of PPP was confirmed. As an answer to this, the first KEN 'experts' exchange' was organised in Brussels (October 2019). 15 international organisations and programmes were present among which the European Training Foundation, ILO, BIBB/GOVET, UNIDO's Learning and Knowledge Development Facility (LKDF), World Bank, DECP, Donor Committee for dual Vocational Education & Training, UNESCO, as well as all VET Toolbox partner agencies. The small-scale, high-level approach was appreciated, and the network is still in touch to this day through e.g. bi-lateral contacts and targeted consultations as well as the newly introduced joint webinars, see below.

### ■ VET Toolbox & Friends Webinar Series

In October 2020, as means to adapting to the challenges posed by the COVID-19 crisis, VET Toolbox launched a brand-new webinar series focusing on specific topics related to inclusive and demand-driven VET. Some of the webinars are co-hosted by other leading VET stakeholders. This helps VET Toolbox achieve broader brand awareness, reach out to a larger and diverse audience and stimulate networking among partners. VET Toolbox uses an online platform that meets all technical and privacy requirements and offers simultaneous translations services (English-French). To encourage participation from a wide and diverse audience, the webinar series came hand in hand with the new communication approach (see 4.4). The following webinars were organised during year 3:

- 8 October 2020: **How to promote equal opportunities for VET learners?**  
Number of registrations: 101
- 12 November 2020 (jointly organised by VET Toolbox & Educaid.be): **Labour Market Analysis: which kind suits your situation?**  
Number of registrations: 163

- 10 December 2020 (jointly organised by VET Toolbox & Archipelago): **Financing VET: how can a training levy help?**  
Number of registrations: 95 + 102\*  
\*Number of participants on 28 October 2020: «*l'Enseignement et la Formation Techniques et Professionnels (EFTP) et son financement en Afrique de l'Ouest*»

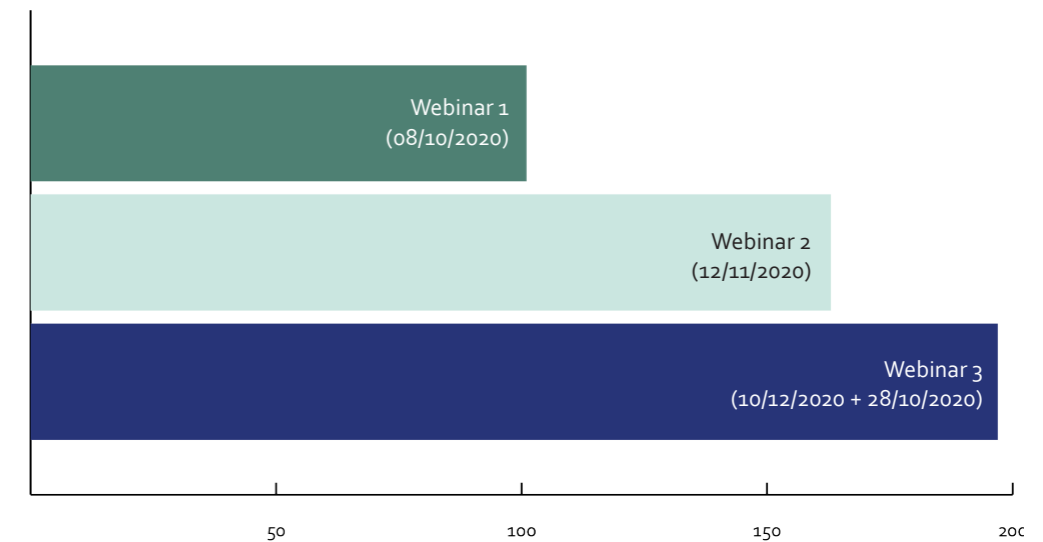


Figure 8: Webinars - number of participants

There is an upward trend in the number of registrations for each webinar. For the first webinar 101 persons registered. This number doubled already by the third webinar\* (\*webinar organized on two different dates).

The common technical challenges were tackled after each webinar which has led to an improved and more professional webinar experience.

Furthermore, participants were encouraged to fill in a satisfaction survey after each webinar, where a high satisfaction rate can be observed. However, the participation rate in the survey was around 10%. This is a note for the upcoming events in the next year.

After the second and third webinar, more than 90% of the respondents confirmed that they would recommend VET Toolbox webinars to their network and around 75% said the webinar improved their knowledge on the subject. This proves the webinars are currently meeting participants' needs. In the next year, webinars will continue to be an important part of VET Toolbox activities. Regular checks need to be done, so ensure we keep meeting needs.

- **Tools, including tutorials and animation video**

In year 3, VET Toolbox published 4 new innovative tools in its e-library. These are publications on Career Guidance (GIZ), Inclusion (GIZ), Labour Market Assessment (GIZ) and Sector Skills Councils (Enabel and the British Council). As a result, at the end of year 3, a total of 9 VET Toolbox tools were available online, most of them in English and French (see Figure 9 below).

	Tools	English	French
<b>LuxDev</b>	Manual on management of education and vocational training institutions	✓	✓
<b>GIZ</b>	Manual on transferable skills in VET	✓	✓
	Life skills and work readiness in VET	✓	✓
	Manual on Labour Market Assessment	✓	✓
	Manual on Career Guidance	✓	✗
	Guideline on how to mainstream inclusion of marginalised people in VET	✓	✓
<b>British Council</b>	Guideline to developing and implementing qualifications that meet industry needs	✓	✓
	Inclusion of refugees in VET	✓	✗
	Self Assessment Toolkit	✗	✗
<b>Enabel</b>	Guide on how to establish a sector skills council	✓	✗

Figure 9: Overview tools

The tools are presented in the e-library, some with an additional animation video or tutorials to facilitate learning. E.g., at the end of 2020, VET Toolbox, LuxDev and Senai collaborated to produce a tutorial video series on the management of education and vocational training institutions. This tutorial video series will be finalised and published at the beginning of 2021 and will support the use of the corresponding manual available in the e-library.

The webinar series helps to promote the existing tools. The tools are presented during the webinar and afterwards through the follow-up news mailing and social media. According to the analytics of VET Toolbox website, during the first two weeks after the webinar, there is a significant rise in the number of downloads of the corresponding tool addressed in the webinar.

### KEN supporting short-term support action

Several twinnings/mentoring partnerships and a regional seminar have been successfully implemented or are still in the implementation during year three.

VET Toolbox, through the British Council, hosted a **regional seminar** for South-Asia about stimulating stronger private sector engagement in skills development (December 2019). It brought together 60 employers, policy makers, representatives from sector skills organisations, education leaders and EU representatives, from Nepal, Bangladesh, India, Pakistan and Sri Lanka, as well as Europe and Africa. The seminar focused on exploring shared challenges and practical solutions to engaging employers in skills development. As well as informing the thinking of key stakeholders internationally as regards approaches to employer engagement and forging new relationships between these stakeholders, the event also promoted engagement with the VET Toolbox. In the case of Pakistan, this led to a new Toolbox intervention focused on employer engagement (due to start in Spring 2021) and a mentoring partnership, now underway, again with an employer engagement focus.

A second seminar for the British Council, initially planned for December 2020, will be implemented as online digital seminar, 'Working Effectively with the Private Sector in Fast-Changing Economies' in November 2021. A further LuxDev regional seminar planned for 2020, has also been moved to 2021, in the form of a presentational event in October 2021, if the situation allows.

The VET Toolbox (through LuxDev), supports a **South-South Triangular twinning** project between two vocational training centres (VTCs) in **Niger and Senegal**: the public VTC CEFAM-Louga in Senegal and the private VTC CFP Mazayaki in Niger. During a first exchange in the form of a 3-day meeting in Niger (August 2020) with 30 participants from the two VTCs, a range of topics have been discussed: administrative, financial and pedagogical management, competency-based approach, private-public partnerships, labour Insertion projects, apprenticeship modules etc.

Following up on this, an exchange visit at VTC Senegal by the VTC Niger delegation is planned, once Covid allows for it. The VET Toolbox twinning herewith builds up capacities and facilitates a network of dynamic VTC that multiplies the knowledge and boosts the regional collaboration between well-performing VTC at Sahel level. Another result of this twinning is that the Senegalese delegation would (for LuxDev) take up a role in a short-term support action for Burkina Faso on the topic of management of VTC.

In September 2019, the VET Toolbox (through the British Council) started up a **1-year mentoring partnership** between Hertford Regional College, UK (following a tender procedure) and four training institutions in **Vietnam** on quality assurance and employer engagement. Due to Covid-19 restrictions the support was delivered digitally. Through providing expertise and tools of the UK college, the project focussed on building capacity of the Vietnamese institutions and developing fit-for-context resources in order to fully embed a 'quality cycle' within each institution. This has resulted in a step-change in practical terms in how the four institutions approach quality assurance, as well as engendering a cultural shift towards "quality". The Directorate of Vocational Education and Training (DVET) in Vietnam closely supported the project throughout and the positive change delivered will feed into shaping

DVET's approach to national policy development on quality. The cascading of the learning to a wide range of other training institutions in Vietnam is envisaged.

Following the success of this first twinning project, **four new 1-year twinings/mentoring partnerships** were started, facilitated by the British Council, in September 2020. This time, the UK lead training institution partnered with clusters of training institutions in **Botswana, Mauritius, Pakistan and Vietnam**. As with the earlier mentoring partnership, the focus is on provision of expertise and tools to deliver sustainable on-the-ground change. Focus topics are employer needs and quality in VET, approached in a tailor-made way for each of the partnerships to cater to the specific priorities and context of the given country.

### KEN supporting grant projects

KEN activities offer a great opportunity to support mutual learning among the grant projects, as well as to follow-up on their state of affairs, challenges and lessons learned. The year 3 KEN activities coordinated by Hub included:

- 10-11 December 2019, 8 grant projects (those having had a signed contract this time) joined the presentational regional start-up meeting in Tanzania that kicked off the action.
- 17 September 2020, a grantees' KEN event brought the 11 grant projects together for the first time for sharing on challenges and learning. Three grant projects presented good examples on how they tackle challenges related to Covid-19, followed by a discussion among the different participants. This exchange resulted amongst others in detecting an interest in a next mutual learning event on collaboration with employers.
- On 4 December 2020 the next event took place through an in-depth exchange on employer cooperation with employers using concrete grantee examples as a starting point. This exchange resulted in the outcome paper "5 top tips to get employers on board" (*see next page*).

## 5 TOP TIPS TO GET EMPLOYERS ON BOARD

1. **Connection. Make a personal connection by asking employers about their current and future needs:** e.g. work together on local labour market assessment that allows for needs-based upskilling of trainees and that raises employers' awareness about your project.
2. **Assessment. Thoroughly assess employers' apprenticeship offers and the trainees' profiles before matching:** ensure quality apprenticeships envisaging a longer-term relationship and assess the trainees' skills portfolio, including prior learnings and soft skills.
3. **Work-based learning. Set up a clear process along the skills development pathway:** define clear steps, roles and responsibilities from project's, employers' and trainees' side. This includes regular assessments followed by fine-tuning.
4. **Incentives. Offer well-balanced encouragements:** link them to clear commitment on the employers' side and promote social inclusion, e.g. offer fees for work material for people with disabilities, incentivise the on-boarding period and/or additional trainings.
5. **Formalisation. Make the collaboration official and include employers in your partnership network:** Ensure outcomes through clearly formalised commitments. E.g. build an employer's committee that consults you and actively participates in VET activities.

Additionally, the grant projects also contribute to the broader VET Toolbox KEN network. During the webinar on inclusive VET, for instance, Sense International Kenya presented their inclusive practice, integrating people with complex disabilities into VET and the labour market.

The supportive monitoring missions, once completed, will also generate insights on shared challenges and points for improvement, as well as on strengths and good practices from the 11 grant projects. These could then serve as input for further knowledge and exchange events, supporting continuous improvement of the grant projects through exchange and learning benefitting all stakeholders.

Figure 10: Output grantees KEN event "5 top tips to get employers on board"

## 5.2 Analysis of Results and indications on Impact

In this section, results from the two main activity fields of short-term actions and grant projects are discussed in a qualitative manner with a focus on indications on impact.

### 5.2.1 Short-term support actions - results and impact

#### Results and indications on impact on personal and organisational level

In this section, survey results are presented to shed light on the changes on personal and organisational level as perceived by participants of VET toolbox interventions directly after the interventions took place. This section takes into account the responses from 780 participants (from 14 support actions).

At a personal level, 99% of the participants agreed that their knowledge about the topic addressed by the activity improved (58% of those even strongly agreed). 98% agreed that their network expanded thanks to the activity (50% of those even strongly agreed), as presented in the figure below. The participants were also asked about recommending the activity to others (99% would do so) and the relevance of the activity for their job (99% found it relevant).

#### Findings from further analysis: result areas and survey results

When looking into **result areas of support actions** (see 5.1.1, table 6) and linking these to the survey results (see figure 11 above), some interesting signs become discernible:

- When the support actions were solely focused on result area 2, the participants are less positive concerning the expansion of their knowledge (46% strongly agreed), compared to 62% for support actions having a wider focus than only result area 2.
- Responses on network expansion were more positive for support actions addressing main result area 1 and 2 compared to those

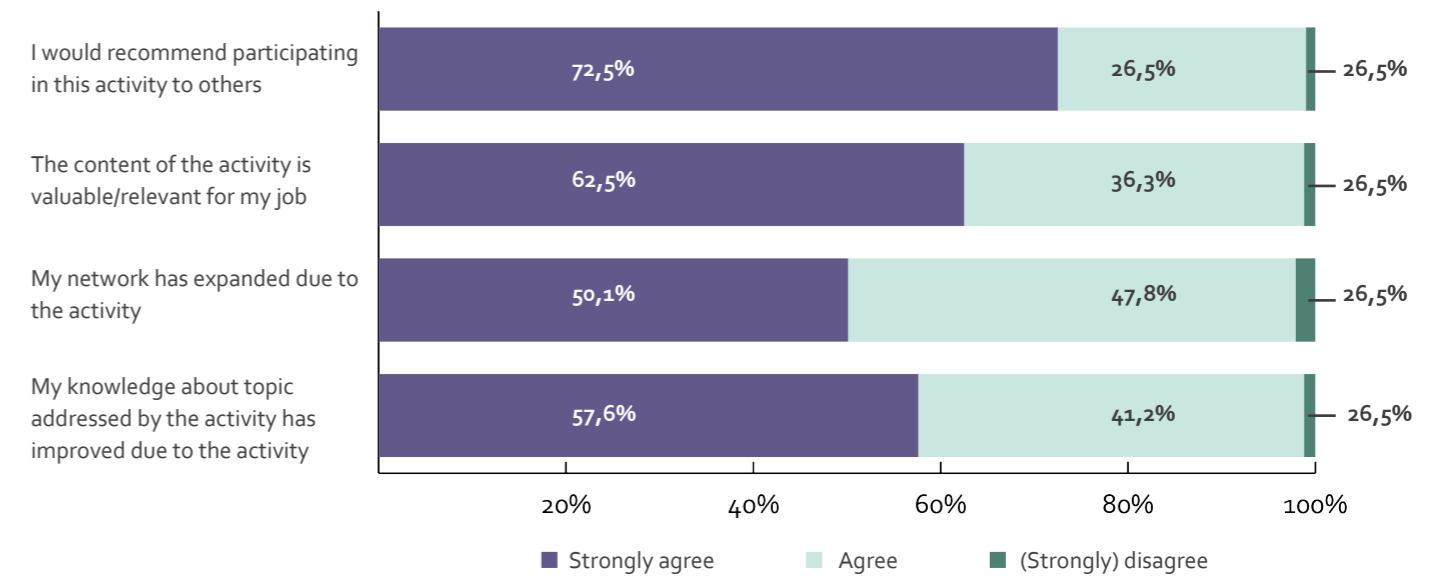


Figure 11: Personal changes as reported by participants (N=780)

focusing on result area 2 solely and on main result area 3 (besides others).

- For those support actions solely focussing on result area 2, only 62% strongly agrees with recommending the activity to others while this is 80% for support actions focusing on result area 3.

This allows the assumption that support actions targeting more result areas at the same time, therewith addressing a broader thematic scope, serve the participants' needs slightly better. However, data samples are limited and provide only first indications that need to be carefully interpreted.

**Findings from further analysis: service modality and survey results**

When looking into support actions according to **service modality** (see 5.1.1, table 7 and 8) and linking them to the survey results (see figure 11) some small signs become discernible:

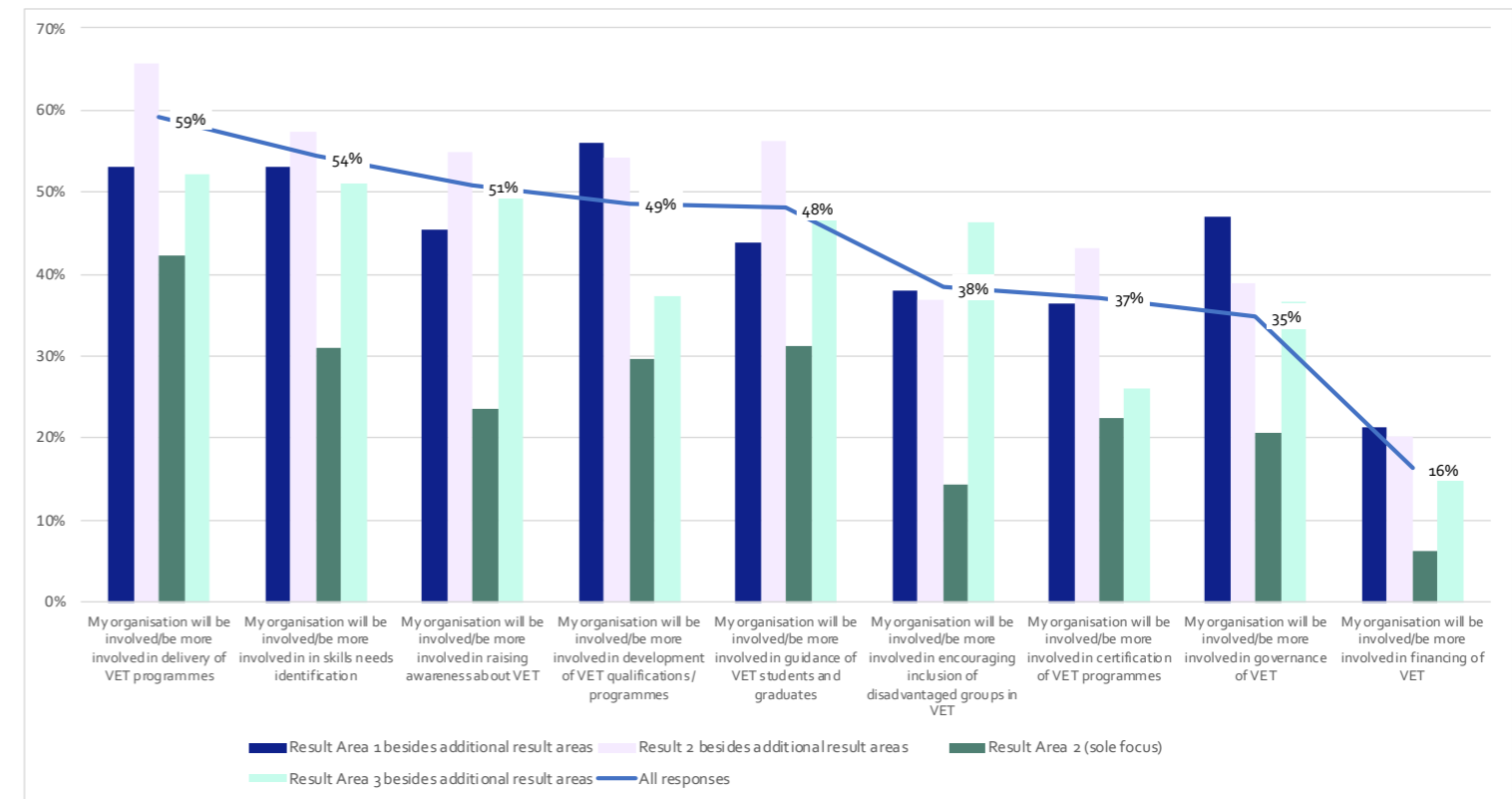
- Support actions where all four modalities are covered, received slightly more positive feedback on the **knowledge expansion** (63% strongly agree) compared to 44% for support actions that include workshops/seminars (service modality 2) and tool development (service modality 4).
- Concerning the assessed **relevance to the job**, participants of support actions that used service modalities 2-4 (therewith all except modality 1, VET/labour market analysis), are slightly less positive (48% strongly agreed) compared to 70% that strongly agreed for support actions covering all service modalities. The differences in the use of service modalities do however not affect the overall high satisfaction rate. Still, signs point to it that services including modality 1, VET and labour market analysis, are even more appreciated.

When looking at the overall high satisfaction and the only very slight nuances in the very positive feedback of the participants related to the use of different service modalities, one might conclude that a mix of modalities would be the best way forward for future support actions.

**Forecast 'organisational changes' in light of the result areas**

The participants were also asked what **organisational changes** they might foresee as a result of the intervention. The following figure provides an overview of all responses (line) and the responses per result area.

The participants indicate that their organisation will most likely expand *their involvement in VET delivery and skills needs identification*. The least expected involvement is foreseen in governance and financing VET, though from the experience of the VET Toolbox team these are very relevant topics that relate to sustainability of the action.



**Figure 12: VET-related topics the respondent expects their organisation to get (more) involved in, following to VET Toolbox support (N=780, multiple answers possible).**

As can be seen in the figure above, there are some differences between the answers, clustered by result areas (see 5.1.1, table 6).

1. The cluster that focused mainly on result area 1 is more positive compared to others on the development of VET qualifications and the governance of VET.
2. The interventions focusing on result area 3, not surprisingly as focusing inclusion, are more positive concerning encouraging inclusion of disadvantaged groups in VET.
3. Those focusing on result area 2 (besides others) is most positive on delivery of VET, skills need identification, raising awareness, guidance, and certification.

This overview of topics that are more or less likely to be taken up further by the participating organisations, also allows for further considerations such as:

Should VET Toolbox nudge organisations more to work on certain topics that have already proven their benefits but might be less popular/easy to be taken up spontaneously by the organisations themselves?

E.g. one conclusion could be that governance and financing of VET needs to be addressed to a larger extent in future support actions, taking into account that addressing this usually requires changes at system level such as legal and budget adaptations, which are challenging to bring about.

#### Post implementation activities and further indications on impact

The VET Toolbox support actions aim at supporting the set-up of new in-country reform processes or at boosting ongoing reform processes already set into motion, at the request of the partners. Though these VET Toolbox actions are small-scale and large impact is unlikely, smaller indications of impact are certainly visible. Post-implementation activities (these are activities the requesters take up after the VET Toolbox support is finished) are, for instance, such an indication.

Post-implementation activities and other indications on impact can be found in three directions, contributing to the three VET Toolbox result areas (LMA, PPP and inclusion):

1. Establishing formal agreements and acknowledgement of priorities
2. Continued training and tool sharing following the support action
3. Mainstreaming or up-scaling tested approaches

For each direction, a reflection on the indications of impact is made, including a reflection on the alignment of the support with national strategies and on how the support feeds into broader national reforms.

#### 1. Establishing formal agreements and acknowledgement of priorities

As post-implementation activities, formal commitments can be essential in future developments and securing progress in reform processes. Examples:

**Vietnam (007/053):** VET Toolbox, through the British Council, focused on quality assurance in seven VET colleges. The key conclusions that were highlighted at the final workshops in Da Lat were the result of the high commitment from all sides and help to inform the Vietnamese Government strategy for the future. The review of quality assurance practice in VET colleges feeds the implementation process of the 2011-2020 education development strategy and the recommendations on how the colleges could develop more sustainable processes and procedures to help realising sustainable change. Furthermore, the VET Toolbox created a platform on which the institutions can build future improvement strategies. The Toolbox also provided valuable feedback and guidance which can be used to inform policy development and help deliver systemic change. A follow-up through the VET Toolbox 'twinning/mentoring partnerships' (see 5.1.3 *KEN supporting short-term support action*) with Vietnam built on this work, utilising the learning from the project to shape and enrich the work to further enhance quality assurance in VET institutions in Vietnam.

**Ghana (012):** VET Toolbox, through GIZ, supported the National Vocational Training Institute (NVTI) with capacity building in competency-based training curricula development. The methodology included the systematic involvement of representatives from the public (other relevant educational and TVET authorities) and industry sector, ensuring a direct contribution to the Ghanaian "Strategic Plan for TVET Transformation 2018-2022". Memorandum of Understandings (MoU) with representatives of the automotive industry such as Toyota, Nissan, VW and Suzuki were signed and will serve as a basis for collaboration in designing a hands-on and modular structured competency-based training curriculum.

**Democratic Republic of Congo (016):** As part of DRC's VET reform process, a recognized VET Resource Centre has been set up on the basis of a national decree, under the supervision of the Province of Haut Katanga, run by the EPSP and private sector services. VET Toolbox, here through Enabel,

supports the Federation of Enterprises of Katanga in the formulation of a strategic development plan for the establishment of an informal Employment and Training Observatory as well as the design and the development of a new training module on Cold Storage Techniques. First results are the set-up of a framework for consultation between training and employment, supported by VET Toolbox input and reflections on models of a joint management for the Resource Centre. Implemented structures for a strong link between employment and VET are promising for further developing VET systems in DRC.

**Uganda (019):** The support to the Ugandan Association for Privat Vocational Training (UGAPRIVI), implemented through GIZ, aligned with the developing process of a “UGAPRIVI strategic plan 2020-2025”, includes a financing model and business orientation targeting a broader national impact. The support activities directly contributed to the national TVET Strategic Plan of the Ministry of Education and Sports (2011-2020) “Skilling Uganda”, that emphasises capacity building for training institutions (both government and private) for provision of quality, accessible and relevant training. On a governmental level, various VET capacity building activities and a comprehensive policy framework is under discussion, strengthening the positive effects of the support.

**Senegal (026):** VET Toolbox, through LuxDev, supported a National Seminar on Private-Public Partnerships (PPP) in VET in Senegal, in November 2019, putting PPP in VET into practice through mutual learning, dialogue and networking. The national workshop, organised by the Ministry of Vocational Training (MEFPA) and the Ministry of Industry (MDIPMI), and supported by UNIDO’s LKDF, led to the “Declaration of Dakar”, a thorough cooperation agreement between the two line-ministries on PPP and working with the private sector. This and further new initiatives in Senegal are the consequence of an earlier VET-Toolbox PPP regional workshop (PEFOP-IFEF-LuxDev workshop in 2018). The base for an ongoing cooperation was set there and also resulted in a formalised commitment for activities under the new VET Toolbox contract (see Chapter 6) that includes a concept for blended financing, a collaboration proposal and an EIP (external investment plan of the EU) oriented intervention, that ensures sustainability and impact of the

VET Toolbox support in Senegal.

VET Toolbox short-term support is characterized by thorough stakeholder management, involving key stakeholders from national and governmental institutions, VET and skills authorities and the private sector, as well as other donors. As shown through the examples above, the Toolbox’s support clearly fuels impact when activities are related to national strategies and embedded in broader national reform programs, which lead to formal agreements, ideally with commitment from the private sector as well.

## 2. Continued training and tool sharing following the support action

VET Toolbox services are often related to capacity building, developing training materials and piloting a training approach. Especially post-implementation activities that entail follow-up training or dissemination of material support a wider impact in a sector, region, or the whole country, can be promising outcomes. The requester and other in-county stakeholders are responsible for these post-implementation activities. Then can be supported by the VET Toolbox through a second request if they meet certain conditions: successful completion (beneficiary satisfaction rate 80% or more) and proven post-implementation activities by the requester and other local stakeholders of the 1st VET Toolbox support (SC, February 2020).

The following examples demonstrate post-implementation activities executed by the requester and other local stakeholders, partly reinforced through a second VET Toolbox request:

**Uganda (003/052):** The VET Toolbox supported Uganda’s VET reform process by boosting the further development of the Tourism and Hospitality Sector Skills Council (SSC). An operational Action Plan provided the basis for establishing an SSC model for all sectors and the Government of Uganda is committed to establishing a TVET Council which will coordinate country-wide skills reforms. The support action is aiming at bridging the gap between demand and supply of the labour market, improving productivity, business and sector performance and improving learning supply through National Occupational Standards, industrial training and apprenticeships.



Since end 2020, a support structure is created through an interim TVET Council secretariat, supported by a coordination unit and a desk officer in the Ministry. The Council has conducted a Capacity Needs Assessment of the industry with a focus on two tourism regions that identified, among others, the need of digital development. Moreover, three new occupational standards and 15 job profiles, as well as an Assessment and Training Package for Tour Guides have been developed. The Tourism and Hospitality SSC was requested to share lessons with Uganda's other SSC. A structured cooperation among Uganda's SSCs is promoted. A second request for VET Toolbox support should ensure the sustainability of the SSC and sector development through a sound and sustainably business model for the Tourism and Hospitality SSC, leading to steady income generation and funding, and through capacity building on digital marketing skills.

**Pakistan (005/041):** The support to Pakistan's apprenticeship reform, facilitated by the British Council, shows how knowledge is capitalised and widely supports the adoption and implementation of the Apprenticeship Law across Pakistan. Following the formal launch of the programme by the Minister of Education, a seminar widened knowledge on the apprenticeship reform amongst the senior employer community and key training institutes and foundations. A handbook for employers demonstrates how to interpret the law and what this means for business. Starting with a pilot implementation in the Capital Territories (Islamabad), a second VET Toolbox support request supports the capitalization of the adoption and implementation of the Apprenticeship Law in all provinces across Pakistan, continuing with capacity building for planning and delivering apprenticeships in the provinces of Punjab and Sindh. This also includes the implementation of work-based learning through apprenticeships and inclusion of vulnerable groups. The outputs from the intervention – including the handbook, the practical expert guidance to decision-makers and the more engaged and prepared employers and training institutes – play a key role in the success of the apprenticeship drive in Pakistan, including a cultural shift in the country.

**Vietnam (007/053):** This request from Vietnam also shows a successful example where tested approaches are mainstreamed. VET Toolbox focused on quality assurance in seven VET colleges (during two support requests),

aiming at eventually reaching 85 VET colleges across the country. The VET Toolbox created a platform on which the institutions can build future improvement strategies. It provided valuable feedback and guidance which can be used to inform policy development and help deliver systemic change. The requester in Vietnam reports significant improved outcomes in colleges in Vietnam across a range of quality indicators, including improved outcomes for students, more effective tracking and monitoring and a more effective implementation of the self-evaluation processes. Continued workshops and trainings, and further application of materials enhance the effects and ensure the reach-out of a wider range of stakeholders.

**Nigeria (022/057):** The VET Toolbox support to ACCI BEST Centre (private, non-profit organisation), facilitated by GIZ, promises broader impact through best practice exchange and capitalisation of knowledge on gender and disability mainstreaming for TVET Institutions and the private sector. A training manual was developed in Nigeria which gained interest in the international context. Following to the developed training manual, the Centre conducted two additional classroom trainings. Major TVET stakeholders participated in this training. As a next step, e-learning modules for disability and gender inclusive TVET will widen the reach of stakeholders. To develop these modules ACCI Best Centre requested additional support from the VET Toolbox (November 2020). As a private organisation, ACCI Best Centre is actively cooperating with the Nigerian Federal Ministry of Education which is promising the wide use of the training materials within Nigeria's federal VET schools' landscape. The development of an e-learning module for disability and gender inclusive TVET, accessible via the ACCI Best Centre's e-learning platform, aims at widening the reach of the content on strengthening inclusive participation in TVET.

These four examples show concrete activities following the implementation of a VET Toolbox support request, in which knowledge is supporting the application of policies, here even complemented by a second request. There are other examples that show follow up activities and the dissemination of good practices across interventions e.g.

- The handbook on “Management of VET institutions” was established and applied in Senegal (001) and Mali (002) which inspired a new support request in Burkina Faso (058, 2021) marking an overall Sahelian approach for managing VET institutions. The handbook was also complemented by a series of short modular video tutorials to facilitate the learning process.
- The gender and disability inclusion manual applied and adjusted for Nigeria ACCI Best Center (022), was an output from the request from Ghana (013) and also used in Tanzanian request (017) focusing on public private dialogue on gender equality in TVET/labour market.

### 3. Mainstreaming or up-scaling tested approaches

VET Toolbox short-term actions nudge the up-scaling and mainstreaming of successful approaches to increase the results and impact. Making sure this mainstreaming aligns with an ongoing national reform process and builds upon a conducive environment is key to reach a system-wide impact as demonstrated in the examples below.

**Pakistan (005/041):** The activities related to this request are built upon a thorough legal foundation with Ministry back-up and stimulate ongoing governmental developments. Participants in the VET Toolbox activities, through the British Council, provided a valuable sounding board for NAVTTC on the emerging policy implementation. A positive change has been reflected in the Government of the Punjab passing an Apprenticeship Bill in the province. The Punjab TEVTA, which is the body responsible for the bill’s delivery, was a key participant in the Toolbox intervention. The support promised to be not only sustained but amplified as well. The visibility of the Handbook has been achieved by the national launch and subsequent TV programme and the commitment of the new Pakistan Government to make Apprenticeship a priority. Aiming at cross-country use of this handbook and the VET Toolbox ‘formal and informal apprenticeship’-toolkit, established through LuxDev support, other donors have been involved and asked to consult on these products, including stakeholders from Pakistan, Palestine, Burkina Faso and Niger. The handbook and the toolkit are now also available across several other countries, even in other continents.

**Ghana (012):** This support action indicates impact related to the establishment of a MoU, a further sign for impact is seen in the organisational set-up where an institute supports the competency-based training curriculum through its testing division. It develops and sets standards for testing, assessment, and award of certificates to formal and informal skills training institutions across the country. Currently, the division tests in about 60 trades areas and conducts annual trade tests for an average of 40,000 candidates nationwide. After the VET Toolbox support NVTI started the negotiation with Africano Electro public-private partnership supporting the development and implementation of competency-based curricula.

**Tanzania (014):** The VET Toolbox support, facilitated by the British Council, supported the national TVET approach using labour market analysis to determine skills demand for VET planning. A sector TVET panning tool was developed accompanied with capacity building activities targeting staff in the Ministry (MoEST) and national VET authority (VETA). The action promises sustainable outcomes and mainstreaming of the approach as VETA’s regional office model, benefitting from enhanced labour market analysis expertise, allows identified regions to take up the lead in implementing labour market analysis and cascade knowledge and experience to other regions, subsequently completing the national picture using a national Management Information System tool. The support fuelled the governmental drive and a conducive organizational environment ensuring the envisaged impact.

**Nigeria (022/057):** The deliverables of the request directly contributed to the National Gender Policy of the Federal Ministry of Women Affairs and Social Development and its broader ongoing reform process. The central result of the support, the training manual on gender and disability mainstreaming in TVET, is accessible to both the training staff of ACCI BEST Centre itself and its associated TVET training providers, as well as through the tool in the VET Toolbox e-library.

### 5.2.2 Grant projects - results and impact

This report covers year 1 of the grant projects' implementation phase that is, as described under 5.1.2, delayed due to Covid.

Current outcomes from grant projects that indicate sustainability and direct towards larger effects and impact are visible where projects are:


- Broadening and formalising of the provision of inclusive VET
- Deepening the involvement of the private sector in VET
- Improving VET governance and infrastructure
- Enhancing skills and competences

#### 1. Broadening and formalising the provision of inclusive VET

Early signs of impact through the grant projects' contribution to the development of national VET systems are reported concerning broadening the provision of VET by adding new skills and target groups (more inclusive), e.g. by identifying new trades and the development of new programmes, or by reaching out to the rural population. Some of these developments even lead to formalised improvements.

Some examples:

- ACTED, in Pakistan, achieved opening a **new trade and new perspectives for women**: 26 women participated in paramedical training - a trade that has been so far reserved for men. A broad awareness raising campaign, reaching out more than 6,000 community members resulted in the registration of 1211 potential youth for their selection into the programme, with a clear focus on engagement of women and marginalised population with low incomes and large families.
- Additionally, ACTED's work on labour market analysis also identified a new trade, i.e. market gap. There is a lack of trained mill technicians that means a potential for training and strengthening the local



*I am quite impressed to see ACTED's approach to provide such innovative TVET trainings on Paramedical Assistants to women in Kashmore! In all honesty, this is something I have never heard of before. This will open new avenues for the women living in Kashmore, and expand their opportunities in the medical field. As a district government representative, I am eager to give my wholehearted support to the Paramedical trainees and assist them with securing work opportunities whenever they are available in our department(s). I also strongly recommend all relevant stakeholder to encourage and support these bright women in their future development who are setting new trends and breaking cultural barriers! Once again, congratulations to ACTED, its team and donor for making this dream possible for women of District Kashmore.*

**Dr. Ihsan Akbar**

**Dahani District Health Officer, Government of Sindh**

- economy around this new trade and its VET and employment opportunities. The project team launched a discussion with the national accrediting body for skills training in the country (NAVTTTC) and paved the way for formalising a curriculum for this new trade, that could lead to further action, ensuring the project sustainability and long-term impact (beyond the envisaged results of the project).
- AET with the help of Ministry of Education developed a curriculum and recorded a comprehensive set of class lectures of Somali Language and Mathematics that enabled far more than 400 youth (disabled people, internally displaced people) to read and write. The curriculum and lectures also serve the broader Somali society as they can be widely used in a resource efficient way.

- Sense International (multicounty project), in Uganda, upgraded 11 national course curricula to become accessible for deafblind youth. Deaf blindness has been included in the new Disability Policy.
- Sense International uses an innovative approach in Kenya, distributing tablets with recorded learning youth with complex disabilities and their parents. 140 youth with complex disabilities are now using tablets for learning at home and for communication with their teachers. The 3 sets of videos include training on child and vulnerable adult safeguarding and protection; life skills and videos on technical skills on TVET including e.g. basketry, animal husbandry, woodwork, among others. Inspired by this successfully piloted VET Toolbox approach, other projects in and beyond Kenya now also use the methods and material, e.g. parents of 200 young children with complex disabilities are also now using tablets for training on basic skills in Kenya (project funded by UKAID Direct in Kenya). A Special Needs Education teacher introduced the videos and accompanies families in Tanzania, where about 100 parents of children use the tablets for home therapy which families can better afford than going to a therapist.
- Plan International Belgium in Tanzania offers VET training to young mothers and by providing childcare during training allows them effective participation. This is a unique opportunity that widens VET opportunities for this target group.

## 2. Deepening the involvement of private sector in VET

First indications of impact can be demonstrated where grant projects support institutional arrangements that get representatives of the private sector more engaged in VET. This can become concrete through e.g. more internship or apprenticeship places.

Some examples:

- ACTED has brought on board 50 employers from 11 trades (identified during the local market assessment) in order to provide a platform for trainees and build their linkages for job placement and joint business ventures. ACTED signed formal agreements with these 50 employers committing to extended support, building linkages with trainees. 4 business linkages sessions therefore have been organised, with representatives from the private sector. ACTED is offering pre-training internship, for creating early links between youth and employers, assessing if the job matches with the trainees' profile and preferences. This first work-based learning experience is followed by training and post-internships to strengthen the relationship between trainees and the employer and direct towards job insertion.



*As President of Mobile Market Union, District Badin, I have witnessed several TVET projects, but this project is quite unique in its approach. The fact that employers are closely engaged in all activities and are directly involved in trainees' selection and given preference in different processes of the project is quite interesting. The role of employer is always important to assess market demand for skilled labour. I am happy that ACTED has introduced this new model which gives strong access to the employers to hire from a pool of most skilled technical workers. I may be the one who selects the 2 best mobile technicians among the batch to hire for my own workshop.*

**Abdul Rehman,  
President, Mobile Market Union, District Badin**

- Red Cross Kenya, in cooperation with Mandera County technical education steering groups, won the commitment of 55 employers to take over trained youths. Based on a formal engagement between enterprise owners, project partners and Kenya Red Cross the project has enrolled 329 youth for VET programme.
- ESSOR, active in Mozambique and Guinea Bissau, developed a range of supporting tools to successfully integrate trainees into jobs, e.g., the memorandum template for formalization with companies, the registration of companies in a database, and on jobseekers' side, a manual for CV writing, motivation letter, internship/job search, trainee skills assessment sheet, profile form to filter youths according to companies' needs. Training and employment guidance centres serve with structured guidance on skills development meeting labour market needs. More than 1200 people having used services and 21 job placements could be realised.
- GRET bases its VET model on a co-construction methodology. From the outset, key players are involved in the training-employment process, in particular the private sector, SMEs and informal sector. As such, a sustainable structure can support the development of a productive ecosystem and a community of practice that shares ambitions in terms of economic integration. 145 youths have been reached for short-term and modular VET training. The training consists of both practical and theoretical components over 6 months, including pre-training internship for "métiers du quotidien". The low threshold in terms of pre-conditions for entering the programme as well as short-term basic training modules promise a quick response from the local labour market and avoid mismatches and wasted resources due to over-qualification.
- Samaritan Trust in Malawi, linked up with 5 local construction employers during the period of school closures (Covid), bridging the waiting time of theoretical training with internships for around 100 trainees. This was an opportunity taken up due to Covid restrictions, showing potential for sustainable outcomes.

### 3. Improving VET governance and infrastructure

Another area where grant projects show the first signs of impact is the governance and infrastructure of the TVET systems. This includes forming agreements, supporting institutions and bodies relevant to TVET and the development of necessary policies. Grant projects strongly empower local structures and involve community-based organisations, ensuring broader sensitisation and outreach to youth.

Some examples:

- SPEDP, in South Sudan, benefits from back-up at policy level. The Government (National Ministry of Education and Vocational Training) is taking proactive steps towards development of TVET policy, comprehensive curriculum and equipping TVET training centres across the country with requisite facilities for continuous advance trainings. Starting with the Torit Technical Training centre, that has been equipped with five lab sets, the ministry, in consultation with SPEDP and other development partners, is also planning to further develop VET centres in the remaining nine States. This might positively contribute to a continuation of trainings offered in the frame of the grant project and serve as grant opportunity for sustainability of skills as envisaged by the project.
- DAPP, in Zimbabwe, set up a good cooperation with the local government authorities that have taken already ownership of the project and are willing to support. Local government authorities are envisaging the continuation and the multiplication of this project, as it is supporting the policy development by encouraging more inclusion of vulnerable and disadvantaged youth. The project is already influencing the learning culture at the TVET colleges to reduce inequalities and address the barriers faced by young women and youth with disabilities to enhance employability for a successful transition into the world of work.
- ASSIST, in Philippines also is promoting stakeholder cooperation to strengthen the TVET policy reform. Technical Education and Skills Development Authority are involved, and relevant partners commit to action in line with the Philippine government's initiatives planning for a peaceful and better Marawi.

#### 4. Enhancing skills and competences

All grant projects should in the end lead in one way or another to improved skills and competences of individuals, most importantly of those facing exclusion. There is a clear direct impact on the individual level that can only be reported once training is completed. Skilling, up- and reskilling all show positive outcomes in terms of enhanced employability, concretely leading to broader employment possibilities and increased income generation.

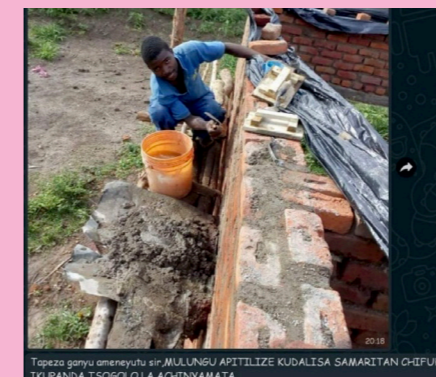
Some examples:

- AET, Somaliland: 400 trainees are now able to read and write, they are now able to share their thoughts on different communication channels including messages through SMS and social media platforms, reporting an increase in self-esteem (interviews during assessment) increasing employability.
- Plan International Belgium in Tanzania, set up 24 Youth Savings and Loan Associations (YSLAs) where 600 youth receive training on financial literacy. The project team reported on the following positive effects so far: YSLAs enhanced young people's confidence, as well as self-esteem. Trainings have enabled them to improve their saving behaviour and helped them ensure the proper use of funds. Youths have started to borrow funds from their YSLAs to support social needs and some also used the money to finance their small business. Moreover, YSLAs provide a platform to provide gender awareness sessions and therewith have created a better understanding among youths on equal rights and gender equality. Signs are visible in the group dynamics, e.g. as also young women are open to leaderships roles.
- Some quotes underpin impact on individual level:



*ACTED: I used to be a plumber in Badin. A few years ago, I experienced a major car accident due to which my backbone was severely damaged. This led to more than a year of bed rest and a life-long spinal disability. This ordeal made me severely depressed. I had given up all hopes for resuming my earning life and supported my father who is a Rickshaw driver. When ACTED-RSWDO approached me to enroll in their new Mobile technician course, I was a bit hesitant at first, but after attending a community awareness campaign, I decided to give it a chance. I must say it has been one of the best decisions I have made for myself. Not only does this require minimal physical exertion, there are so many great opportunities to work in bigger cities as a mobile technician. I am almost near my course completion and can't wait to start my On-the-job trainings next month. Thank you ACTED and ENABEL for this chance!*

**Daniyal Trainee,  
Advance Mobile Technician Trade**



*Samaritan Trust, Felix, one trainee from Zomba via WhatsApp [Tapeza ganyu ameneyutu Sir. Mulungu apitilize kudalitsa Samaritan chifukwa yikupanga tsogolo la achinyamata.] I have secured this piece of work, Sir. God should continue blessing Samaritan because it is molding the future for the youth.*

*AET: My name is Sahra Gaboobe Rooble, I am 42 years old and my husband is blacksmith. I have 9 children (Boys:5, Girls:4). The program (Vet Toolbox) changed my life and now I can read and write, while before I did not know how read and write. So therefore, now my knowledge is increased, and I would like to have the chance of training for tailoring. Currently I sell some goods at in-front of my house, which adding tailoring will increase my profit and income.*

**Sahra Gaboobe Rooble,  
AET**

### 5.2.3 Conclusions on the activity results and impact

The previous parts (5.2.1 for short-term support actions, 5.2.2 for grant projects) show, through concrete examples, that VET Toolbox activities lead to outcomes that indicate a broader impact.

While VET Toolbox short-term support actions are often small-scale and mainly intended to provide an impetus to ongoing reform processes, evidence already shows how outcomes of VET Toolbox activities do feed into reform processes. This is mainly the case for support actions that are finalised and followed up from the requesters' side with e.g. establishing formal commitments; continuing with the developed training, further application and use of developed materials; or mainstreaming of tested approaches. Such post-implementation activities boost the sustainability of the small-scale support and are an important indication for broader impact of an intervention, thus achieving the envisaged project results.

For the grant projects (project duration of up to 24 months) conclusions on outcomes will mainly be drawn in the next reporting year. Even though post-implementation activities are not yet determined and impact on an individual level will be discovered only once training is completed to a larger extent, first outcomes and individual experience do already give a flavour of their effect and value. This is especially the case, when grant projects achieved success through broadening and formalising and deepening the involvement of the private sector in VET, including improving VET governance and infrastructure and the enhancement of skills and competences.

When approaching the achievements from the perspective of the result areas along the logframe (see 5.1), it becomes clear that the VET Toolbox activities relate and contribute to the result areas, as discussed below.

**Result area 1 (LMA):** Tools and advice for VET system- and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming and serve as a basis for informed strategic decisions in response to demographics, economic development, and labour market needs.

- The **short-term support actions** contribute to VET system and

labour market analysis. This type of support ideally includes formal stakeholder commitment and often results in the production and further dissemination of knowledge and broader application in other sectors, regions and even countries. This supports the reform process, and the demonstrated examples prove success.

- When labour market analysis (result area 1) is delivered, result area 2 (private sector involvement in VET) is considered a pre-condition and key success factor for the support action.
- Result area 1 is also supported through the **grant projects**. 8 out of 11 grant projects conduct labour market/VET analysis activities as part of the project activities.
- Finally, LMA is also covered by the third VET Toolbox activity strand of knowledge exchange, with a dedicated webinar on [labour market analysis tools](#), discussing how to choose the right type of analysis for the specific context. The webinar built on a VET Toolbox [guide on LMA tools](#), using the momentum to promote this tool maximally in the VET-community (see also 5.1.3).

**Result area 2 (PPP):** Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered.

- So far, most VET Toolbox **short-term support actions** have – as anticipated - focused on result area 2 as main support area (65%). They facilitate mechanisms of consultation and active participation of the private sector in VET. Another 30% of all short-term actions support this result area as an additional area (besides result area 1 and 3). Which is very positive since increasing private sector involvement positively effects sustainable outcomes of all support actions.
- Establishing formal agreements is one of the most important outcomes from support actions under result area 2.
- Where PPP is approached, activities often are upscaled and mainstreamed, thus enhancing its effects. This allows a prudent conclusion that result area 2 (PPP) is the most promising support area for short-term support actions to contribute to results that lead to broader impact.

- Deepening the involvement of the private sector in VET is also an important topic for the **grant projects**. No less than 5 examples already prove concrete thanks to linking up with employers.
- Finally, the topic is also covered by the third VET Toolbox activity field of **knowledge exchange**, with e.g. a PPP-seminar in October 2019 and an in-depth exchange among the grantees on how to onboard employers (see 5.1.3).

**Result area 3 (Inclusion):** Local stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector.

- Under result area 3, VET Toolbox supports capacity building of local stakeholders on inclusive VET training. While inclusion in VET is a thread through all VET Toolbox actions, dedicated **support actions** demonstrate a targeted contribution to this result area. Especially the dissemination of knowledge using concrete good practices, fostering broader application in other sectors, regions and even countries, indicates broader impact.
- 60% of short-term support actions offer training (of trainers or management staff) that helps capacitating local stakeholders in inclusive VET.
- Capacitating local stakeholders is also realised through the **grant projects** with training trainers or management staff or developing training manuals to help local stakeholders implement inclusive VET.
- Finally, the topic of inclusion is also covered by the third VET Toolbox activity field (**knowledge exchange**). A dedicated VET Toolbox [tool on inclusion](#) is available in the e-library on the website. This tool inspired and got promoted during the first episode of the VET Toolbox & Friends webinar series (October 2020) on 'How to promote equal opportunities for VET learners' (see 5.1.3).

**Result area 4 (grants):** Methodologies and approaches to support the integration of disadvantaged groups into VET learning and into the labour market are piloted.

- The 11 selected **grant projects** are piloting innovative methodologies and approaches to support the integration of those most excluded into VET and the labour market, thus directly contributing to result area 4. The VET-models used are based on labour-market information and identified needs,

while considering the local context and opportunities on the formal and informal labour market. They address defined target groups at risk or experiencing exclusion. So far, around 2500 disadvantaged people are in training. First cohorts have been linked to employers for internships.

- All grant projects make a clear contribution to this result area that promises a broader impact in four different ways, through: broadening and formalising the provision of inclusive VET; deepening the involvement of private sector in VET; improving VET governance and infrastructure; and enhancing skills and competences (see 5.2.2).
- This result area 4 is also closely linked to result area 3 which focuses on capacity building for local stakeholders to promote inclusive VET. **Short-term support actions** also contribute to these result areas as shown above.
- For the **knowledge exchange** support strand, the contribution is the same as for result area 3 (see above), including the specific KEN activities for grant projects (see 5.1.3).

When analysing the results and impact reached through short-term support actions and grant projects, **the following success factors can be identified as drivers for broader impact as stimulated by the VET Toolbox support:**

- Private sector involvement on various levels, such as conducting LMA, establishing formal agreements, or offering work-based learning opportunities.
- Formalised partnerships (public and private) resulting in agreements and commitments by stakeholders.
- Installing clear governance structures with defined operationalisation or action plans (involving VET authorities).
- Formalisation and standardisation of VET processes/tools that have mainstreaming and upscaling potential (e.g. occupational standards).
- The planning, implementation and follow-up of post-implementation activities by the stakeholders
- Knowledge dissemination through concrete examples



### 5.3 Challenges, opportunities, lessons learned and measures of improvement

Reaching VET Toolbox's objectives has been challenging also in year 3. Apart from these challenges, the project has also encountered many opportunities. From these challenges and opportunities, clear lessons learned present themselves, which are taken up through measures that contribute to continuous improvement.

#### Challenges and opportunities

The main challenge of implementing year 3 was without a doubt the **Covid 19-pandemic**. The subsequent health and safety-related restrictions hamper the implementation and cause delays for delivering support services both for the implementing partners and the grant projects. The delays from year 1 and 2, could not be rectified in year 3 either (*see 4.3 and Annex 6*).

The pandemic however, also brought about several **opportunities**, e.g. through the 'forced' experimentation with maximum e-service delivery.

- **E-service delivery** cannot be delivered with the same intensity as presential support. Exchanges through virtual platforms are far more tiring, especially when the connectivity is insufficient. While pre-corona support was often delivered in short and intense one-to-two-week visits, we see the support process in now **more spread out over time**. This has, on the one hand, the disadvantage of risking a loss of momentum and energy of the moment. On the other hand, it offers the advantage of allowing for more reflection and more agency on the side of the requester to take over certain 'in between'-steps, thus possibly creating more 'value for money' and more ownership on the requesters' side.
- An additional disadvantage, related to e-service delivery is the loss of **personal contact** and informal discussion. All implementing agencies indicate that they perceive this as one of the greatest downsides. In finding ways to counter this lack of the 'human touch', an opportunity presented itself though: setting up the collaboration between the EU-

consultant with local consultants who are able to travel in the partner country and meet up with stakeholders personally. These collaborations are appreciated all parties involved and offer interesting capacity building opportunities on either side, while striving as always for the best possible service for the requesters.

- E-communication-wise, **connectivity** issues are certainly the largest challenge and lead to many frustrations. On the positive side, however, a broader range of partners can join discussions and exchange (that previously might have been held back because of travel time and expenses), as long as the internet connection is available and stable.
- **The cost of digital learning** is a great challenge, especially when working with disadvantaged groups with usually very limited resources at their disposal. Even when working with pre-recorded learning material that doesn't require a stable internet connection, people in poverty still don't have the required devices or occasional access to internet. In these cases, distance and remote learning can reinforce exclusion and discourage innovation. On the positive side, several of the VET Toolbox grant projects e.g. do seize the opportunities of e-learning and offer distance learning also to the most vulnerable people.
- Coming in at the **right time** of a change process is challenging, as dependent on many factors. Taking the time to analyse beforehand when the best time is to come in, and trying to make use of that knowledge can really benefit the outcomes.
- Without stakeholder support, chances of success are slim and challenging at best. This support (or part of it) can also fall through during later stages of the process, which requires a re-evaluation of the request and support process. Systematic and strategic **stakeholder management** can greatly increase success.
- Finding **sustainable financing** for providing VET services is a challenging factor. Getting the private sector and other stakeholders involved through co-resourcing can really lead to out-of-the-box opportunities and enhance sustainability.

### Key lessons learned

Drawn from the experienced challenges and opportunities, these are the most important lessons learned:

- Crises, no matter how disruptive, also bring along opportunities.
- In a crisis organizational agility and out-of-the-box thinking are key. The first reflex of 'waiting it out' soon proved inappropriate. Instead, quick, out-of-the-box alternatives were found to continue service delivery.
- Distance support delivered in collaboration with local consultants, ensuring a personal contact on site and, the same time, supporting capacity building in the partner country, turns out to be a very effective formula, that will be used also after the Covid-restrictions are lifted.
- To ensure equal access, e-learning needs urgent further development of digital infrastructure and connectivity in the partner countries, as well as a shift in mindset of all actors involved.
- Coming in at the right time in the change process, as well as ensuring the support from key stakeholders, are key success factors for support that leads to change.
- Opportunities for alternative and/or additional financing of VET (through co-resourcing with the private sector and other stakeholders) are often not exploited, and knowledge and expertise remain limited.

### Measures of improvement

Besides the measures in place as listed below, additional measures for year 4 are discussed in the outlook (*see chapter 7*).

- VET Toolbox risk management systematically identifies risks and raising awareness, followed by helping to put the appropriate mitigating measures in place (*see 4.3 and Annex 6*).
- Strengthening the KEN in terms of learning from each other on how to best tackle challenges and seize opportunities via out-of-the-box-thinking. Good practice exchange on innovative and agile solutions is high on the VET Toolbox agenda (*see 4.4*).
- Reinforcing local capacities through collaboration with EU consultants when implementing distance support.
- Exploring opportunities for improving access to performant digital infrastructure on site.
- Mapping stakeholders and identifying a 'project ambassador' (from the start of the action's set-up, throughout the implementation, into the post-implementation phase) is a first way of seizing the opportunity that lies in targeted stakeholder management.
- A VET Toolbox webinar on Financing VET addressed the topic of mobilising additional resources for VET. The topic is now also be raised systematically with requesters when discussing their post-implementation activities in the different phases of the projects (in line with the revised MEL-approach).

There is a range of further challenges linked to e.g. a less conducive environment for developing VET reforms because of an overall negative public opinion of TVET, a low level of interest in VET on the side of the private sector, or structural discrimination of certain target groups. Those are addressed by the VET Toolbox in a constant and tailor-made way.

# 6 BROADENING OF THE VET TOOLBOX SERVICES

Considering the successful collaboration set up for the implementation of the VET Toolbox, the EU Commission (DG INTPA) signed a new contract with the VET Toolbox partner agencies. The VET Toolbox joined forces to add a new service field to the existing offer, with the signing of a contract with starting date 1 September 2020. Expertise France came on board as the 5th implementing partner specifically for these new services.

Below, the new VET Toolbox service is presented, next year's Annual Report will report on its activities and outcomes for the first time.

As investments from the European Union to African countries increase, national economies can seize the opportunity to expand their share of local value addition and local job creation. However, in many countries there is a strong mismatch between quality and quantity of labour supply and the labour demand of companies. The main challenges in partner countries stem from a need for information about current and future job opportunities and for adequate education and relevant skills, to meet the demand of the private sector. Labour supply and VET systems are not responsive enough towards changing dynamics in terms of demand for skills.

VET Toolbox's new services accompany European investments, to help improve local benefits (e.g. jobs, income, local value chains) by addressing the skills gap. They aim at enhanced delivery of demand-driven skills development and VET, catering for investment needs in selected countries in Sub-Saharan Africa, through targeted skills development and VET programmes.

The focus is on the 3 result areas:



Facilitating public-private dialogue and development of public-private partnerships



Support of VET institutions to deliver training in line with investment needs



Stimulate VET reform through exchanging lessons learned with all stakeholders

**Envisaged activities include:**

- Analyse the labour market situation
- Strengthen of existing or new public-private dialogue including setting up partnerships
- Support VET institutions in their training provision
- Support & introduce new occupations/ competences for training in VET institutions, employment-oriented VET programmes and skills development measures, including soft skills
- Support & introduce work-based learning schemes to stakeholders
- Support & introduce job-matching services
- Share targeted information and lessons learned through diverse channels
- Etc.

**Principles:**



opportunity-driven



tailor-made per country



collaborative with relevant stakeholders

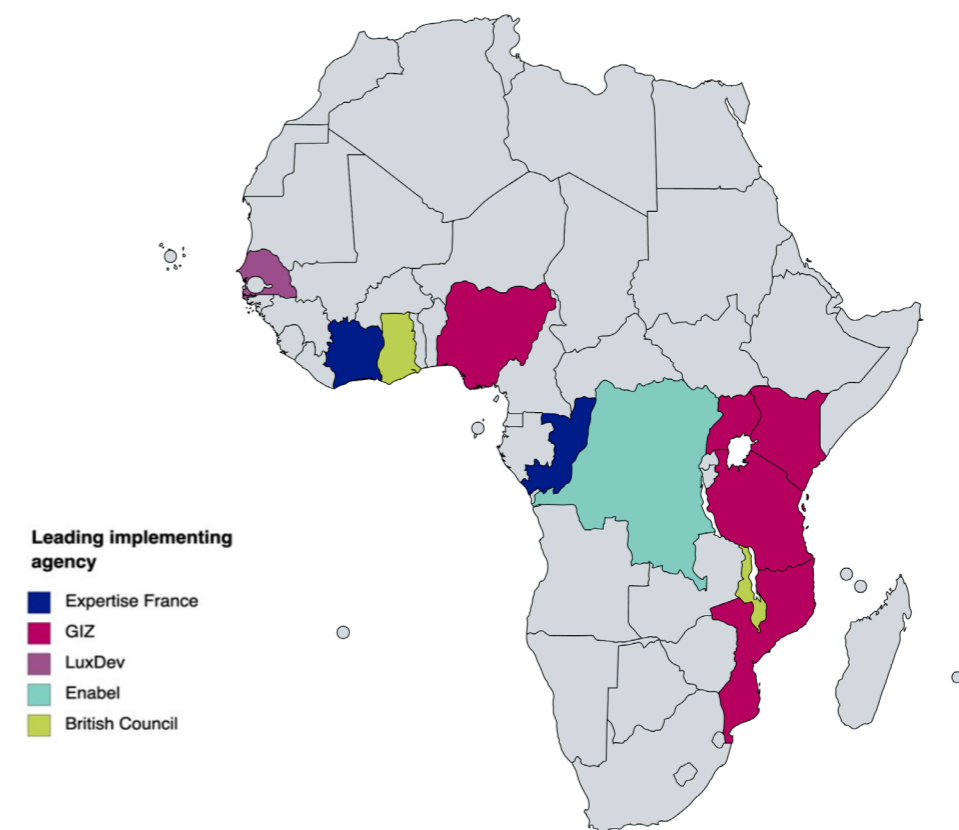
**Geographical scope:**

For the selection of the 11 countries it was important to have a mix of countries, both with clearer opportunities, but also more challenging profiles. Additionally, the EUD interest in the VET Toolbox services in the country and the agency's presence with a VET-program were taken into account.

An assessment of these factors led to the following choice of countries that are eligible for the VET Toolbox's new investment-accompanying services:

**11 Sub Saharan countries assigned to a lead agency:**

- **British Council** Ghana and Malawi
- **Enabel** The Democratic Republic of Congo and Uganda
- **Expertise France** Ivory Coast and The Republic of Congo
- **GIZ** Kenya, Mozambique, Nigeria, Tanzania and Uganda (for Uganda together with Enabel)
- **LuxDev** Senegal



VET Toolbox former experience can be used in terms of the experience in all 11 countries for using existing networks and synergies:

- Short term support missions in 9 countries that are targeted by the new VET Toolbox service.
- Grant projects in 6 countries that will benefit from the new service offer.

# 7

## OUTLOOK TO YEAR 4

### 7.1 Organisation and Management Outlook

For year 4, the ambitions are strongly related to the pandemic by challenging the project partners to catch up on delays and to find innovative ways to maintain qualitative service delivery, while integrating the new service field.

- A prerequisite for realising these ambitions is reinforcing the human resources available, both at the Hub and implementing agency level.
- The tools and templates from the revised MEL approach will be in full use. This means that for year 4 the focus will be on analysing the information they generate. Boosting and capturing post-implementation activities for the short-term support actions and grant projects will be key in this process. The insights will feed into the KEN and stimulate learning within and beyond the VET toolbox project.
- Risk Management remains an important annual exercise and the VET Toolbox will closely follow up on and update the identified risks and agreed mitigating measures. This exercise allows for an exchange among agencies and for pro-actively developing joint responses to challenges.
- The communication in year 4 will strongly focus on integrating the new service and presenting one VET Toolbox through its known clear, simple and attractive style. Increased brand awareness among the diverse stakeholders will be realised through e.g. the active promotion of VET Toolbox's quality publications on a renewed website and active social media, as well as through the continuation of the VET Toolbox webinar series. In this way the VET Toolbox positions itself as a global reference for knowledge and experience on demand-driven and inclusive VET.
- The financial situation for year 4 remains challenging with a planned total estimated budget execution of 84%, which is a large increase compared to the three first years. For an overview, showing the previous years' expenses and the forecast for year 4, as well as the estimated budgetary balance at the end of year 4 (see Annex 3: Finances, Budget planning).

## 7.2 Implementation Outlook

When looking into activity implementation, year 4 will draw from the lessons learned of year 3 (see 5.3) and add some new focal points with the additional VET Toolbox service (new contract). The VET Toolbox partners will need to maximally join forces to catch up on delays and continue quality service delivery even in these challenging times.

Some focal points include:

- VET Toolbox will further develop alternative ways of service delivery, primarily services that can be delivered online or in a blended way (remote and presential). More good practices and innovative solutions in these types of service delivery need to be explored and will pave the future for the VET Toolbox services (even when Covid-restrictions are lifted).
- Strengthening the agility and flexibility of the VET Toolbox, the grant projects and the other partners will be key to facing current and future challenges. Positive learning dynamics among all stakeholders will be strengthened and supported through the VET Toolbox KEN, using also the results from the revised MEL-approach.
- VET Toolbox will further strengthen local capacity by actively involving local experts, particularly when delivering distance services. This approach proved successful also in compensating for the reduced 'human touch' (due to the travel restrictions for the European experts) when working with the partners in country and strengthens the collaborative partnership between EU and local stakeholders.
- An opportunity-driven approach will be in the focus for the additional VET Toolbox service (new contract). But also, for the existing services, seizing opportunities such as making use of co-resourcing to increase results and sustainability, should be promoted.

# 8 ANNEXES

## Annex 1: Steering Committee Decisions

SC 20 February 2020	Action			Follow-up	
Decision to take	Action(s)	Resp.	Deadline	Progress	status
Hub to prepare and share adaptations POM	Collecting and inserting all adaptations to the POM for VET Toolbox 1 will be combined with the adaptation of the POM to accommodate VET Toolbox 2.	Bartelijne van den Boogert	25/06/2021	Collection in progress Timing and approach agreed at the level of OMC and SC	In progress
Hub to plan risk management as a recurring topic for each SC.					
Hub to organise a review to fine-tune the MEL system (starting at request level) and this will be reflected in the next annual report by i.a. launching a tender for an expert MEL for support in reviewing the approach.	Determine TOR's with expert input + Launch tender	Bartelijne van den Boogert	N/A	Process finished. Ockham won tender.	Completed
Hub to add "Decision on MTR in light of the ROM outcome" on next agenda SC					
LuxDev to check the source material from the Senegal seminar film to see if we can still change it. If not, not promote this film actively.	LuxDev to check if material still alterable, if not: take of external active promotion.	N/A	N/A	Not used for active external promotion.	Completed
Hub to check the latest information on the safety situation in the different countries for monitoring missions (i.a. Somaliland and Philippines)	Check with official instances' advice + with agencies' colleagues in the field + with the partners executing the projects for VET Toolbox	Bartelijne van den Boogert	N/A	MM1 (first round of monitoring missions) are finalised. Due to covid, we worked with local consultants, trained and supported by the Hub. Still some areas we were not able to visit through local people either, so here the missions took place solely through distance exchanges.	Completed
Hub to explore how other EU projects deal with issues related to unaligned calendars.	Check with other European agencies how they deal with these alignment issues.	Bartelijne van den Boogert	N/A	During SC7 the decision was made to align both VET Toolbox 1 and 2 to the calendar year.	Completed
Hub to send the GIZ audit opinion, excel financial report and the forecast to DEVCO.	Send these documents	N/A	N/A		Completed
VET Toolbox 2 Task team to present agencies' selection of countries to DEVCO.	Present proposal	N/A	N/A		Completed

SC 22 September 2020	Action			Follow-up	
Decision to take	Action(s)	Resp.	Deadline	Progress	status
Discussion on practical implications of an alignment of contract duration to the calendar year.	Next steps to take: – progress reports – rescheduling the audits – annual report year 3 to be delivered before 31/3/21	Bartelijne van den Boogert	31/03/2021	In progress	In progress
Technical support missions: Agencies to consider activities in specific support areas against the budget planning, exploring possibilities.					
Sharing invitations for webinars and KEN events with SC members.	Requesting participation DG DEVCO during webinar on inclusion on 8th October.	Bartelijne van den Boogert	01/10/2020	DEVCO representative took up active role in the webinar.	Completed
Launch the risk management exercise for year 3	Set-up, implement exercise + analyse results + present at SC8	Bartelijne van den Boogert	23/02/2021		Completed
Finalising and sharing the revised MEL concept with SC members	Finalising and sharing the revised MEL concept with SC members	Bartelijne van den Boogert	23/02/2021		Completed
Exploring possibilities of a budget swap between demand driven activities (depending on development on expenditures)	Exploring possibilities of a budget swap between demand driven activities (depending on development on expenditures)	N/A	N/A	This topic is kept under the attention of the agencies. Too early to decide, maybe by SC9 the situation will be clearer.	In progress
Refining the strategic approach and improving communication and visibility.	Refining the strategic approach and improving communication and visibility.	Maarten de Ruyck	N/A	Tone and style are set by designing and formulating the first VET Toolbox 1+2 communication products (ppt and 2-pager) Review website will be a next big step.	In progress

## Annex 2: Logical framework

Logical framework as approved by the Steering Committee of September 2018 and officialised through an amendment to the contract.

	Results chain	Indicative Indicators	Baseline values	Indicative Targets	Sources and means of verification	Assumptions
<b>Overall objective: Impact</b>	OO By providing know-how, tools and advice, the VET Toolbox contributes to improving the effectiveness of VET reforms so that they are more demand-driven and responsive to labour market needs and provide increased access to (self-) employment, including for disadvantaged groups.	The extent to which capacity building activities led to: <ul style="list-style-type: none"> <li>change of actions<sup>[a]</sup> of organisations</li> <li>improved performance of organisations</li> </ul>	No baseline	60% of activities show that on average 60% of the beneficiaries indicate an impact on this	<ul style="list-style-type: none"> <li>Measure at activity level by means of final beneficiary survey (6 months after the activity), aggregate for overall project.</li> <li>Case studies (document analysis and interviews) implemented in final evaluation to understand the story-line</li> </ul>	<ul style="list-style-type: none"> <li>Economic development leads to employment creation in the target countries.</li> <li>Governments continue to fund VET</li> </ul>
		The number of countries where the capacity building activities led to developments (within a level of the maturity index or increased on the maturity index) related to: <ul style="list-style-type: none"> <li>Evidence-based TVET</li> <li>Private sector involvement TVET</li> <li>More inclusive TVET</li> </ul>	Baseline level agreed in the preparation phase of activities	At least 15 countries show developments within a level of the maturity index or show an increase on the maturity index (5 countries per result area)	<ul style="list-style-type: none"> <li>Measure at activity level by means of analysing post-implementation reports, aggregate for overall project.</li> <li>Further evidence provided by final beneficiary survey (6 months after the activity), aggregate for overall project.</li> <li>Further evidence by national-level stakeholder survey during evaluation</li> <li>Case studies (document analysis and interviews) implemented in final evaluation to understand the story-line</li> </ul>	
		The (involved) development partners apply a more demand-driven approach towards TVET development	No baseline	<ul style="list-style-type: none"> <li>For all involved development partners there is an increased focus in their activities on engagement with the labour market and ensuring that TVET is delivering to the demand of the labour market.</li> <li>Other development partners</li> </ul>	<ul style="list-style-type: none"> <li>Measure at project level via an internal survey amongst the staff of development partners involved and an external survey amongst other development partners in the final evaluation</li> <li>Further evidence provided by interviews with staff of the involved development</li> </ul>	

						acknowledge that there is an increased focus in their activities on engagement with the labour market and ensuring that TVET is delivering to the demand of the labour market	partners and other development partners in the final evaluation.	
<b>Specific objective(s):</b>	SO To provide partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans, in particular the ones supported by the EU (EC and EU Member States), thereby also enabling the orientation towards an inclusion of disadvantaged groups.	The extent to which capacity building activities led to: <ul style="list-style-type: none"> <li>change of behaviour<sup>[a]</sup> of beneficiaries</li> <li>change of behaviour of organisations</li> </ul>	No baseline	70% of activities show that on average 70% of the beneficiaries indicate results on this	<ul style="list-style-type: none"> <li>Measure at activity level by means of final beneficiary survey (6 months after the activity), aggregate per result area/ overall project.</li> <li>Case studies (document analysis and interviews) implemented in final evaluation to understand the story-line</li> </ul>	<ul style="list-style-type: none"> <li>Governments and the private sector are open for cooperation and sharing of responsibility.</li> <li>VET is considered an option for the population including disadvantaged groups</li> <li>Factors outside the project management's control may impact on the outcome-impact linkage</li> <li>Countries feel ownership over results and are prepared to translate findings into policy</li> </ul>		
<b>Outputs</b>	Result 1. Tools and advice for VET system and labour market analysis are provided to assist local stakeholders to improve evidence-based VET programming and serve as basis for informed strategic decisions in response to demographics, economic development	Overall number of interventions implemented (being quality assured)	No baseline	Total 79 interventions: <ul style="list-style-type: none"> <li>Result 1: At least 17 interventions implemented</li> <li>Result 2: At least 45 interventions implemented</li> <li>Result 3: At least 17 interventions implemented</li> </ul> Interventions consist of 1 up to 3 support actions. Minimal amount of support actions to be provided is: 56 advice (missions), 15 trainings and 8 twinning	<ul style="list-style-type: none"> <li>Intervention Formulation Report</li> <li>Post-implementation reports and beneficiary survey</li> <li>Annual report</li> </ul> Project dashboard	<ul style="list-style-type: none"> <li>Target countries and stakeholders are sufficiently interested to analyse labour market and VET systems</li> <li>The private sector is sufficiently organised so as to be informed and representative when participating in VET governance.</li> <li>Stakeholders are able to access, develop and utilise the tools and support mechanisms</li> </ul>		
		Overall number of received requests for interventions	No baseline	No indicative target	Annual report / project dashboard			



<p>and labour market needs.</p> <p>Result 2. Tools and advice necessary to put in place sustainable mechanisms of consultation and active participation of the private sector in VET are developed and delivered.</p> <p>Result 3. Local stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector</p>	Overall number of expert days implemented	No baseline	Total 1,200 expert days – Result 1: 258 – Result 2: 684 Result 3: 258	Post-implementation reports Annual report / project dashboard	<p>– The governments in the target countries recognise their responsibility for an inclusive VET system and the importance of the informal sector as an important source of employment and business opportunities</p>
	– Overall number of beneficiaries – Overall number of VET students from disadvantaged groups are reached and engaged (women, minorities, learners with (learning) disabilities/difficulties, remote areas) – Overall number of private partners are reached and engaged and satisfied	No baseline	– Average 30 beneficiaries per intervention – No target related to disadvantaged VET students – No target related to private partners	Post-implementation reports Annual report / project dashboard	
	The extent to which beneficiaries are satisfied with the services provided	No baseline	80% of activities show that on average 80% of the beneficiaries indicate results on this	– Post-implementation reports and beneficiary surveys – Measure at activity level by means of final beneficiary survey (6 months after the intervention), aggregate per result area. – Case studies (document analysis and interviews) implemented in final evaluation to understand the story-line	
	Overall number of national organisations involved in interventions	No baseline	Average 3 national organisations per intervention	Post-implementation reports Annual report / project dashboard	
	Overall number of tools developed	No baseline	Total 9: – Result 1: 3 tools – Result 2: 3 tools Result 3: 3 tools	Tools / annual report / project dashboard	
	Overall number of regional conferences	No baseline	Regional seminars (5)	Conference reports / annual report / project dashboard	

<p><b>Outputs</b></p> <p>Result 4. Methodologies and approaches to support the integration of disadvantaged groups into VET learning and into the labour market are piloted</p>	Overall number of projects implemented (being quality assured)	No baseline	At least 10 projects	Annual report / project dashboard
	Overall number of received projects	No baseline	No indicative target	Annual report / project dashboard
	– Overall number of VET students from disadvantaged groups are reached and engaged (women, minorities, learners with (learning) disabilities/difficulties, remote areas) – Overall number of private partners are reached and engaged and satisfied	No baseline	– Between 1,500 – 4,000 beneficiaries (disadvantaged VET students) in total – No target related to private partners	Post-implementation reports Annual report / project dashboard
	The extent to which beneficiaries are satisfied with the services provided	No baseline	80% of activities show that on average 80% of the beneficiaries indicate results on this	– Post-implementation reports and beneficiary surveys – Measure at activity level by means of final beneficiary survey (6 months after the project), aggregate per result area. – Case studies (document analysis and interviews) implemented in final evaluation to understand the story-line
	Overall number of national organisations involved in projects	No baseline	Average 3 national organisations per project	Post-implementation reports Annual report / project dashboard

Capacity development impacted the organisation/the process Use what they learned

# Annex 3: Finances

## Budget applicable to GIZ's part of the implementation

2. Budget for the Action (EURO) applicable to GIZ's part of the implementation (exclusive base of reference for GIZ's accounts)

Budget of the Action (as per contract)	Total Costs of the Action (reporting period)			Total Costs of the Action (reporting period 3 from 01/10/2019 to 31/12/2020)	Legal Commitments on 31/12/2020	Total Costs + legal Commitments (period from 23/09/2017 to 31/12/2020)	Total costs	Remaining Budget
	Year 1 (30/09/2018 to 30/09/2019)	Year 2 (01/10/2019 to 30/09/2020)	Year 3 (01/10/2020 to 31/12/2020)					
Plan							all periods	
1 Experts *)	2.888.550	184.669	520.843	644.321	376.108	1.725.942	1.349.834	1.538.716
2 Travel expenses *)	114.140	8.973	33.824	11.109	0	53.906	53.906	60.234
3 Procurement of materials and equipment incl. Consumables *)	20.000	537	9.211	1.735	0	11.482	11.482	8.518
4 Financing *)	0	0	0	0	0	0	0	0
5 Training of partners *)	0	0	397	0	0	397	397	-397
6 Other direct costs *)	423.500	9.697	103.397	33.475	144.222	290.790	146.568	276.932
7 Total direct costs of the action *)	3.446.190	203.876	667.671	690.640	520.330	2.082.517	1.562.187	1.884.003
Total administrative overheads *)	534.723	29.615	94.770	113.089	32.637	270.110	237.473	287.250
Total amount of the reporting period	3.980.913	233.491	762.441	803.728	522.514	2.352.627	1.799.660	2.181.252
VAT		97	1.416	2.455	0	3.969	3.969	-3.969
Total amount of the reporting period incl. VAT	3.980.913	233.588	763.857	806.184	522.514	2.356.595	1.803.629	2.177.284

Budget of the Action (as per contract)	Total Costs of the Action (reporting period)			Total Costs of the Action (reporting period 3 from 01/10/2019 to 31/12/2020)	Legal Commitments on 31/12/2020	Total Costs + legal Commitments (period from 23/09/2017 to 31/12/2020)	Total costs	Remaining Budget
	Year 1 (30/09/2018 to 30/09/2019)	Year 2 (01/10/2019 to 30/09/2020)	Year 3 (01/10/2020 to 31/12/2020)					
3.253.190	191.739	633.746	646.488	466.236	1.938.208	3.969	3.249.221	
227.723	13.422	44.362	45.254	32.637	135.675		227.723	
3.480.913	205.161	678.108	691.742	498.872	2.073.883	1.803.629	1.677.284	
193.000	12.136	33.926	44.152	0	90.214	46.062	146.938	
307.000	16.290	51.824	70.290	0	138.404	68.017	238.983	
500.000	28.427	85.749	114.442	0	228.618	114.079	385.921	

Please consider the following information on the budget lines:  
 \*) with reference to Art. 11.3 GC this represents a budget heading. Sub-divisions under a budget heading are for reporting purposes only and not subject to the 25% rule stipulated in Art. 11.3 GC.  
 1) Including audit opinion and/or performance audit costs amounting to 13.844 Euro.

2) Overheads correspond to the EU term "Remuneration".  
 3) Including remuneration/indirect cost (Art. 18.3 GC), which is limited to 7% of the total eligible direct costs  
 PLEASE NOTE: Communication and visibility costs are included in various budget lines.

The reported costs that were not considered eligible for the Contracting Authority have been covered by other donors' contributions under which such costs were considered eligible.

## Budget planning

Annex III to the Delegation Agreement (CRIS number: 2017 / 387-071 ) - Budget of the Action

### 1. Overall Budget (EURO)

	BUDGET TOTAL EU + German BMZ contribution (€)	Expenditure year 1 and 2 (23/09/2017-30/09/2018) (€)	Expenditure year 3 (01/10/2019 - 31/12/2020) (€)	Balance 31/12/2020 (€)	Financial planning year 4 (01/01/2021-31/12/2021) (€) EU only	Estimated expenses at the end of year 4 (€)	Estimated budget execution at the end of year 4 (€)
	(A)	(B)	(C)	(D) = (A) - (B) - (C)	(E)	(F) = (B) + (C) + (E)	(F) = (E) / (A)
A ACTIVITIES	11.132.315	2.139.216	3.028.875	5.964.224	4.494.241	9.662.332	87%
A 01 Vet system analysis	2.824.328	422.434	338.171	2.063.724	646.031	1.406.635	50%
A 02 Tools and advice necessary to put in place sustainable mechanisms of National and sub-national stakeholders are capacitated in promoting inclusive VET training for the formal and informal sector	2.312.949	766.510	653.578	892.921	1.555.098	2.975.126	129%
A 03 VET training for the formal and informal sector	981.316	118.710	135.703	726.903	417.340	671.753	68%
A 04 Methodologies and approaches to support the integration of disadvantaged	5.013.722	831.562	1.901.483	2.280.677	1.875.773	4.608.818	92%
X 01 budget reserve	51.102	0	0	51.102	0	0	0%
Z GENERAL MEANS	3.028.275	1.051.755	657.475	1.319.045	454.828	2.164.058	71%
Z 01 Staff	2.013.335	817.371	530.118	665.846	282.360	1.629.849	81%
Z 02 Investments	20.000	18.848	969	182	851	20.668	103%
Z 03 Running costs	674.940	189.363	96.208	389.370	95.331	380.901	56%
Z 04 Audit, monitoring and evaluation and support	320.000	26.173	30.180	263.648	76.287	132.639	41%
TOTAL TOTAL	14.211.692	3.190.971	3.686.350	7.334.371	4.949.069	11.826.390	83%
Remuneration 7%	981.308	57.794	45.254	878.270	346.435	449.473	46%
Overheads exceeding the remuneration/indirect cost (Art. 18.3 GC) (for the GIZ part only)	307.000	66.601	67.835	172.565	not included		
Tax GIZ		1.513	2.455	-2.455		2.455	
	15.500.000	3.316.869	3.801.894	8.382.751	5.295.504	12.414.267	80%

The total budget amounting to EUR 15.500.000 consists of a contribution from the EU amounting to EUR 15.000.000 and a contribution from the German BMZ amounting to EUR 500.000. These EUR 500.000 will be spent exclusively by GIZ.

## Annex 4: ROM recommendations and responses

No	Recommendation	Concrete response actions	1.1 For any new request being transferred to the implementing agency after confirmation SC 22 09 2020.
R1	<p>1: Consider restructuring the request's accompaniment process by having:</p> <ul style="list-style-type: none"> <li>1.1: all IPs in the country informed of each request and share views on it</li> <li>1.2: detailed discussions with the requestor about <ul style="list-style-type: none"> <li>• the outcomes of the intervention,</li> <li>• the key drivers of success</li> <li>• the risk mitigation measures (e.g. funding the next phase)</li> </ul> </li> <li>1.3: a decision-maker on board</li> <li>1.4: the requestors specify how they intend to take the findings of the intervention forward</li> <li>1.5: advisory services provided to help improve the orientation, financing and staff training for each intervention</li> <li>1.6: a commitment from the IP to follow-up and accompany the requestor to a certain extent after the intervention.; (g) Funding opportunities or partnerships envisaged for the post-intervention phase</li> </ul>	<p>1.1: Building up/nourishing the connections between the implementing partner(s) (IP) and other agencies, as well as EUD, at country level; as a defined part of the support process: - The colleagues of agencies that are active in the countries but are not implementing this particular VET Toolbox request (non-implementing partners) as well as EUD-colleagues, are systematically informed and invited to exchange and attend networking events by the executor of the implementing agency/ies. E.g. during scoping or closing missions or any other event that opens up possibilities to exchange.</p> <p>Practically, the liaison officers of non-implementing agencies that are present in the country share the contact details of their in-country colleagues with the lead agency (in response to the transfer notification) and the Hub shares its EUD contacts in country with the liaison officer of the implementing agency/ies, who agrees on a contacting strategy with the executor (whether external consultant, liaison officer themselves of agency colleague).</p> <p>1.2 - also 1.4, 1.5 Sharpening the intake process through adding a focused discussion with the requestor on outcomes, including activities during the post implementation phase, as well as on the topic of inclusion (e.g. gender equality).</p> <p>- Strengthening the post-implementation process by ensuring a follow-up of the intervention via qualitative interviews after 6 months and where possible at a later stage.</p> <p>Practically, the liaison officers of the implementing agencies will ensure a structured post implementation interview after 6 months. This is based on a template validated at the OMC. A sample of further interviews (in a yearly rhythm, after month 12, 24, 36 (if still possible before end of project)) shall be conducted where the type of support mission and the context (e.g. same contact persons still in function/reachable) allow for it, in order to harvest quality information/indications on the impact of the intervention.</p>	<p>1.1 For any new request being transferred to the implementing agency after confirmation SC 22 09 2020.</p> <p>1.2-6 Process to be reviewed and put into practice before the end of 2020.</p>
R2	<p>2: Consider increasing the quality of reporting by:</p> <ul style="list-style-type: none"> <li>2.1: adjusting the template of the intervention Fiche, combining all key elements before, during and after the intervention</li> <li>2.2: producing a global analysis from all intervention Fiches to provide valuable information on what is most needed in VET, what works, what does not, and what to prepare for the future.</li> </ul>	<p>2.1 and 2.2: The templates for the improved intake process (the elements of which are later reflected in the ToIs) and reviewed post-implementation report are part of the reviewed MEL concept. They will help to better capture qualitative and quantitative information.</p>	<p>2.2 MEL concept is currently being revised. After confirmation of the approach at the SC 22 09 2020, all flows and templates will be reviewed and put into practice before the end of 2020.</p>
R3	<p>3: Consider strengthening the Monitoring &amp; Evaluation system with</p> <ul style="list-style-type: none"> <li>1. a concrete data collection plan</li> <li>2. appropriate data collection tools</li> <li>3. regular Data Quality Assessments</li> <li>4. implementation of a robust data analysis plan</li> <li>5. good data access and reporting</li> <li>6. improvement of the data interpretation use</li> <li>7. learning dissemination strategies.</li> </ul>	<p>3: The finetuning of the current M&amp;E system towards a MEL (monitoring, evaluation and learning) system.</p> <p>The reviewed MEL system will include refined monitoring and evaluation activities and an adjustment of tools and templates for data, with an additional focus on qualitative information. Practical: The review process is currently being rolled out. A lot of data and data collection moments is already available. During the review the team (supported by an external expert) will look into how this can be better exploited. New data collection moments and tools will only be added if the added value is very clear, the balance between cost and benefits will also be taken into consideration. In addition to the revised tools and templates used to better harvest findings and improve the use of the data, a new strategy for knowledge sharing and learning will be developed.</p>	<p>3. MEL concept is currently being revised. After confirmation of the approach at the SC 22 09 2020, all flows and templates will be reviewed and put into practice before the end of 2020.</p>
R4	<p>4: Consider updating the Theory of Change, setting clear priorities and path to reach them. Draft the logical sequence between resources, inputs, activities, outcomes and impacts.</p>	<p>4: A reviewed MEL system is focusing even more on harvesting outcome, capturing quality information along the pathway from activity to outcome. It also focuses more on the learning dimension, aiming at strengthening the knowledge and exchange network for enhancing efficiency and results of the VET Toolbox.</p>	<p>See earlier</p>
R5	<p>5: Knowing that the responsibility of implementation lies with the national stakeholders, consider maximising the sustainability and impacts of the interventions by preparing the conditions of success of the post-intervention phase through</p> <ul style="list-style-type: none"> <li>5.1: reflecting in the preparation phase how potential funding and resources could be taken forward and liaising with other projects or donors</li> <li>5.2: making IPs responsible for the follow-up up to 1-2 years after the intervention, weighing its cost-benefit</li> <li>5.3: laying a continuous emphasis on the outcomes and impacts in the course of the implementation of the project, including in debriefing and capitalization of results' events.</li> </ul>	<p>5.1 and 5.2: - see 1.2.</p> <p>5.3: - see 3 and 4.</p> <p>An emphasis on the outcomes and indications on impact; making use of results, lessons learnt and good practices, will be elements addressed in the frame of the reviewed MEL concept and its measures</p>	<p>See earlier</p>
R6	<p>6: Consider:</p> <ul style="list-style-type: none"> <li>6.1: making the project more gender-oriented</li> <li>6.2: supporting requestors on gender and inclusion issues right from the start. Using the EU gender-Guide or Longwe and Harvard matrices.</li> </ul>	<p>6.1 and 6.2: Increased focus on gender equality in the VET Toolbox services.</p> <p>- Gender is extensively addressed by the VET Toolbox project under the broader topic of 'inclusion'. Apart from being the topic of several support requests, it is also the main focus for the 11 VET Toolbox grant projects and two tools have been made available on the topic of inclusion.</p> <p>- Additionally, the topic will be addressed systematically in the support requests-intake process, to enhance awareness and take up the topic if relevant to the requestor, as the services remain demand-driven.</p> <p>- Additional learning activities on the topic of inclusion will take place which foster exchange and learning on the topic through e.g. webinars and further network activities.</p>	<p>See earlier</p>
R7	<p>7: Increase the communication benefits by</p> <ul style="list-style-type: none"> <li>7.1 promoting the existing tools and project's experience on a much larger scale directly (HUB and IPs) and indirectly (partners)</li> <li>7.2 challenging- IPs to implement the project's communication plan</li> </ul>	<p>7: The reviewed MEL-approach, including the broadening of the KEN (knowledge and exchange network) activities, will be externalised through a refined communication strategy that is promoting VET Toolbox outputs and results e.g. by strengthening social media.</p>	<p>See earlier</p>
R8	<p>8: Consider increasing the chances of influencing policy by having the buy-in of champions who have the clout to take findings further and trying to have them engage in a post-implementation plan right from the start, at the time of the request (without guarantee of implementation).</p>	<p>8: - see 1.3.</p>	<p>See earlier</p>
R9	<p>9: Consider adjusting some project rules, as long as it does not affect the project design, in particular:</p> <ul style="list-style-type: none"> <li>9.1 opening the possibility to have longer interventions to produce finalized outputs</li> <li>9.2 adding a short intervention by the consultant 6 months after the completion of the first one (as part of the original request or as a follow-up according to the intervention needs)</li> <li>9.3 concentrating more resources on fewer interventions (maybe reducing the thematic or geographical scope), in order to aim at quality and long-term impacts rather than financing many interventions with potential short-term</li> </ul>	<p>9: - see 1.2, 1.6 and 5.1 and 5.2.</p> <p>- Additionally, the services that will be offered through VET Toolbox 2 (sometimes using results from services provided under VET Toolbox 1), will have a narrower geographical scope, a more finer focus and an extended timeframe.</p>	<p>See earlier -Start VET Toolbox 2 TBC</p>
R10	<p>10: Consider enhancing the cooperation between IPs and creating a team-spirit at country level by:</p> <ul style="list-style-type: none"> <li>10.1 informing all IPs in the country of the requests received</li> <li>10.2 asking all IPs about the relevance of the request, the necessary steps to ensure the sustainability of the actions and the possible funding from their projects to pursue the initiative once the intervention is over (even if some IPs might not respond)</li> <li>10.3 give regular feedbacks to all IPs during and after the interventions</li> </ul>	<p>10: - see 1.1 and 1.2.</p>	<p>See earlier</p>

## Annex 5: Monitoring, Evaluation and Learning

VET Toolbox, supported by an external expert Simon Broek, Ockham IPS



### Overview revised VET Toolbox MEL Approach

#### 1. Aim of the assignment

After two years of implementing the VET toolbox, a review was requested on the existing M&E framework (incl. theory of change) so it provides more information on the actual change/actions that follow the VET Toolbox services and to increase focus on learning: M&E to MEL.

The objective of the work on which this report provides an overview was **to review the existing M&E framework (incl. theory of change) so it provides more information on the actual change/actions that follow the VET Toolbox services and to increase focus on learning.**

The work – conducted by Ockham IPS and VET Toolbox staff – consisted of the following steps:

- Conduct an analysis of the current MEL-system and its shortcomings
- Identify improvements with a concrete and realistic action plan
- Review tools and templates.

This report provides a concise overview of the approach to MEL and the changes to the tools and templates.

#### 2. Analysis of the current MEL-system and its shortcomings

In Spring 2020, a ROM review took place of the VET Toolbox. The report of this review was finalised in May 2020. The ROM review provided the following recommendations related to monitoring, evaluation and learning<sup>1</sup>:

- Consider increasing the quality of reporting by (a) adjusting the monitoring templates and tools, combining all key elements before, during and after the intervention and (b) producing a global analysis from all monitoring outputs to provide valuable information on what is most needed in VET, what works, what does not, and what to prepare for the future.
- Consider strengthening the Monitoring & Evaluation system with (a) a concrete data collection plan, (b) appropriate data collection tools, (c) regular Data Quality Assessments, (d) implementation of a robust data analysis plan, (e) good data access and reporting; (f) improvement of the data interpretation, use and learning; (g) dissemination strategies.
- Consider updating the Theory of Change, setting clear priorities and path to reach them. Draft the logical sequence between resources, inputs, activities, outcomes and impacts.

As highlighted in the ROM report, in the practical implementation of the M&E Framework some aspects appeared to be challenging when it came to obtaining qualitative information on impact:

- The first beneficiary survey is used and leads to interesting insights. Through data analysis and changing of the data, it appears that some questions do not obtain information that is usable. Furthermore, until now, data is not used in aggregated analysis to obtain a cross-intervention overview of responses.
- The final formulation report is in practice limited in terms of defining result and impact indicators. As these are in practice not well developed, the post-implementation report do only to a limited extent reflect on them.
- The second beneficiary survey 6 months after the intervention in practice was not useful. It is difficult to reach beneficiaries 6 months after the intervention and hence response-rates were very low, resulting in poor data. As the second beneficiary survey is the only methodology (besides an final evaluation) to obtain information about the impact, it is impossible for the VET toolbox currently to systematically report on impact.

The ROM report and discussions with VET Toolbox team revealed that information received from the monitoring and evaluation tools are currently not systematically gathered, analysed and synthesised. This kind of shortcoming is, for example, visible in the annual report that contains limited information on

<sup>1</sup>TEC (2020), ROM report, p. 20.

results and impact, and in limitations of targeted knowledge sharing and learning about the different VET Toolbox activities (short term support missions and grant projects). Managing information and knowledge in a more systematic way is a critical success factor for the VET Toolbox that bears huge (not yet fully exploited) potential.

### 3. Approach to MEL

The analysis of the current MEL system reveals that there is a need for firstly, **revamp the M&E framework in terms of capturing impact and report on post-implementation actions.** Secondly, it reveals that **improvements are needed relate to the data use and feedback mechanisms to stimulate learning.**

Concretely this refers to:

The current data collection templates provide information that could be better used to learn lessons about what type of interventions work for whom and under which conditions.

There is currently no clear approach to use and analyse the data on lessons learned included in the post-implementation reports.

Analysing impact and synthesising insights depend on many different sources, covering the pre-implementation, implementation and post-implementation phase. The figure below provides a schematic overview of the different sources (its MEL tools and templates) for short term support missions and the grants.

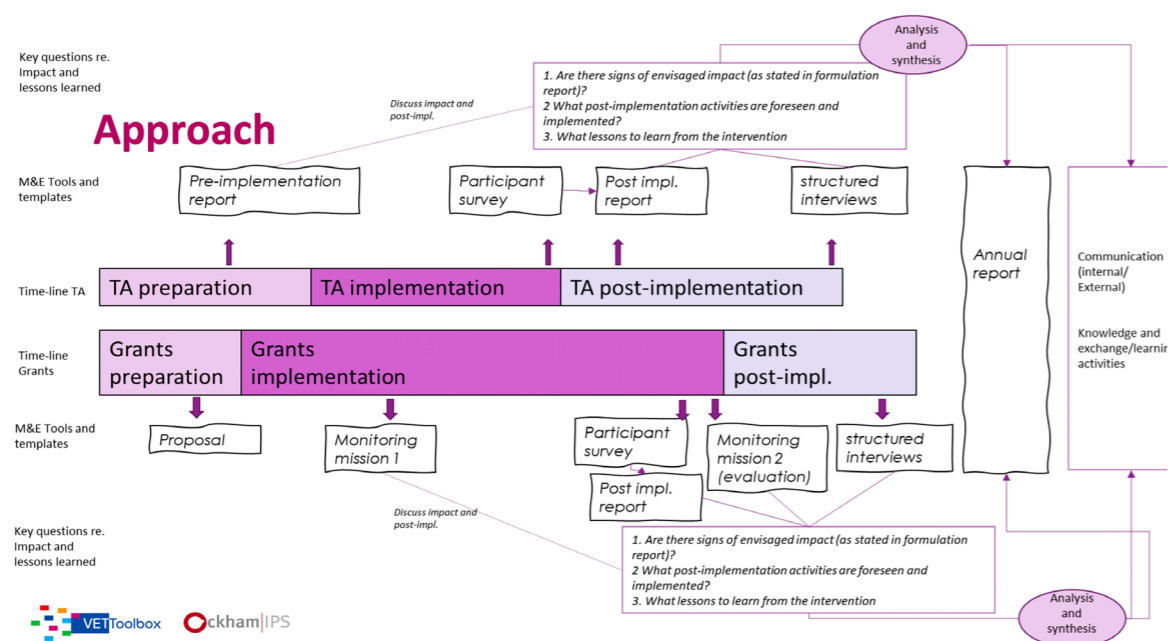


Figure: Flow of information concerning impact, post-implementation activities and lessons learned

### 4. Overview of revised tools and templates

In line with the MEL approach, the revamping of the M&E framework; securing that impact is reported on; and strengthening the learning dimension led to the following changes of tools and templates.

1. Pre-implementation report  
The documents that are collecting information of the pre-implementation phase of a support action was streamlined and rationalised. This included revising the 'support request form'; the 'transfer document' and 'pre-implementation report' so that information from one document can easily be used in the other document to avoid administrative burdens. It also entailed a removal of some non-essential questions and the inclusion of questions related to envisaged post-implementation actions and attention to inclusion.
2. Participant survey  
A review of the survey for participants benefitting from short-term support missions took place resulting in the removal of questions that are not used in the analysis. The revised participants survey could be a base/inspiration for a participants' survey of grants projects.
3. Post-implementation report  
The post-implementation report was revised, resulting in a better structured and clearer report and reflecting more on post post-implementation actions; whether conditions for sustainability are in place (ownership, support, embedding etc.); and early indications of impact related to the formulated objectives. This post-implementation report is used for the short-term support missions and at a later stage for grant projects.
4. Approach to the interviews after VET Toolbox support activities  
The second (post-implementation) survey is replaced by structured interviews six months after finalising the support actions (short-term support missions and grant projects). For facilitating these interviews, a methodological, logistical approach, a reporting template and, finally an interview guideline is developed to capture impact stories

and information about post-implementation actions. This approach can also be used (adjusted) at a later stage for the grant projects.

#### 5. Guidance note for monitoring missions Grant project

For the grant projects, a mid-term monitoring mission is foreseen. The developed guiding note presents the concept of the monitoring missions and offers all necessary information to the assessors to conduct the first series monitoring missions, including the template for the reporting.

### 5. Dissemination and learning

The information gathered through the above-mentioned tools and templates is used to better capture results and impact; to have a better idea about post-implementation activities and sustainability; and finally, to facilitate the learning within the VET Toolbox and with their network partners. For these purposes a plan is developed how to use and analyse the information gathered from monitoring and evaluation. The outcomes of the analysis are feeding into reports (e.g. the annual report) and the learning activities.

#### Plan for synthesising information on results and impact

The aim of the “Plan for synthesising information on results and impact” that is based on the revised MEL concept, is to put forward an approach to analyse and synthesise the information on results and impact of the support activities that is collected with a set of tools and templates and that feeds into targeted exchange and learning activities. It provides a framework to classify VET Toolbox activities; to systematically gather information on results and (indications on) impact from the above mentioned tools and templates; and to synthesise and analyse the information on results and impact of VET Toolbox activities in a way that it can be used for reporting (e.g. the annual report) and for learning.

#### Annual report

A new structure was proposed for the annual report to better report on results and impact of VET Toolbox support activities.

### Learning activities

The analyses provide lessons learned about what type of interventions might work under which conditions as well as good practices. Insights will be shared during knowledge exchange and learning activities organised by the VET Toolbox hub.

### 6. Outlook

With the work on the refinement of the MEL approach completed, still a number of follow-up actions need to be conducted. These are briefly summed-up here below:

- **Discussion on the value added of revisions:** Some tools and templates still have to be discussed with the key stakeholders before finalising.
- **Testing/ piloting tools and templates:** The revised tools and templates will have to be used in practice and feedback from the users will have to be gathered to finetune / finalise the tools and templates. For some tools there are specific elements to discuss further. These concern:
  - Interview approach. It has to be tested out how to organise the interviews. One pilot approach is to conduct the interviews in a trio-approach. This will have to be evaluated in order to decide how to go ahead.
  - Monitoring missions for the Grant projects: feedback needs to be gathered on the approach that is currently implemented, also keeping in mind how the approach can be adapted for the second round of missions (that is supposed to take place in ~6-8 months).
- **Gathering all collected information and conduct the analysis (in line with the plan for analyses):** the tools and templates will have to be used to systematically gather the needed information. First results of the analysis are envisioned to be available in February / March 2021.
- **KEN – learning:** Supported by the analysis, learning activities need to be rolled-out that align with the learning needs of VET Toolbox implementing partners. This also requires further working on a knowledge management strategy and building up systematic exchange and learning (2021).

## Approach and reporting template for post-implementation interviews

### Objective and methodology

The objective of the interview-round 6-months after the activity is to gather information on impact and on post-implementation activities. This information will be used to report on the impact of the VET toolbox and to learn lessons for the future.

The liaison officer of the implementing agency is in the lead of conducting the interviews, accompanied and supported by hub, and one non-implementing agency see proposal "Trio". The liaison officer, as leading part of the "Trio", **conducts max three interviews** with the implementer and key stakeholders of the support mission (if possible, one individual interview with the requester/implementer and one joint focus group discussion including stakeholders).

Stakeholders should be carefully chosen, ensuring that the different questions are well covered (perspective of beneficiary, VET organisation, VET system). Interviewees could accordingly involve staff from the strategic and operational management, and from monitoring/evaluation and implementing or policy partners.

The **semi-structured interview checklist** (see 3.) serves as guideline throughout the interviews that is foreseen to be more a conversation than a question-and-answer style interview in which the interviewer is noting down the impact stories told by the interviewee.

### Reporting template

< Title and Number of the short-term support mission >

< Country where the short-term support mission was implemented >

Requesting organisation(s): <enter name>

Implementing partner(s): <enter name>

Author: <enter name>

### 1. Objectives and envisaged outcomes and approach

Planned objectives and approach (activities) NB: this can be filled in on the basis of the post-implementation report then double checked during the interviews.	Comments on relevance and validity
<Enter description>	< Please discuss the extent to which this objective remained valid for the activity during implementation and afterwards and discuss whether in retrospect, the activity focused on the right topics and applied the right methodological approach to pursue the objective>

### 2. Impact and changes as a result of the VET Toolbox activity

#### Impact at beneficiary level

Please insert below - on the basis of the interviews – information and concrete examples of whether **participants** are able to apply what they learned through the VET Toolbox activity in their job and how the VET Toolbox activity changed behaviour related to inclusiveness and private sector involvement in VET. Please note down the source of this information.

Please consider for instance the following potential changes at beneficiary level:

- Increased personal confidence
- Strengthened relationships between colleagues within the same organisation and/or other organisations
- More respect from peers
- Better organisation in beneficiaries' work
- Taking up new responsibilities (different tasks to perform)
- Increased salaries of beneficiaries
- Career advancement (i.e. promotion) of beneficiaries
- More effective cooperation in networks (related to VET)

<<insert 10-15 lines>>

*Impact at organisational level*

Please insert below - on the basis of the interviews – information and concrete examples of whether **organisations** involved in the VET Toolbox activity changed as a result of their participation in the activity E.g. strategic direction, organisational workflows, activities, staff cooperation, team spirit.

Please consider for instance the following potential changes at organisational level:

- *Involvement and engagement in VET and labour market activities (are they more involved?)*
- *Actions of organisations (do they do different things/ things differently?)*
- *Improved performance of organisations (do they show better results?)*
- *Integration of what was learned through the VET Toolbox activity into routines of organisations (are the changes sustainable?)*

<<insert 10-15 lines>>

*Impact at VET system (or part thereof)*

Please insert below - on the basis of the interviews – a description (including concrete examples) of **how the VET system (or parts thereof)** targeted by the VET Toolbox activity changed.

Please consider for instance the contributions to improvements related to:

- *Evidence-based VET and labour market programming*
  - *Structured information on labour market needs is regularly produced*
  - *Labour market information system is in place for collecting sufficient information for matching labour market demand with skills provision*
  - *Channels or mechanisms are in place through which information collected can be communicated and used (e.g. sector skills councils)*
  - *Institutionalised tracer surveys monitor graduate job opportunities*
  - *Planning of VET programmes use innovative methods of prospective analysis*
  - *VET providers are in cooperation with local labour market representatives and are able to adapt curricula to reflect skills shortages, surpluses, gaps or obsolescence.*

- *Active private sector involvement*
  - *There is active participation of the private sector in VET in governance, financing, VET programme / qualification design, training delivery (work-based learning), assessment/certification process, career guidance, identification of skills needs, and/or matching employers with job seekers.*
  - *Structured mechanisms are in place to ensure this active participation*
  - *There is technical capacity among private sector stakeholders to effectively participate in the VET systems*
- *Inclusiveness of VET and labour market activities*
  - *Awareness campaigns to stimulate VET being a choice for specific target groups*
  - *Outreach strategies tailored to specific (disadvantaged) target groups*
  - *Guidance and counselling for specific disadvantaged target groups*
  - *Educational and pedagogical assistance for specific disadvantaged target groups*
  - *Teachers are trained in dealing with disadvantaged target groups*
  - *Financial (and other) support (e.g. mobility, housing) to lower thresholds for disadvantaged target groups*
  - *Ensuring tailored work places for disadvantaged target groups*

<<insert 10-15 lines>>

## 3. Post-implementation actions

Please insert below - on the basis of the interviews and post-implementation report – information and concrete examples of actions taken after the VET toolbox activity to sustain the results. Please refer to information captured in the support request summary/pre-implementation report regarding to post-implementation activities.

Please discuss:

- *How results are communicated on government/stakeholder level.*
- *The type of actions agreed and taken (e.g. further capacity building; new approaches developed; increased engagement of key stakeholders).*



- Who took responsibility for the actions taken (e.g. TVET providers; labour market stakeholders; governments; NGO's; development partners); new partners taken on board.
- What are the results of the actions taken (e.g. larger group of people capacitated; embedding in (legal/institutional) frameworks; mainstreaming pilot approaches).
- What follow-up is planned; what are next steps.
- Which lessons learned feed into ongoing projects on organisational level/ broader network.

<<insert 10-15 lines>>

4. Knowledge development and sharing

Please insert below a description of good practice examples, approaches or tools that could be shared via the VET toolbox website / as part of a good practice inventory / during regional seminars for knowledge sharing. Please also mention topics (if any) the requester would like to exchange and learn more about.

*Please discuss what aspects should be shared and why.*

<<insert 10-15 lines>>

5. Lessons learned and recommendations

Please discuss any lessons learned or recommendations that can be taken into account for further VET toolbox related activities.

*Please discuss what can be recommended and why.*

<<insert 10-15 lines>>

Annex to the reporting template: List of interviewees

This data is collected for following up with interviewees in case of further questions. Please ensure that interviewees agree on collecting their data for this purpose only (applying to GDPR).

First name	Last Name	Organisation	Function title	Email	Telephone number

**Guide and checklist semi-structured interviews**

**Introduction**

The objective of the VET Toolbox is to provide partner countries with know-how, tools and advice in order to improve the labour market responsiveness of VET reforms, strategies and action plans and make them more inclusive. It aims to offer tailored, targeted, demand-driven (small-scale) and rapid short-term support missions, grant projects and knowledge exchange to further stimulate VET reforms in a country.

The VET Toolbox was developed through an implementation partnership of European Member State agencies, consisting of the **British Council** (United Kingdom), **Enabel** (Belgium), the 'Gesellschaft für Internationale Zusammenarbeit' ('GIZ', Germany), the **Agence luxembourgeoise pour la Coopération au Développement** (LuxDev, Luxembourg), the **Agence Française de Développement** (AFD, France) and is financed by the European Commission (DG INTPA) and the German Government (BMZ).

### VET Toolbox 'Activity'?

A VET Toolbox activity can refer to any of the following types of activities:

- **Short-term support missions** (based on 'support requests') to support VET reforms. These can include advice, assessments, coaching, short technical assistance, contributing to conferences and training.
- **Grant projects** related to equality and inclusiveness in VET for specific (disadvantaged) target groups (based on call for proposals)
- **Activities related to knowledge development and sharing** (knowledge and exchange network)

*Approximately six months ago, you were involved in a VET Toolbox activity.* The purpose of this follow-up interview is to gain insights into the extent to which the VET Toolbox activity has led to changes at individual, organisational, (VET) community and country level. With these insights, we can determine which of the VET Toolbox activities are effective, for which stakeholders and under what circumstances. Moreover, this follow-up interview is an opportunity to exchange and brainstorm with stakeholders, exploring lessons learnt and possibilities for future activities and innovation.

The semi-structured interview should take approximately 45 minutes to complete (in the form of individual interviews) and approx. 90 minutes if conducted as a focus group discussion.

After a general introduction, the following points (that are part of the reporting template) should be discussed.

### Impact and changes as a result of the VET Toolbox activity

Please discuss the extent to which **beneficiaries** are able to apply what they learned through the VET Toolbox activity in their job. To what extent did the VET Toolbox activity change behaviour related to inclusiveness and private sector involvement?

- Please discuss any individual changes you observed at beneficiary level, related to for instance:
  - Increased personal confidence
  - Stronger relationships between colleagues within the same organisation or other organisations

- More respect from peers
- Better organisation in beneficiaries' work
- Taking up new responsibilities (different tasks to perform)
- Increased salaries of beneficiaries
- Career advancement (i.e. promotion) of beneficiaries
- More effective cooperation in networks (related to VET)

Please provide a concrete example of individual changes

- Please discuss the extent to which **organisations** involved in the VET Toolbox activity changed as a result of their participation in the activity. Please consider the following changes:
  - Involvement and engagement in VET and labour market activities (are the more involved?)
  - Actions of organisations (do they do different things/ things differently?)
  - Improved performance of organisations (do they show better results?)
  - Integration of what was learned through the VET Toolbox activity into routines of organisations (are the changes sustainable?)

Please provide a concrete example of organisational changes.

- Please discuss the extent to which (parts of) the **TVET system** targeted by the VET Toolbox activity changed as a result of the VET Toolbox activity. Do what extent did the activity contribute to improvements related to (NB: the annex provides a list of potential system level changes):
  - *Evidence-based VET and labour market programming*
    - *Structured information on labour market needs is regularly produced*
    - *Labour market information system is in place for collecting sufficient information for matching labour market demand with skills provision*
    - *Channels or mechanisms are in place through which information collected can be communicated and used (e.g. sector skills councils)*
    - *Institutionalised tracer surveys monitor graduate job opportunities*
    - *Planning of VET programmes use innovative methods of prospective analysis*

- *VET providers are in cooperation with local labour market representatives and are able to adapt curricula to reflect skills shortages, surpluses, gaps or obsolescence.*
- *Active private sector involvement*
  - *There is active participation of the private sector in VET in governance, financing, VET programme / qualification design, training delivery (work-based learning), assessment/certification process, career guidance, identification of skills needs, and/or matching employers with job seekers.*
  - *Structured mechanisms are in place to ensure this active participation*
  - *There is technical capacity among private sector stakeholders to effectively participate in the VET systems*
- *Inclusiveness of VET and labour market activities*
  - *Awareness campaigns to stimulate VET being a choice for specific target groups*
  - *Outreach strategies tailored to specific (disadvantaged) target groups*
  - *Guidance and counselling for specific disadvantaged target groups*
  - *Educational and pedagogical assistance for specific disadvantaged target groups*
  - *Teachers are trained in dealing with disadvantaged target groups*
  - *Financial (and other) support (e.g. mobility, housing) to lower thresholds for disadvantaged target groups*
  - *Ensuring tailored work places for disadvantaged target groups*

Please provide a concrete example of changes at TVET system (or a part thereof) level.

#### **Post-implementation actions**

Please discuss actions taken after the VET toolbox activity to sustain the results. Please discuss:

- The type of actions taken (e.g. further capacity building; new approaches developed; increased engagement of key stakeholders)
- Who took responsibility for the actions taken (e.g. TVET providers; labour market stakeholders; governments; NGO's; development

partners)

- What are the results of the actions taken (e.g. larger group of people capacitated; embedding in (legal/institutional) frameworks; mainstreaming pilot approaches)
- What follow-up is planned; what are next steps.

#### **Knowledge development and sharing**

Do you recommend/would you be happy for these activities (or specific approaches and tool developed as part of the activity) as good practice example to be shared via the VET toolbox website / as part of a good practice inventory/ or during regional seminars for knowledge sharing? If yes, please discuss what aspects should be shared and why.

#### **Lessons learned and recommendations**

Please discuss any lessons learned or recommendations that can be taken into account for further VET related activities. What might you do differently if you could go back in time.

### **Guiding note Monitoring Mission**

#### **1. Background VET Toolbox Grant Projects**

The VET Toolbox is supporting EU partner countries in realising their reform ambitions in the areas of labour market intelligence, stimulating private sector engagement, and ensuring inclusiveness of disadvantaged and vulnerable groups in VET.

Five leading European development agencies (British Council, Enabel, GIZ, LuxDev, AfD – the latter as silent partner) therefore joined in a partnership to promote demand-driven and inclusive vocational education and training under the VET toolbox project. The project is co-funded by the European Commission and the German Government ([www.vettoolbox.eu](http://www.vettoolbox.eu)).

Following a competitive call for proposals the VET Toolbox is funding inclusive and innovative initiatives and tools that contribute to facilitate

access to the formal and informal labour market for disadvantaged and vulnerable groups through improved employability and vocational education and training.

11 grants have been awarded to projects aiming at improving inclusive VET systems, fostering social inclusion in VET in development countries (East Africa and South-East Asia).

The 11 VET Toolbox grant projects started implementing activities between November 2019 to February 2020. A monitoring mission is planned before the end of the first year of the implementation phase.

This guiding note presents the concept of the monitoring missions and offers all necessary information to the assessors to conduct the first series monitoring missions. After clarifying the aim and methodological approach as well as the principles, a template will guide the assessor through the monitoring mission. The templates provide the basic structure for the interviews and the final report (see annexes). In addition to information provided in this guiding note and annexes, information on the individual grant projects will be key to prepare for the respective monitoring missions.

## 2. Grant project monitoring mission 1

### 2.1 Aim

The aim of monitoring mission is to observe whether implementation of the grant project is on track, if/which changes in activities and results indicators are in place and if/how intended outputs are being delivered. The focus is on documenting the current state of play, progress and changes in the project in relation to what was initially planned in the project proposal. Moreover, the monitoring missions should identify challenges and opportunities, identify potential key successes, lessons learned and need for improvement and support. The first series of monitoring missions are not an audit, but an opportunity for the implementing partners, key stakeholders and the VET Toolbox team to reflect on the project implementation and draw conclusions for potential further support and knowledge, exchange and learning activities among grant projects.

<sup>1</sup> For multi-country projects, the single countries will be assessed in a shortened timeframe. Details will be individually discussed.

### 2.2 Methodological approach and key tasks

The field missions serve to conduct interviews and consultations with the lead and co-applicants as well as key implementing partners that are involved in or benefit from the grant project. It is also an excellent way to obtain first-hand experiences from end-beneficiaries. Monitoring missions will take approximately **3-4 days to complete** depending on travel distances in country. The missions can be spread over a two-week timeframe if more convenient for the assessors<sup>1</sup>. The methodology includes observation and structured interviews.

Key tasks of assessors include:

- **Preparatory reading** of available documentation on the grant project (provided in the form of an information package by the VET Toolbox team); participating in the preparatory training sessions for assessors (2 online training sessions, one in general for more assessors, one individual session for the respective grant project).
- Together with the VET toolbox team and the grantee (lead applicant, possibly involving co-applicants), the assessor will set up the **agenda**. Standard agenda items are provided in annex I. The VET Toolbox team will attend key meetings (through virtual communication platforms) if the ICT structure allows for it.
- The VET Toolbox team shares the **self-assessment template** with the grantee prior to the monitoring mission, with the assessor in copy, and gives the necessary background information (self-assessment template, see [annex II](#)).
- **Implementing the monitoring mission** (following the agenda): interviews and/or focus group discussions are organised in close collaboration with the grantee. They include a mix of different stakeholders<sup>2</sup>:
  - Project management and staff/partners at operational level
  - National/regional or local authorities
  - VET sector representatives/stakeholders
  - Other stakeholders (advising bodies; donor organisations/NGO's etc.)
  - Beneficiaries of the grant project: participants of training and capacity building (possibly during a focus group)

<sup>2</sup> If translation is needed during the monitoring missions, the lead applicant is supposed to support. No formal translation service is organised.

At the end of the monitoring mission agenda, the assessor discusses his/her first impressions the grantee (lead applicant and co-applicants where possible) in a feedback session.

- The assessor drafts a concise **monitoring mission final report** (max. 20 pages), **structured along the template for monitoring mission**, see [annex III](#); for further instructions and requirements for the monitoring report see [annex IV](#).
- The assessor delivers **audio-visual material**, 1-2 short videos and minimum 5 photos in cooperation with the lead applicant, if possible, supported by communication staff on site (instructions and requirements for audio-visual media [see annex V](#)).

### 2.3 Principles

- All that is said or done during the preparation and implementation of the monitoring mission is fair, open and transparent. Frequently ask for feedback and explain the reason behind any action.
- The monitoring activities take place in the form of a dialogue, guided by the assessor - always on an equal footing.
- Discussions are strengths oriented, and focus on capturing qualitative information, identifying good practices and support needs or points for improvement.
- The assessors' task is to create transparency, taking stock of the project implementation. The assessor cannot promise or indicate any follow-up action or further support.
- The monitoring template follows a certain structure. All topics need to be covered throughout the monitoring mission. Still, the assessor is not obliged to strictly stick to the order of the template. He or she can follow the flow of the discussion if all format template questions are answered in the end. Capturing additional points of interest beyond the format and allowing for out-of-the-box thinking are encouraged.

### Annex I: Standard Agenda items

The grantee (lead applicant) organising the monitoring mission draws up the agenda in close consultation with the VET Toolbox team and the assessor. The agenda should allow for interviews and consultations of various stakeholders and beneficiaries that are involved in and benefit from the grant project.

These standard items for an agenda should give inspiration and can be individually adjusted (due to availabilities).

#### Starting the monitoring mission with the core project team (including lead applicant and co-applicants if appropriate) [2-3h]

- Welcome and introduction round
- Presentation/introduction by the grantee (lead applicant and co-applicants)
- Assessor's introduction: Monitoring mission's objectives and approach
- Exchange on self-assessment: Reflection on (experience with) the self-assessment by the grantee

#### Interviews or focus group discussions of various representatives along the monitoring mission template:

- Discussion/interview with the grantee (lead- and co-applicants) and the core project team
- Focus group discussion/interview with stakeholders
- Visit to 1-3 TVET institutions/training centres/employers - the place where activities are implemented
- Focus group discussion/interviews with end-beneficiaries

#### Closing the meeting: Feedback session with the core project team

- Feedback round, exchanging with all involved partners in the monitoring mission
- Assessor sharing impressions and indicating conclusions drawn and asking for feedback

### Annex II: Self-assessment template

The self-assessment template follows the template for the monitoring missions, used by the assessor (see annex III).

It will be shared with the grantee (lead applicant) by the VET Toolbox team approx. 2 weeks prior to the monitoring mission in order to allow grantees (lead and co-applicant) a preparation and reflection on the questions that will be explored during the monitoring mission. The grantees do not need to send it back to the VET Toolbox Team or assessor (but they are invited to do so). The self-assessment template primarily serves as a preparation for themselves.

Topic	Dimensions	Assessment (please select one)	Explanation /comments
<b>Project organisation, management and partnerships:</b> To which extent (and how) the project organisation/ management and partnership management is sufficiently in place for successfully implementing the project.	<ul style="list-style-type: none"> <li>- Project management</li> <li>- Partnership arrangements</li> <li>- Documenting/reporting</li> <li>- Monitoring</li> <li>- Internal communication</li> <li>- External communication /engagement</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Not at all</li> <li><input type="radio"/> To some extent</li> <li><input type="radio"/> To a large extent</li> <li><input type="radio"/> To a very large extent</li> </ul>	<...>
<b>Implementation of activities:</b> To which extent (and how) the project is on track in the implementation of activities (description of action)	Core activities listed in the description of action	<ul style="list-style-type: none"> <li><input type="radio"/> Not at all</li> <li><input type="radio"/> To some extent</li> <li><input type="radio"/> To a large extent</li> <li><input type="radio"/> To a very large extent</li> </ul>	<...>
<b>Results of the project implementation:</b> To which extent (and how) the project is already able to show the envisaged results.	<ul style="list-style-type: none"> <li>- Results linked to the project objectives</li> <li>- Results related to outreach</li> <li>- Results related to inclusion, especially gender</li> <li>- Results related to innovation</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Not at all</li> <li><input type="radio"/> To some extent</li> <li><input type="radio"/> To a large extent</li> <li><input type="radio"/> To a very large extent</li> </ul>	<...>
<b>Sustainability and post-implementation actions:</b> To which extent (and how) the project is already preparing for follow up activities, ensuring sustainability.	<ul style="list-style-type: none"> <li>- Sustainability of results</li> <li>- Sustainability concept</li> <li>- Post-implementation actions</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Not at all</li> <li><input type="radio"/> To some extent</li> <li><input type="radio"/> To a large extent</li> <li><input type="radio"/> To a very large extent</li> </ul>	<...>
<b>Challenges and opportunities:</b> To which extent (and how) the project is showing agility, resolving emerging challenges and using opportunities.	<ul style="list-style-type: none"> <li>- Evolving context</li> <li>- Project organisation and management</li> <li>- Partnerships and synergies</li> <li>- Implementation of activities</li> <li>- Reaching results</li> <li>- Sustainability and post-implementation actions</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Not at all</li> <li><input type="radio"/> To some extent</li> <li><input type="radio"/> To a large extent</li> <li><input type="radio"/> To a very large extent</li> </ul>	<...>
<b>Good practices:</b> This could be any good practices drawn from all topics above, e.g. good practices of core activities, showing an impact and involve the work with beneficiaries.  Highlight 1-2 communication opportunities (concrete and visible good practices to share in communication).	<...>		
<b>7. Lessons learned:</b> This could be any lessons learned experienced in the past.	<...>		
<b>8. Possible points for improvement:</b> This could be aspects for improvement (future-oriented).	<...>		

### Annex III: Template for the monitoring mission (and for the final report)

This monitoring mission template looks at the state of play of grant projects in relation to several topics (e.g. project management, implementation of activities, results). It reflects on challenges, opportunities, key successes and lessons learned.

The monitoring template builds the **frame for the final report** that contains:

1. Background information
2. Summary monitoring mission reporting template
3. Project organisation, management and partnerships
4. Implementation of activities
5. Results of the project implementation
6. Sustainability and post-implementation actions
7. Challenges and opportunities
8. Good practices
9. Lessons learned
10. Possible points for improvement
11. Annex to the monitoring mission template

#### 1. Background information

**Grant name:**

<incorporated by VET Toolbox Hub team>

**Grant number:**

<incorporated by VET Toolbox Hub team>

**Name and contact details monitor expert:**

<...>

**Description of monitoring mission**

Please discuss the setting of the monitoring mission, the number and types of interviews and focus groups and documents assessed; please also discuss the methodology used and limitations (if experienced).

<10-15 lines...>

## 2. Summary monitoring mission reporting template

Summary table with key findings (approx. 3 pages) of the assessor. This template should be completed when finalising the mission report, reflecting on the different sections of the report.

Topic	Assessment (please select one)	Key finding (summary of the sections of the template)
<b>Project organisation/ management and partnership management:</b> To which extent and how the project organisation, management and partnership is sufficiently in place for implementing the project.	<input type="radio"/> Not at all <input type="radio"/> To some extent <input type="radio"/> To a large extent <input type="radio"/> To a very large extent	<...>
<b>Implementation of activities:</b> To which extent and how the project is on track in the implementation of activities.	<input type="radio"/> Not at all <input type="radio"/> To some extent <input type="radio"/> To a large extent <input type="radio"/> To a very large extent	<...>
<b>Results of the project implementation:</b> To which extent and how the project is already able to show the envisaged results.	<input type="radio"/> Not at all <input type="radio"/> To some extent <input type="radio"/> To a large extent <input type="radio"/> To a very large extent	<...>
<b>Sustainability and post-implementation actions:</b> To which extent and how the project is already preparing for follow up activities, ensuring sustainability.	<input type="radio"/> Not at all <input type="radio"/> To some extent <input type="radio"/> To a large extent <input type="radio"/> To a very large extent	<...>
<b>Challenges and opportunities:</b> To which extent and how the project is showing agility, resolving emerging challenges and using opportunities	<input type="radio"/> Not at all <input type="radio"/> To some extent <input type="radio"/> To a large extent <input type="radio"/> To a very large extent	<...>
<b>Good practices</b> This could be any good practices from topics assessed. Good practices of core activities, showing an impact and involve the work with beneficiaries should be highlighted.	< 10-15 lines...>	
<b>Lessons learned</b> This could be lessons learned experienced in the past, from all topics assessed.	< 5-10 lines...>	
<b>Possible points for improvement</b> This could be aspects for improvement (future-oriented) drawn from all topics assessed.	< 5-10 lines...>	

## 3. Project organisation, management and partnership management

Please discuss the current project organisation, management and partnership arrangements (approx. 2 pages). Are efficient mechanisms for the organisation and management of the project and its partnerships in place? Please reflect on the topics included in the table below.

Topics	Reflections
<b>Project management</b> (e.g. to which extent/how are project management structures put in place/ meetings organised regularly?)	<...>
<b>Partnership arrangements</b> (e.g. to which extent/how are roles and responsibilities of partners clearly described/ all partners engaged? (includes implementing/operational and strategic partners)	
<b>Documenting/reporting</b> (e.g. To which extent/how does the project capture and document activities and results?)	<...>
<b>Monitoring</b> (e.g. to which extent/how are results followed up; is regular feedback gathered on activities/ information (e.g. contact details) stored for future monitoring and evaluation?)	<...>
<b>Internal communication</b> (e.g. To which extent/how are grant project staff members involved and motivated; information flows well organised, with staff and beneficiaries?	<...>
<b>External communication /engagement</b> (e.g. To which extent/how are stakeholders and other partners informed about the project; are relevant external partners engaged in the implementation?)	<...>
<b>Overall reflection and points of attention on project management</b>	<...>

4. Implementation of activities

The VET Toolbox team will insert the individual activities and the envisaged timing from the 'description of action form' for each project.

In this section (approx. 5 pages), assess the current state of play of implementation of core project tasks (implemented; started, not started, activity changed). Furthermore, provide comments on the state of implementation, for instance why an activity did not (yet) start. If fundamental amendments took place (e.g. the implemented activities do not reflect anymore the ones mentioned in the description of action form, please use the box below to discuss those amendments and the reasons for them.

Activity	Envisaged implementation month	Current state of play of implementation (implemented; started, not started, activity changed).	Comments (e.g. what has changed, reasons for potential delays)
<VET Toolbox team inserts the individual information>	<...>	<...>	<...>
<b>Overall reflection on the implementation</b>	<...>		
	<...>		

5. Results of the project implementation

Please discuss any (early) results of the project in line with the project objectives in terms of outreach, inclusion and innovation. Please reflect on the topics included in the table below (approx. 2 pages).

Topics	Reflections
<b>Results linked to the project objectives</b> (e.g. The state of play and any changes in the results indicators identified in the logical framework attached to the project proposal?)	<...>
<b>Prognosis of results linked to the project objectives</b> (e.g. To which extent/how can results be reached by the end of project implementation year 1 and 2?)	
<b>Results related to outreach</b> (e.g. To which extent/how did the project succeed in reaching out to specific (hard-to-reach) target groups?)	<...>
<b>Results related to inclusion, especially gender</b> (e.g. To which extent/how did the project succeed in supporting a more inclusive TVET / skills development system?)	<...>
<b>Results related to innovation</b> (e.g. To which extent/how did the project develop/ implement some innovative approaches?)	<...>
<b>Overall reflection on results</b>	<...>

6. Sustainability and post-implementation actions

Please discuss any early sign of sustainability and planning of post-implementation actions. Please reflect on the topics included in the table below (approx. 1 page).

Topics	Reflections
<b>Sustainability of results</b> e.g. Are there early signs of sustainability of results? (e.g. firm embedding of concepts developed in policies; changes in curriculum; capacities sustainably developed)	<...>
<b>Sustainability concept</b> e.g. is a sustainability concept developed? (e.g. is there a plan or strategy developed that describes roles and responsibilities)	<...>
<b>Post-implementation actions</b> e.g. are post-implementation actions discussed (and/or planned)? Are any partnerships established for a long term?	<...>
<b>Overall reflection on sustainability</b>	<...>

7. Challenges and opportunities

Please discuss below any challenges the grant project has faced and opportunities that emerge (approx. 2 pages). This can relate to the evolving context; project organisation, management, partnerships and synergies; implementation of activities; reaching results, sustainability and post-implementation actions. Furthermore, discuss how challenges are mitigated and solved.

Please reflect challenges against the background of the initially defined risks in the project proposal.

	Challenges (including mitigation actions)	Opportunities
<b>Evolving context</b> e.g. while implementing the project, did something change that could impact the relevance of the project and its outcomes	<...>	<...>
<b>Project organisation and management</b> e.g. what challenges and opportunities emerged in the setting up of the organisation and management arrangements?	<...>	<...>
<b>Partnerships and synergies</b> e.g. what challenges and opportunities emerged linked to other partners? Did foreseen synergies materialise? Are other synergies emerging?		



<b>Implementation of activities</b> e.g. what challenges and opportunities emerged in the implementation?	<...>	<...>
<b>Reaching results</b> e.g. what challenges and opportunities are associated with the results? Did some results lead to new opportunities?	<...>	<...>
<b>Sustainability and post-implementation actions</b> e.g. what challenges and opportunities are associated with the sustainability? Any early warning signs for reduced sustainability?		
<b>Other</b>	<...>	<...>
<b>Overall reflection on challenges and opportunities</b>	<...>	

8. Good practices

Please discuss below 2 or 3 good practices (each practice, approx. 1 pages) of the grant project so far that can serve as inspiration for other (current and future) grant projects. Especially, reflect on the innovative nature of the grant projects.

In this context, a good practice is an approach that is developed/adjusted and implemented in the project, that leads to promising results and might transferable to other project contexts. The good practice should contribute to inclusiveness and show innovative elements. It can be a large initiative, but as well a smaller element of the project.

<b>Good practice 1 (name for reference):</b>	<...>
Description of the approach:	<...>
Description of the results:	<...>
Description of link to inclusiveness:	<...>
Description of innovativeness:	<...>
Success factors and lessons learned:	<...>

<b>Good practice 2 (name for reference):</b>	<...>
Description of the approach:	<...>
Description of the results:	<...>
Description of link to inclusiveness:	<...>
Description of innovativeness:	<...>
Success factors and lessons learned:	<...>

9. Lessons learned

Please discuss lessons learned experienced in the past that can be taken on board in the implementation of other (current and future) grant projects (approx. 1 page) and what would the grantee do differently in future consequently.

Topic	Comment
<b>Lessons learned from project implementation so far</b> - e.g. lessons learned can relate to the project design, project management, procedures, monitoring, reporting/documentation, implementation, outreach, communication, partnership, reaching results etc.). Please indicate any action related to your lessons learned.	<...>

10. Possible points for improvement

Please describe any action points or recommendations for future implementation of the grant project (approx. 1 page).

Topic	Comment
<b>Possible points for improvement for the grantee responsible for the Grant project</b> e.g. where could the grantee focus on for improvements in the project implementation?. Please indicate any planned action related to the points for improvement.	<...>
<b>Other points for improvement</b>	<...>

**Annex to the monitoring mission template:**

Please, as part of the final report, attach the following annexes to the template, complemented with information as indicated.

Annex 1 to the monitoring mission final report: **Agenda of the monitoring mission**

Please attach the agenda for the monitoring missions.

Annex 2 to the monitoring mission final report: **Template for a list of interviewees/participants in the interviews/discussions:**

Name	Institutional affiliation	Job title/responsibility	Contact (phone number and email)

Annex 3 to the monitoring mission final report: **Glossary list**

Please create a table with acronyms, specific terminology used, and abbreviations, if necessary.

**Annex IV: Instructions and requirements for the monitoring report**

The **final monitoring mission report** is the completed template of the previous annex III including its three annexes. The report (without annexes) should not exceed 20 pages.

- The summary monitoring mission reporting template (approx. 3 pages) with key findings should be completed when finalising the mission report, reflecting on the different sections of the report that follow:
  - Project organisation, management and partnerships (approx. 2 pages)
  - Implementation of activities (approx. 5 pages)
  - Results of the project implementation (approx. 2 pages)
  - Sustainability and post-implementation actions (approx. 1 page).
  - Challenges and opportunities (approx. 2 pages)
  - Good practices (each practice, approx. 1 pages)
  - Lessons learned (approx. 1 page)

- Possible points for improvement (approx. 1 page).
- Please make sure that every topic is clearly addressed in the report (also, indicate when no data is available to answer the question).
- Ensure that the answers are self-explanatory and presented in an objective way (no judgement).
- Answer the questions and provide explanation or evidence, avoid answering only 'yes' and 'no' without further explanation.
- Indicate any sources of information used, and clearly refer to them.

The **final monitoring mission reports will be used for** analytic work of the VET Toolbox team, mainly for synthesised overviews and reporting e.g. in the VET Toolbox annual report.

- The information delivered through the monitoring reports should support the VET Toolbox team to report on the state of the VET Toolbox grant project performance during Steering Group meetings and to offer tailor-made support and organise exchange and learning events based on the needs, responding to current challenges.
- The VET Toolbox team will also draw good practices and lessons learnt for communication purposes and might get back to the grant projects for further information. Individual information will not be published without the confirmation of the individual grantee.

**Annex V: Multimedia practical guide**

Photos and videos will help to capture activities of the grant projects during the monitoring mission in a clear and attractive way and serve **communication purposes** (strengthening the grant project/VET Toolbox visibility). This should be done in cooperation with the grantee (e.g. involve communication staff on site if possible). **1-2 short videos (or 5-10 video sequences, see below) and minimum 5 photos** should be delivered, whereas this task should be closely accompanied (or taken over) by communication staff on site from the lead applicant, if possible.

Videos and photos can show actions, people, successes and outcomes. The angle and quality of the images are key to effectively convey the message. This document gives basic guidelines and lists up requirements for photography and filming.

The 1-2 videos and 5 photos are a minimum requirement and **more multimedia material is very welcome** in order to be able to select and share the most qualitative material.

The Communication Officer of VET Toolbox is at your disposal for any questions or other requests.

#### Content requirements for photos/videos

- The photos and footage should illustrate the main activities and impact of the grant project. They should tell the story of the project and express the spirit of the project. The classic meeting room photo or a video interview with the person in front of a wall is boring and may be not very informative. Go outdoors and capture the enthusiasm of the project.
- It is important to illustrate the core activities of the project by going on location. Search for a picture or video footage in which people are in action, performing tasks or activities. Prefer action images, to static images. When photographing or filming people at work, make sure they are concentrating on their work rather than looking up and smiling at the camera. Avoid standard handshakes and posed photographs. The images should look natural and not posed.
- Pictures should, whenever possible, always have people in them. Include beneficiaries when possible. Not only does it make a better picture, but it reinforces the message that people are the ultimate beneficiaries of the projects. It also is important to get a good balance of men and women engaged in a variety of activities.
- Videos and footage must include at least one interview with a beneficiary of the project, images of beneficiaries in action, daily life situations and images of the environment of the project. Focus on the impact of the project on the daily life of the beneficiaries, rather than explaining technical details of the project. Make the interview dynamic and let the person on video show what he/she is explaining. Try to convey enthusiasm and avoid static interviews.
- The background should always be interesting, relevant and appealing. It should not contain unnecessary detail or irrelevant surroundings that detract interest from the subject. The backdrop of a meeting held in a building, will be similar whether it takes place in East Europe, Asia, Africa or the Middle East. Using a relevant background can transform a portrait, highlighting the activities and the challenges at stake.

#### Technical requirements for photos/videos

**Photos** must conform to the following **quality parameters**:

- Be in focus and sharp
- In colour, correctly contrasted
- Taken at the highest resolution of your camera or smartphone.
- Pick aspect ratio 4:3 or 3:2
- In .JPEG or .PNG-format. We are happy to receive RAW-format if your camera or the camera of the communication staff on site shoots in RAW.
- Make sure you provide both vertical and horizontal pictures. If the situation doesn't require a vertical format, choose horizontal.

**Video(s)** or video footage must conform to the following **quality parameters**:

- 1-2 short final edited video(s) of max. 2 minutes in .MP4-format if communication staff on site has the technical knowledge for video editing.
- Or 5-10 raw video sequences (related to the same project or topic) without editing if no technical knowledge for video editing is available. VET Toolbox will edit this footage to 1 or 2 short video(s).
- All footage must be in focus and sharp.
- In colour – avoid backlight or very high contrast
- Taken at the highest resolution of your camera or smartphone.
- Landscape format

#### Technical requirements for photos/videos

Each file (picture, video sequence or video) should be named with the following information: Date\_place\_name of project: e. g. 20201231\_Brussels\_VETtoolbox\_1.

All photos and video sequences must be accompanied by:

- A caption explaining what the picture is meant to illustrate. The caption should be well written and give the story (who, what, when, where, why)
- Complete names and titles of the persons who are in the photo or video interviewed.
- The name of the project or programme to which the footage relates.
- The country in which it was taken.
- The date the photo was taken.
- Make sure you have a written declaration of consent filled out by the persons captured in each photo/video.

The extra information can be included in the embedded meta data of the file or can be added in an additional document.

# Annex 6: Risk management overview

High and new risks for year 4

Risk	Cause	Possible result	Mitigating measures in place	Possible new mitigating	Comments
1 General: Effective VET reforms might not be supported by other factors in the countries such as employment creation, sufficient funding for VET, real cooperation between governments and the private sector.	Working in fragile states	Part of the budget will have to be returned to INTPA, which means the partners in the country are not benefitting from it.	- The set-up, execution and follow-up flows are reviewed in the revised MEL approach to increase focus on outcomes/impact/reforms. - The collaborative and co-creative way of working with in-country stakeholders and 'project ambassadors' (through agencies existing network + EUDs and others) helps mitigate this risk.	- Analysis results collected through revised MEL procedure. - The additional local liaison officer will allow for a more perfect bridging in the VET TB 2 countries.	- The revised MEL approach (incl. the new ambassador role) is fully in place from 2021. - We are working on a limited amount of projects, so amount of data is also sometimes limited in numbers. This makes e.g. looking for correlations difficult.
2 Requests and grants: The project might not reach the committed targets within the agreed timeframe.	Main factor: covid 19	Part of the budget might need to be returned to DG INTPA, which means the partners in the country are not benefitting from its opportunities.	- Distance service delivery - Good experiences with contracting of both international and local experts to work together. The local expert can help to facilitate the local contacts and technical procedures in the course of remote delivery.	- No-cost extension (max 3-4 months in light of salary costs etc) - Lowering of targets - Broader service package per request - Modification of use of budget - e.g. more in facilitating IT/digital service delivery - Speeding up the intake and non-objections phases at HUB/INTPA/EUD/donor coordination round- level.	
3 Requests: The technical support provided from a distance might prove to be perceived to be less effective than face-to-face missions.	- Difficult communication because of bad connectivity - More difficult to connect and work in a tailor-made, human-to-human way when not on-site. The negotiation process with partners really benefits from face-to-face meetings, especially for first meetings.	The quality of the support might be lower, up to the point of being less than acceptable.	- Set-up of the support in collaboration with the requester. - Open communication with the requester during all phases of the support. - Post-implementation surveys + interviews - Good experiences with contracting of both international and local experts to work together. The local expert can help to facilitate the local contacts and technical procedures in the course of remote delivery.	- Form alliances with organisations that work on (mobile) connectivity set-up to + low-connectivity learning set-ups (eg EdukoMundo) - Systematically discuss connectivity already at the start of the exchanges with the requester to pro-actively find solutions to connectivity issues.	- No evidence or feedback of less quality so far. - Very few requesters indicate to rather wait for face-to-face support to be possible again.

Risk	Cause	Possible result	Mitigating measures in place	Possible new mitigating	Comments
4 General: The VET Toolbox services (technical support, grants and KEN activities) might not be leading to the expected reform changes.	- What the 'expected reform changes' are is not clearly defined. The term seem open to some interpretation. - The project's service design provides for short-term technical support which is less likely to have larger impact than longer and broader support services. - Reduced service delivery possibilities due to Covid-19 could additionally hamper any changes on reform level.	In the given context and with the format chosen (small-scale), the services might not meet expectations at DG INTPA level.	Set-up, execution and follow-up flows are reviewed in the revised MEL approach to be able increase reporting on outcomes/impact/reforms.	- Define expected reform changes. - Set-up dialogue to manage/clarify expectations.	The ROM report also raised a concern in this regard.
5 NEW - HR: Capacity risk as tasks might be too many for available staff.	- Overlap VET TB 1 and 2 without the support of additional staff in the start-up fase. - Making up for Covid-related delays will mean taking up many support requests in a limited amount of time.	- Burnt-out staff - Commitments cannot be met in foreseen time. - Delays cannot be made up for.	- Agencies' and Hub's professionalism and vigilance. - Open communication with staff - Arrival of additional support (local liaison officer, VET expert and project& event officer Hub) can alleviate the situation once they have had some time to familiarize themselves with the project and tasks.	- Priority setting (short-term support first?!) - Additional (temporary) recruitment?	
6 NEW - VET Toolbox 2: delay in start of implementation is likely to occur as the contract has been signed with the start of activities as of 1st September, while the actual signing was end of November, so operational set-up could start only at the end of 2020.	- Final adjustments needed to the documents - 6 partners that need to sign	- The targets might not be met in the foreseen time.	- Adjusted project planning	- No-cost extension: need to be determined closer to the end date.	2021 will be the year of boosting vettoolbox 2 opportunities. The tandem of liaison officers at HQ and in the field will be decisive for success focusing on the "essential" inc-country partners in order not to loose time.
7 NEW - Quality: Restrictions due to Covid highly vary across different countries, constant quality needs to remain guaranteed.	- Many differences in Covid-situation around the globe, including differences in vaccination-coverage.	The quality of the support might be lower, up to the point of being less than acceptable.	- We need to keep ensuring a constant standard of support in different forms (distance where necessary) adjusted to the country situation. Tailor-made quality service remains wat VET Toolbox stands for. (see also risk 3 on distance support)	(see also risk 3 on distance support)	

## Annex 7: Communication

### Contact database management & email marketing analytics

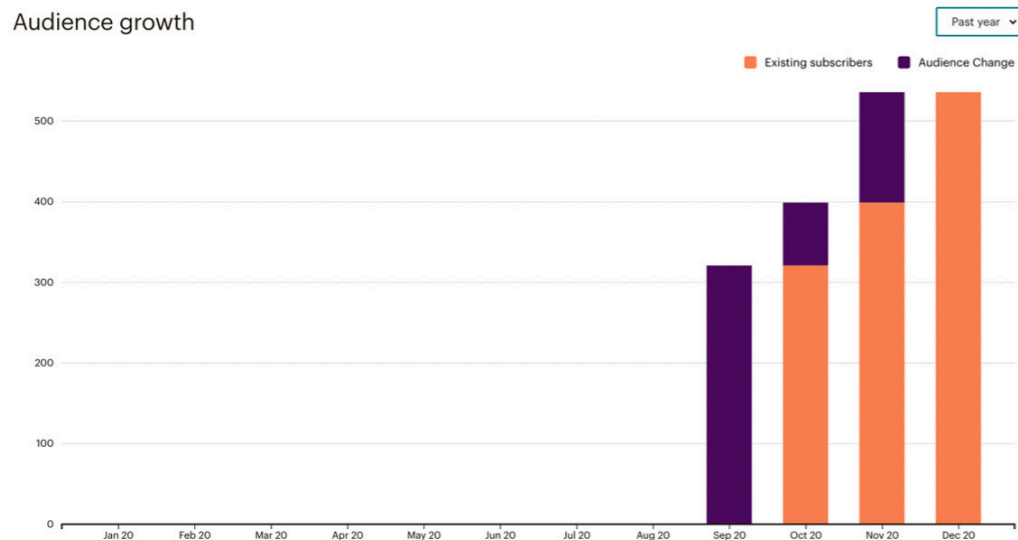
#### Overview

552 Subscribed Contacts	0 Non-subscribed Contacts	7 Unsubscribed Contacts	14 Cleaned Contacts
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#### Audience performance



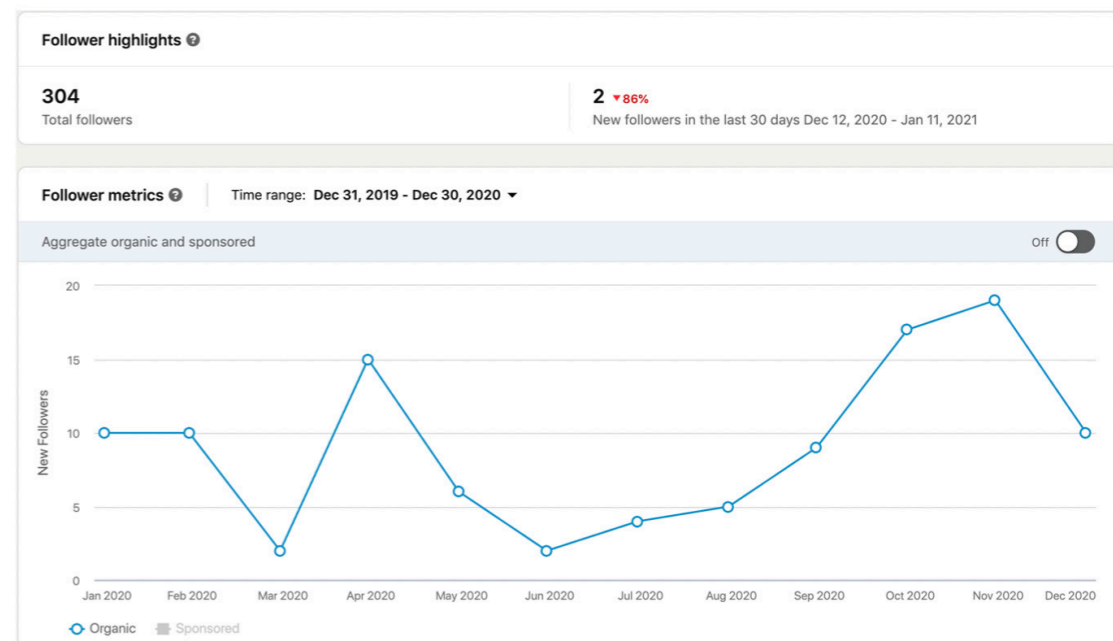
#### Audience growth



### Insights social media : Facebook

Published	Post	Type	Targeting	Reach	Engagement	Promote
08/12/2020 16:50	Are you joining us on Thursday for our last #webinar of 2020?	Event	Global	46	6 reactions, 3 comments	Boost Post
01/12/2020 10:34	How can we prevent vulnerable groups in the labour market from	Event	Global	22	0 reactions, 1 comment	Boost Post
30/11/2020 15:36	New webinar Financing skills development is dealt with in	Event	Global	803	23 reactions, 25 comments	Boost Post
11/11/2020 11:38	It's #EU Vocational Skills week and, tomorrow, 12 November at	Event	Global	254	7 reactions, 8 comments	Boost Post
05/11/2020 15:42	#Webinar - Have you already registered for our webinar on	Event	Global	593	16 reactions, 14 comments	Boost Post
27/10/2020 11:58	Dernière minute ! Ne manquez pas notre #SEMINAIRE de demain	Event	Global	368	10 reactions, 6 comments	Boost Post
22/10/2020 15:29	#Webinar - To be successful, employment policies and	Event	Global	203	14 reactions, 8 comments	Boost Post
12/10/2020 16:02	Missed our last webinar on inclusive VET? EN - Full	Event	Global	21	2 reactions, 0 comments	Boost Post
07/10/2020 18:16	VET Toolbox is hosting tomorrow 8th October its first webinar (How to	Event	Global	36	3 reactions, 3 comments	Boost Post
24/09/2020 12:33	Join us in our new VET Toolbox webinar series! VET toolbox will	Event	Global	1.2K	40 reactions, 43 comments	Boost Post

### Insights social media : LinkedIn



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304 followers  
2mo • 🌐

#Webinar - To be successful, employment policies and programmes must be informed by a strong understanding of the local labour market. But how to pick the right type of labour market analysis for your context and needs? ...see more



**VET TOOLBOX WEBINAR SESSION 2**

12 NOVEMBER 2020 10H CET  
**LABOUR MARKET ANALYSIS: WHICH KIND SUITS YOUR SITUATION?**  
Guest speaker: Kevin Hempel

18 • 1 comment

Like Comment

Organic impressions: 580 Impressions Hide stats


Organic stats 📊  
Targeted to: All followers

580	18	3.1%	1
Impressions	Reactions	Click-through rate	Comment
6	18	7.41%	
Shares	Clicks	Engagement rate	

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#webinar

How can we ensure adequate financing mechanisms that will guaran ...see more



**VET TOOLBOX WEBINAR SESSION 3**

FOR PROFESSIONAL EDUCATION AND TRAINING (VET):  
**HOW CAN A TRAINING LEVY HELP?**  
GUEST SPEAKER: ALEXIS HIRVAULT  
10TH DECEMBER 2020 10H CET

7 • 1 comment

Like Comment

Organic impressions: 455 Impressions Hide stats

Organic stats 📊  
Targeted to: All followers

455	7	3.52%	1
Impressions	Reactions	Click-through rate	Comment
5	16	6.37%	
Shares	Clicks	Engagement rate	

## Website analytics

VETTOOLBOX.EU FROM 2019-10-01 TO 2020-12-31 ALL VISITS NEW UPDATE: MATOMO 3.14.1

Visits Over Time

Oops... there was a problem during the request. Maybe the server had a temporary issue, or maybe you requested a report with too much data. Please try again. If this error occurs repeatedly please contact your Matomo administrator for assistance.

Visits Overview

12,858 visits	34,110 pageviews, 25,639 unique pageviews
3 min 12s average visit duration	0 total searches on your website, 0 unique keywords
56% visits have bounced (left the website after one page)	3,226 downloads, 2,750 unique downloads
3 actions (page views, downloads, outlinks and internal site searches) per visit	730 outlinks, 663 unique outlinks
0.39s average generation time	99 max actions in one visit

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