

External Evaluation of the Donor Committee for Dual Vocational Education and Training (DC dVET)

By Aneho Consulting

Table of Contents

EXECUTIVE SUMMARY	3
LIST OF ACRONYMS.....	6
1. INTRODUCTION	7
2. THE DC dVET PROJECT	8
3. APPROACH AND METHODOLOGY	11
4. GENERAL RELEVANCE AND UNIQUENESS.....	14
5. RESULTS TOWARDS DEFINED OUTCOMES	17
6. FLAGSHIP PRODUCTS AND SERVICES.....	22
7. EFFICIENCY	24
8. FURTHER OBSERVATIONS	27
9. RECOMMENDATIONS	29
10. ANNEXES	34

Acknowledgments from Aneho Consulting - Juliane Ineichen, lead consultant, and Rudolf Batliner, senior consultant on vocational training, would like to thank everyone who responded to our requests for interviews and to substantiate outcomes. We would also like to thank the DC dVET representatives and Secretariat for their support in gathering reference documents and identifying key informants.

EXECUTIVE SUMMARY

Vocational education and training (VET) is a key pillar in the development cooperation of Austria, Germany, Liechtenstein and Switzerland¹. The four countries established the Donor Committee for dual Vocational Education and Training (DC dVET) in 2015 in order to make better use of their expertise in this area, to promote dual VET, as well as to develop and strengthen synergies among key institutions. A Secretariat was established to coordinate and support its activities.

This external evaluation pursued the following objectives:

- To record and assess activities, results, outcomes and effectiveness of the donor committee since 2015, against the agreed objectives and the needs of the target groups;
- To identify and “process” examples of successful DC dVET activities;
- Based on the results, to derive insights and draw conclusions regarding the orientation, organization and structure of the DC;
- To outline and evaluate options and recommendations for the time after the current phase (end of November 2021).

The evaluation was conducted in keeping with the five criteria for external reviews of the OECD/DAC and key evaluation questions were as well designed along results, effectiveness, efficiency, relevance, and sustainability.

Approach and methodology

The relevance of the DC dVET project was analysed, based on historical and recent trends internationally, the profile of the participating donors and in the three selected partner countries: Benin, Kosovo, Moldova. This led to a first level of understanding about the general relevance and uniqueness of the DC dVET profile, independently of any results obtained.

Next, and in order to ensure the triangulation of results towards the defined impact and outcomes, the evaluation team collected data based on several methods of evaluation (e.g. outcome harvesting through desk review, questionnaires with interviews and social network analyses) while following an appreciative enquiry logic.

The analysis of outputs and outcomes was an important part of the assessment of the DC dVET’s results, effectiveness, efficiency, and relevance. The indicators identified by the DC for its three strategic areas of intervention were used for the evaluation at output level. Outcomes provided insights regarding capacity development of partners and likely sustainability of systemic changes.

KEY RESULTS AND FINDINGS

The DC dVET is a knowledge hub of reference on dual VET in the sector of international development. DC dVET is seen as an expertise entry point when know-how is looked for on dual VET. The DC dVET is described as sharing information about new trends and initiatives as well as providing new ideas in the sector of dual VET. Regional workshops and webinars

¹Austrian Development Agency (ADA), German Federal Ministry for Economic Cooperation and Development (BMZ), Liechtenstein Development Service (LED), Swiss Agency for Development and Cooperation (SDC).

organized by the DC dVET are well attended and positively assessed, and the tools developed by the DC dVET have triggered new initiatives.

The DC dVET plays a key role in coordination and collaboration on VET in general and on dual VET in particular, among the DC dVET members and other organisations. Coordination among DC members is happening at partner country level. The approach moved from what was perceived as a choice to be made between different models to the option of a joint and unique approach. Potential partners increasingly look at what the DC dVET is doing rather than at what its members are separately doing and the DC dVET influenced several technical tools on VET elaborated by other donors. In all four member countries, the DC dVET representative is well connected with the other institutions active in VET in their country such as other government agencies (in education, economy) and academia. However, there are barely any links with NGOs active in VET in partner countries and no link at all with other civil society organizations.

In terms of sustainability, the DC dVET has been able to instigate systemic changes at national level as the numerous results at intermediate impact level show. At country level, in the three observation countries, the DC dVET supports the development of a culture on (dual) VET where all parties can contribute. There is evidence of shifts in mindset and discourse, changes in law, implementation of government programmes, implementation agency shifts in practice such as: dual VET becoming more attractive as an option for the partner country (better perception), thematic alignment between actors which brings depth to the discussions and better solutions, support of government to “dual VET compatible” initiatives, new responsibilities delegated to the private sector.

Evidence shows that the DC dVET is demand-oriented. It conducts needs assessment, acknowledges findings, and implements a way forward. A survey conducted in 2017 by the DC among the representations of the members in partner countries regarding the expectations toward the DC showed a high level of interest in the exchange of experiences, in technical cooperation as well as in technical information and support in the form of guidelines and assistance which were provided according to the 2019 survey.

The DC dVET’s key strengths include facilitation, coordination between all members, and the ability to make a variety of experts available that complement each other. Its efficiency is given also by its clear focus and the joint efforts aiming to serve all partners. The DC dVET is easy to access, committed, and suggests pragmatic solutions in a proactive way, thus contributing to its efficiency. In partner countries the support and inputs provided by the pool of experts and organized by the DC dVET contributed to an acceleration and improvement in the learning processes around dual VET of teams and partners on site.

A field of tension between technical expertise and political commitment was identified by some key informants. Evidence shows however that both are needed to have impact. Technical expertise alone does not lead to systemic or system changes. DC representatives are technical advisors. It seems that there is a risk to remain trapped at a level of capacity building and knowledge management without real leverage at a political and strategic level if there is no clear political commitment by governments to drive change at a systemic level.

The minimum requirement of two donor agencies for any involvement of the DC dVET in a country can become counter-productive in cases where only one country is involved but has something valuable to share with the three other agencies. Good examples are not always easy to find and a case study would serve to all other donors.

The Secretariat lacks expertise in communication. The Secretariat is active on capacity building, communication and networking. Although all Secretariat staff have expertise in VET and to some extent networking, none has a background or confirmed experience in communication. This leads to wasted time and energy in communication without the expected results being delivered and/or objectives in terms of communication falling out of the priority list.

KEY RECOMMENDATIONS

Three options were assessed with regard to a potential third phase of the DC dVET: (1) no donor committee, (2) a donor committee with a broader base of donors; (3) adapt current project along key recommendations. Based on the results achieved during phase 2, **the evaluation team recommends extending the project as a donor committee for a third phase**, taking into account 17 recommendations, the main ones being the following:

- **The role of the DC dVET in capacity building and knowledge management will remain important:** actors need and want more and more know-how and experience sharing on dual VET. Webinars organized during the COVID global sanitary crisis were for example acknowledged as a very successful format for wide dissemination and diversification of the audience.
- **Analysing the range of outcomes and the relationships between strategies and outcomes illustrates but does not validate the DC dVET theory of change:** if networking contributes to better sharing of knowledge about vocational training, it does not influence the political dialogue. In terms of project impact logic, the DC dVET should therefore have a new/additional outcome for policy influencing.
- **Actions need to be taken to strengthen the DC dVET and make it better known as a knowledge hub,** in particular so the primary target groups (staff belonging to the DC member agencies, implementation partners and strategic partners) can make more and better use of it. Implementation of dual VET cannot be enforced, it can only be advocated for: it is therefore key to communicate in a manner relevant to the contexts of development cooperation, so as to be seen as pertinent, appropriate and applicable.
- **There is a need for a more strategic and political commitment in partner countries rather than in home countries.** VET and dual VET is high on the political agenda within all four countries. The DC dVET's added value in their domestic dialogue is its focus on the international development contexts where it supports policy dialogue and technical work.
- **The DC dVET should reach out more actively NGOs.** In all four German speaking countries there is a scene of NGOs active in VET in development contexts but they are neither well coordinated among themselves nor connected to the DC dVET in any systematic manner, even though they may sometimes be implementing agencies in same partner countries.

LIST OF ACRONYMS

ADA	Austrian Development Agency
BIBB	Federal Institute for Vocational Education and Training (Germany)
BMZ	German Federal Ministry for Economic Cooperation and Development
DC	Donor committee
DCED	Donor committee for Enterprise Development
DC dVET	Donor committee on dual vocational education and training
ETF	European Training Fund
EU	European Union
EAfA	European Alliance for Apprenticeships
FoBBIZ	Swiss Forum for Skills Development and International Cooperation
GAN	Global Apprenticeship Network
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
IADB	Inter-American Development Bank
ibW	Höhere Fachschule Südostschweiz
ibw	Institut für Bildungsforschung der Wirtschaft (Austria)
IFFP/EHB	Federal Institute for Vocational Education and Training (Switzerland)
ITC/ILO	International Training Center of the International Labour Organisation
ILO	International Labour Organisation
INBAS	Institute for Vocational Training, Labour Market and Social Policy
KfW	KfW Entwicklungsbank (KfW Development Bank)
LED	Liechtenstein Development Service
LuxDev	Luxembourg Agency for Development Cooperation
Nadel	Center for Development and Cooperation (ETH Zurich)
Norrag	Network for International Policies and Cooperation in Education and Training
OEFSE	Österreich Forschungsförderung für Entwicklung
PHZH	Pädagogische Hochschule Zürich / University of Teacher Education Zurich
SDC	Swiss Agency for Development and Cooperation
SECO	State Secretariat for Economic Affairs (Switzerland)
SERI/SBFI	State Secretariat for Education, Research and Innovation
UNDP	United Nations Development Programme
UNEVOC	United Nations International Centre for Technical and Vocational Education and Training
VET	Vocational education and training
WKÖ	Wirtschaftskammer Österreich (Austrian Economic Chamber)

1. INTRODUCTION

Vocational education and training (VET) is a key pillar in the development cooperation of Austria, Germany, Liechtenstein and Switzerland².

The four countries established the Donor Committee for dual Vocational Education and Training (DC dVET) in 2015 in order to make better use of their expertise in this area, to promote dual VET, as well as to develop and strengthen synergies among key institutions. A Secretariat was established to coordinate and support its activities.

An external evaluation that will consider the work of the Donor Committee (DC) as a whole, and that of the Secretariat, was planned to be carried out in 2020 and is the very purpose of this external evaluation report.

Its primary users are the DC dVET members - i.e. ADA, BMZ, LED, SDC- and the Secretariat.

As per the terms of reference³, the external evaluation pursues the following objectives:

Objective 1: To record and assess activities, results, outcomes and effectiveness of the donor committee since 2015, against the agreed objectives and the needs of the target groups;

Objective 2: To identify and “process” examples of successful DC dVET activities;

Objective 3: Based on the results, to derive insights and draw conclusions regarding the orientation, organization and structure of the DC;

Objective 4: To outline and evaluate options and recommendations for the time after the current phase (end of November 2021).

Aneho Consulting, based in Switzerland, was selected to conduct the evaluation. The evaluation was led by a consultant specialized in skills development, in the evaluation of network structures and in qualitative methods of evaluation. This expertise was complemented by that of a senior adviser who is expert in both vocational training and dual vocational training.

After a brief introduction of the DC dVET Project, the approach and methodology used for this external evaluation will be explained in chapter 3. Following this, the project relevance and uniqueness are discussed in chapter 4. Subsequently, results and flagship products are highlighted in chapters 5 and 6. Before concluding with the emerging recommendations, efficiency and further observations are presented in chapters 7 and 8.

²Austrian Development Agency (ADA), German Federal Ministry for Economic Cooperation and Development (BMZ), Liechtenstein Development Service (LED), Swiss Agency for Development and Cooperation (SDC)

³See Annex 5

2. THE DC dVET PROJECT

The overarching and long-term goal of the donor committee is to make dual vocational training approaches more practical for development cooperation and thereby to contribute to more effective vocational training offers and systems in their partner countries.

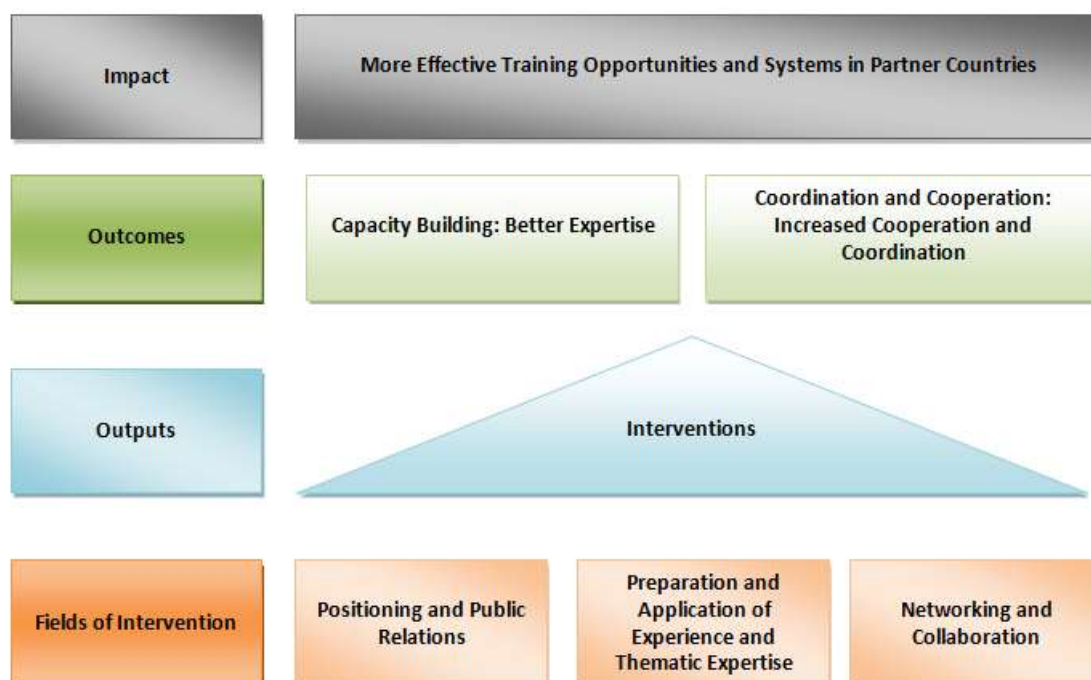
To this end, the donor committee has established itself as a knowledge hub for interventions in dual vocational training in different development contexts. By promoting institutionalized exchange and strengthening cooperation between members, it also promotes the identification and use of synergies.

Its activities cover three strategic fields of interventions:

- 1) Positioning and public relations
- 2) Preparation and application of experience and thematic expertise
- 3) Networking and cooperation

These three strategic areas have been defined by the donor committee to contribute to two specific outcomes, capacity building for better expertise, as well as coordination and cooperation, and by these means reaching the project's aim. The three fields of intervention are meant to complement and reinforce each other⁴.

Box 1: Project impact logic



⁴ On project impact logic see also annex 6.

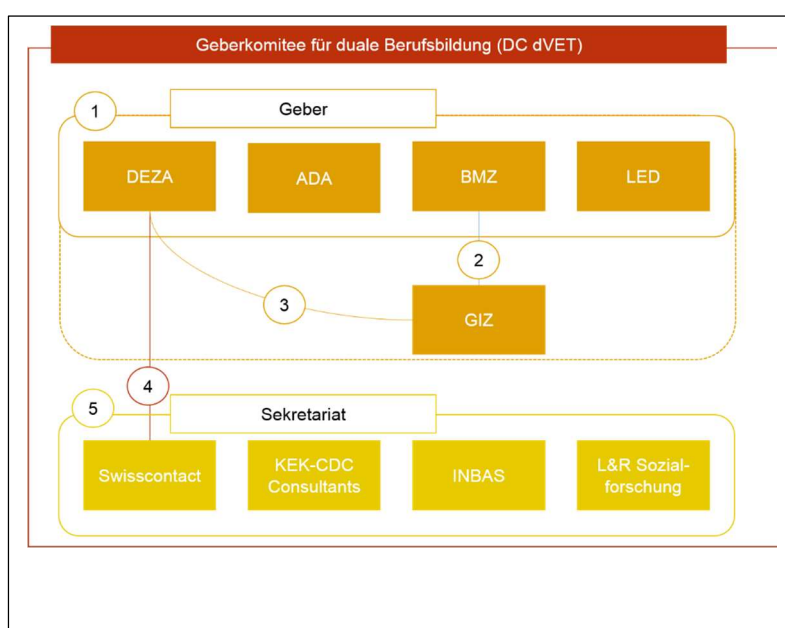
Project set-up

The donor committee is composed of the aid agencies members (ADA, BMZ, LED and SDC), GIZ that supports BMZ, and the Secretariat. Each donor member appoints at least one person to represent the institution, forming the core of the donor committee. The Secretariat is formed by a Swisscontact-lead consortium with three additional members (KEK-CDC Consultants, INBAS and L&R Social Research⁵). Operationally, the Secretariat consists of a head of Secretariat and, currently, two specialists hired by Swisscontact. These three people are supported by three experts from the consortium members.

If necessary, the Secretariat can also draw on a varied pool of additional experts who are deployed in a needs-based manner, on mandate basis, covering a broad range of skills and expertise (e.g. moderation, expertise in a specific context and topic, specific support services). For administrative support (e.g. accounting, communication, IT support), the Secretariat uses the internal resources of the Swisscontact office in Zurich.

This structure is meant to ensure that the donor committee responds to the increasing demand for support services in a flexible and rapid way.

Box 2: Project set-up



- (1) Special arrangement on Delegated Cooperation between all donors
- (2) Collaboration between BMZ and GIZ
- (3) BMZ's financial contribution to the DC dVET goes through the GIZ
- (4) Contract between the lead donor (SDC) and the consortium
- (5) Consortium Implementation Agreement: contract between Swisscontact, KEK-CDC Consultants, INBAS and L&R Sozialforschung.

Stages of development

In the first phase (January 2015 - November 2018), the donor committee clarified the common understanding of topics and roles. Based on this, the means of communication and first publications (on the dual systems in the member countries and dual vocational training in development cooperation) were developed. In addition, the donor committee and its goals

⁵KEK-CDC Consultants is based in Switzerland, INBAS, the Institute for Vocational Training, Labour Market and Social Policy, is based in Germany, and L&R Social Research is based in Austria.

were communicated through a public event in April 2016 and later through other channels (such as the website or invitations to workshops). Regular professional exchanges took place in the committee, with representatives of the members (including project partners and contractors) and other actors from the field of vocational training (e.g. IADB, ETF).

In 2017-2018, the donor committee started to provide direct assistance to members and their projects. These included two regional workshops in Tirana (Albania) and Ouagadougou (Burkina Faso) as well as a national workshop in the Republic of Moldova. The participants deepened their shared understanding of the topic of dual VET, got an overview of the activities of other donors / projects and agreed on future cooperation on specific topics such as financing vocational training in Kosovo for example.

The second phase started in December 2018 and the DC decided to focus and establish itself as a knowledge hub for interventions in dual vocational training in development contexts. It therefore more systematically promoted its expertise on dual VET with and between the members and their projects as well as with other strategic actors - such as development banks, UN agencies, the European Commission, or bilateral donors.

In addition, during this second phase, the donor committee promoted the identification and use of synergies through more institutionalized exchange and increased context-specific cooperation of the members.

Services provided by the DC dVET currently include information sharing on topics related to dual VET, access to the DC dVET network of expertise (e.g. pool of experts), support to exchange and coordination with other members or project teams, thematic work, and advisory services (e.g. consortium).

Box 3: Key elements of Dual Vet as defined by the DC dVET

Two Learning Venues:

Practical training takes place within businesses, while theory is taught in the classroom. The business component is at least 50% (target).

Ownership: Dual vocational education and training is a shared responsibility by public and private partners.

Training Duration: Initial training usually lasts two to four years.

The Professional Concept:

Training programmes lead to a comprehensive qualification and is closely associated with the concept of quality, skilled work, and pride in one's profession.

3. APPROACH AND METHODOLOGY

To start with, the relevance of the DC dVET project was analysed, based on historical and recent trends internationally, the profile of the participating donors and in the three selected partner countries (Benin, Kosovo, Moldova). This led to a first level of understanding about the general relevance and uniqueness of the DC dVET profile, independently of any results obtained.

Next, and in order to ensure the triangulation of results towards the defined impact and outcomes, the evaluation team collected data based on several methods of evaluation (e.g. outcome harvesting through desk review, questionnaires with interviews and social network analyses) while following an appreciative enquiry logic.

Addressing objective 1 of the evaluation, results at the two outcome levels of the project were studied: changes in VET expertise in partner countries, as well as cooperation and coordination among key stakeholders. The evaluation team examined the donor committee's contribution to improve VET systems and, if it had done so, how it had achieved it and how effectively.

The *outcome harvesting methodology* was used to collect evidence of results, changes in behavior of social actors influenced by the interventions and to support learning about those achievements (e.g. the DC dVET's role in contributing toward outcomes). This methodology engages informants easily (an element that was key in the current COVID context) and generates verifiable outcomes. It was particularly useful since it is well suited for evaluations in dynamic and complex situations in which unintended outcomes may dominate. Its limitations and challenges are that only those outcomes that informants are aware of are captured and that the participation of those who influenced the outcomes is crucial, as well as their timely availability.

The exercise began with a desk review that looked at outcomes in the DC dVET's annual reports, in the DC members' reports from 2015 onwards and other key documents⁶. This brought to the team further understanding of changes over time, and of the DC dVET possible role in achieving them, at outcome and impact levels.

Outcomes were also analyzed in light of the DC dVET's theory of change and the donors' strategic objectives⁷. This brought about more light in terms of to what extent the DC dVET was achieving or not its intended objectives in the ways it had hoped to; whether there were unexpected chains of outcomes that contributed to elucidate the way processes of change have unfolded over time; the roles of the DC dVET, of network members, partners, and other stakeholders.

⁶ This includes project documents, communication strategy, minutes of DC dVET meetings, annual planning, reports, service-oriented remuneration (SOR) statements, DC dVET publications, documentation of activities, previous evaluation and surveys, DC dVET rules of procedures.

⁷ Documents referring to donors' strategic objectives include BMZ "Vision 2030" and "Supporting TVET – Shaping the Future", the SDC's Dispatch on cooperation 2021-2024 (draft) and education strategy "Basic Education and Vocational Skills Development", and the LED strategy for Moldova. Additional information was also available on the donors' websites.

The analysis of outputs and outcomes was an important part of the assessment of the DC dVET's results, effectiveness, efficiency, and relevance. The indicators identified by the DC for its three strategic areas of intervention were used for the evaluation at output level. To the extent that outcomes provided insights regarding capacity development of partners, they also gave valuable clues about the likely sustainability of systemic changes.

Subsequently, a set of semi-directive questionnaires were developed and a total of 25 of semi-directive interviews were conducted with selected key informants from the following categories: members of the DC (responsible unit and/or representative in the committee); members of the donor agencies (but who are not members of the DC); members of implementing organizations; DC's partner institutions; Secretariat collaborators and Secretariat consortium⁸. Additional key interviewees were identified through purposive sampling.

The documents analyzed focused on TVET systems in Benin, Kosovo, and Moldova⁹. The above provided valuable qualitative data to address objective 2, identifying examples of successful DC dVET activities.

In terms of strategic partnerships, the evaluation focused on the ILO (International Labour Organisation), the EU (European Union), the World Bank, the IADB (Inter-American Development Bank), and UNESCO-UNEVOC¹⁰. The last three stakeholders could not be interviewed, either because the contacts did not reply nor the contacts were provided in time. However, they were all frequently mentioned by other interviewees, indirectly informing the review about their perceived roles.

Special attention was then provided to the communication strategy and its implementation that supports the DC dVET's objectives and is key in the information flow between and within the DC dVET, the Secretariat and the target groups. The analysis of the communication strategy and its implementation helped identify blockages and drew avenues for its improvement.

Finally, a social network analysis was conducted to draw insights regarding DC dVET's positioning within the identified networks and where it could play a role in strengthening other players.

Based on the above, conclusions were drawn on the relevance, effectiveness, and efficiency of the DC (objective 3) and recommendations formulated (objective 4).

⁸ Due to the current global sanitary situation (COVID19), all interviews were conducted by videoconference or phone calls. There were no possibilities to travel and meet the key-informants. This situation also made it impossible to meet indirect target groups such as system actors in the partner countries who were too difficult to approach without face-to-face discussion. For the list of interviewees, see annex 3.

⁹ The sample of three countries was selected on the basis of the following criteria: belonging to the two regions where the DC dVET is mainly active; dual VET projects underway or completed; balanced representation in terms of support by member donors; relevant contexts for implementing partners of member donors.

¹⁰ International Centre for connecting UNESCO Member States worldwide to develop and strengthen TVET.

The evaluation was conducted in keeping with the five criteria for external reviews of the OECDDAC¹¹: results, effectiveness, efficiency, relevance, and sustainability. It also adheres to the Swiss Evaluation Standards (SEVAL standards).

¹¹The Organisation for Economic Cooperation and Development (OECD) Development Assistance Criteria (DAC).

4. GENERAL RELEVANCE AND UNIQUENESS

In the past decade, the debate on what constitutes quality VET in general has progressed. The concept of sustainable development has been linked over the years with a variety of issues and concerns with implications for VET: from the concept of lifelong learning - perceived as a means to promote sustainable economies and livelihoods in the context of the advent of the information age and knowledge economy - to the context of concerns about growing youth unemployment and issues of migration and human security.

What relevance for a Donor Committee on dual VET?

As today's work world is changing fast, there is an increased focus at global level on VET as a mean to adapt to the demand of the labour market. There is also the observation that, in developing countries, human resources remain largely untapped as a means of building more equitable and sustainable societies and economies. The need for lifelong learning, new skills and re-skills contribute also to increase the interest in VET in development and transition contexts. However, due to mostly failed past experiences in exporting entire dual systems, the dual VET approach is challenged by other VET approaches.

But while the international trend on sustainable development together with the Agenda 2030 and its Sustainable Development Goals attach greater importance to VET (VET being an integral part of the education SDG 4 and skills having a transversal role for a global transformation), the conceptual and policy debate is lagging behind. Predominant VET conceptions continue to be rooted in the capitalist as well socialist *imaginaires* and their common productivist logic of growth and detrimental impacts on the planet. To better fit into the vision of a global transformation that would lead us to a sustainable development for all, it is necessary to also demonstrate and discuss how (d)VET can contribute to environmentally friendly, resource-saving production and what positive role it can play in the service sector.

Furthermore, VET's place in the SDGs in practice heavily depends on funding decisions and in a situation where fund shortages already appear to reach SDG 4, there is a powerful schooling lobby that repeats the discredited argument that VET is a poor investment, whilst insisting that equity requires a focus on primary schooling above all else. Consequently, major education financing initiatives tend to marginalise VET issues.

The Addis Ababa Action Agenda reminds us however that SDG financing involves and concerns a range of different actors, including the private sector, an essential component of dual training systems. Furthermore, dual VET implies a public-private partnership that goes far beyond financial resources. Joint responsibility of the State and private sector partners ensures the systematic involvement of the private sector in the development of occupational profiles and curricula, the training delivery, examinations, steering and financing of VET. It contributes to ensure that the professional skills and expertise obtained during training meet the demands of the economy. By companies recruiting the trainees they decide themselves, how many and which people are to be trained. Thus, trainings meet the demand of the economy not only in terms of content but also quantitatively.

Many initiatives are taking place on VET, but very little dedicated more specifically on dual VET that has a key advantage in terms of public-private partnerships¹². A donor committee on dual VET also supports the coordinated efforts of donors in the spirit of aid effectiveness.

Relevance of the DC

- ✓ VET is an integral part of the education SDG 4 and skills have a transversal role for a global transformation in the 2030 Agenda for Sustainable Development
- ✓ There is a need for continuing conceptual work on VET at a global level, including on dual VET in the context of development cooperation
- ✓ Dual and dualized VET is a strategic entry point to engage with the private sector, attract additional funds and develop domestic ownership and commitment for relevant skill development at partner country level
- ✓ In the global context of aid effectiveness and ambitious sustainable development goals, a donor committee on dual VET contributes to harmonize the support provided to a partner country with an approach that can be adapted to the context

What is the uniqueness of the DC dVET's profile & services?

Dual vocational training is at the heart of the vocational training systems of Austria, Germany, Liechtenstein, and Switzerland. The four countries have highly developed and successful VET systems which are employer and market driven, and where school and enterprise-based learning are well integrated, quality control is ensured, and flexible pathways allow for career mobility. They are often cited as one of the reasons for the competitiveness of the economies of these countries, the low disparity between supply and demand in terms of labor forces and a lower unemployment rate compared to their neighbouring countries. In spite of these commonalities, they differ from country to country.

Based on their own economic and social history, these countries saw an opportunity to promote dual vocational education and training as an option for economic development and improving the working and living conditions of people in their partner countries. Their national models served as reference for implementation in partner countries by their donor agencies. The first generation of dual VET projects focused mainly on establishing and supporting training centres in their partner countries, most of them for technical professions. The simple transposition of a system from countries with a particular socio-economic history to other countries with very different social, political and economic paths, however, quickly showed its limits. At the same time, the four countries went through their own economic

¹² Initiatives include for example IAG-TVET, PEFOP, Archipelago, OECD working group on TVET, EC initiatives on TVET such as the European Alliance for Apprenticeship, the VET Toolbox, and ILO skills for development knowledge sharing platform.

transitions with the end of the idea of a profession for a lifetime and the increasing permeability between academic and vocational training for instance.

Over the years, the four countries also experienced different implementation of the dual VET model at home and in the context of development, and acknowledged that their systems cannot always be directly transferred, as such, and need constant adaptation. They concluded that their approach is based on core features and key factors that can nevertheless be promoted with success¹³; and to the belief that the dual approach, as a principle to structure professional learning, is still an option to be promoted for projects and programmes in development cooperation (also referred sometimes as dualized VET)¹⁴.

Since 2015, the DC dVET has demonstrated its ability to respond to the demand of partner countries, contributed to the policy dialogue and provided technical support (for example in identifying the agents of changes - people in Ministries, schools, Chambers of Commerce, private sector - at partner country level and/or entry points at system level). This will be presented in the next chapter.

Furthermore, very few donor agencies and advisors can explain what is or could be dual VET in European countries and adapt it in a development context. The DC dVET contributed to standardize training programmes in new sectors (Moldova) or lobby the organized private sector for interest groups to jointly recognize the limited availability of qualified staff as a common problem and commit to action (Benin). More generally, evidence shows that the DC dVET helped the teams at partner country level to reach out to the private sector as key stakeholder for vocational training - even though the latter can be very heterogeneous.

Uniqueness of the DC dVET

- ✓ Thanks to their unique technical expertise and longstanding experience, the members of the donor committee are today the key donors in the field of dual VET
- ✓ The increased cooperation in the donor committee offers the opportunity to strengthen their position and the impact of their collaborations
- ✓ The high relevance of the topic has also led to an increase in the number of actors and activities in the field of VET cooperation in recent years.

¹³ See box 3 on page 8: Key elements of Dual Vet as defined by the DC dVET

¹⁴ See also “Dual Vocational Education and Training in Austria, Germany, Liechtenstein and Switzerland: Comparative Expert Study” and “Dual VET in Development Cooperation: Mutual Understanding and Principles” on www.dcdualvet.org. The “dualization” of VET programmes is one of the strategies of the DC dVET to implement a dual VET approach in partner countries

5. RESULTS TOWARDS DEFINED OUTCOMES

The work of the donor committee should ultimately have an impact on the vocational training offers and systems in the partner countries through the support of the members, their projects, and other strategic key actors.

According to the project document for its second phase, the results of the work should show up in two dimensions:

- **Outcome 1** - Capacity Building: better understanding of dual VET by the target groups through more specialized knowledge, experience, best practices and access to experts and peers.
- **Outcome 2** - Coordination and cooperation: enhanced cooperation and coordination between members, projects and, if applicable, other target groups.

A total of 54 results were harvested regarding both outcomes. An additional 29 results were identified in terms of intermediate impact¹⁵ to more effective training opportunities and systems in partner countries.

Outcome 1: 28 outcomes were harvested regarding the outcome on capacity building¹⁶ to which the DC dVET contributed between 2016 and 2020. The five key ones are summarised below:

- 1) Dual or dualized VET as an approach is a clear concept that helps staff (from donor agencies or implementing agencies) to identify entry points at partner country level: staff interviewed in the three observation countries showed understanding of the approach and were able to identify entry points at their partner country level for dualized VET. This ability was evidently linked to the DC paper “Dual VET as an Option in Development Cooperation – Survey of Experts” that was widely disseminated and discussed, and on concrete conceptual and advisory work provided by the DC dVET.
- 2) The agencies’ staff (e.g. Government, other donors) who were interviewed showed an understanding about what is dual VET in a context of development. This was particularly true for the interlocutors who had had their first contact with dual VET in recent years. On the contrary, key informants with an earlier and more superficial exposure to dual VET tended to stick to the belief that dual VET is limited to a model imposed, with little success, by German-speaking countries to others.
- 3) Tools developed by the DC dVET have triggered new initiatives: several tools were mentioned but the one that systematically came out as inspiring and followed with concrete action was the DC dVET tool “Engaging the Business Sector” that underlines the frame conditions for engaging with the private sector and potential areas for collaboration.

¹⁵ For the list of outcomes harvested and categorized, see annex 4

¹⁶ Ibid.

- 4) Regional workshops and webinars are well attended and positively assessed: if the regional workshops are firstly intended for implementing partners, participation to the DC dVET organized webinars during the global confinement showed also an increase in participants from the indirect target groups (system actors for the partner countries).
- 5) DC dVET is seen as an expertise entry point when know-how is looked for on dual VET: the DC dVET was described as sharing information about new trends and initiatives as well as providing new ideas in the sector of dual VET.

→ Outcome 1 on Capacity building:

- ✓ The DC dVET is a knowledge hub of reference on dual and dualized VET**

Outcome 2: 26 outcomes were harvested regarding the outcome on cooperation and cooperation¹⁷ to which the DC dVET contributed between 2016 and 2020. The most salient ones are below:

1. Coordination among DC members is happening at partner country level: in the three observation countries, the donor country members were dynamically exchanging on their activities on VET and dual VET. They would also share issues regarding positioning, work in areas of joint interests and conduct a harmonized policy dialogue with partners, in particular with the government.
2. Evidence shows exchange of expertise between DC members at project level for projects that are jointly supported and project that only one DC member supports with another donor who is not part of the DC. The DC dVET was key in fostering these exchanges in the three observation countries.
3. With a better coordination competition decreases around "own" concepts and brings clarity to the message on dual and dualized VET; discourse moved from what was perceived as a choice to be made between models to a joint and unique approach.
4. In all four member countries, the DC dVET representative is well connected with the other institutions active in VET in their country such as other government agencies (in education, economy) and academia¹⁸. However, there are barely any links with NGOs active in VET in partner countries and no link at all with other civil society organizations

¹⁷ Ibid.

¹⁸ See also «Die internationalen Aktivitäten der Schweiz im Bereich des Berufsbildung – Bericht des Bundesrats» (Switzerland's international activities in the area of VET) published in 2019

5. DC dVET is consulted during the production of other agencies' products and provides inputs, such as ILO and the EU VET Toolbox.
6. Potential partners increasingly look at what the DC dVET is doing rather than at what its members are separately doing.
7. The interest in networking with DC dVET is triggered among other reasons by the desire to hear about alternatives to current mainstreamed models promoted by (mainly) multilateral agencies

→ Outcome 2 on Cooperation and Collaboration:

- ✓ **The DC dVET plays a key role in coordination and collaboration on VET in general and on dual VET in particular**

Intermediate impact: At impact level, 29 results in terms of intermediate impact on more effective training opportunities and systems in partner countries were identified, to which the DC dVET contributed between 2016 and 2020. Those results go beyond the planned outcomes but remain lower than the planned impact. Key results are as follows:

1. At country level, in the three observation countries, the DC dVET contributes to create a culture on (dual) VET where all parties can contribute.
2. For partner countries, an existing core group on VET is legitimate to lead the sector group, even if it starts only with a group of two donors.
3. This core group influences the policy dialogue and contributes to the conceptual framing. Regular exchanges between the four donors are a real value-added for all four and their interlocutors. It increases their openness, their knowledge, their coordination at HQ level and in the partner countries.
4. Articulation between technical expertise and political commitment is key to make a difference: in countries where the DC dVET members had their head office's full support for policy dialogue, the dialogue with the government in particular was better anchored.
5. There is evidence of shifts in mindset and discourse, changes in law, implementation of government programmes, implementation agency shift in practice such as: dual VET becoming more attractive as an option for the partner country (better perception), thematic alignment between actors

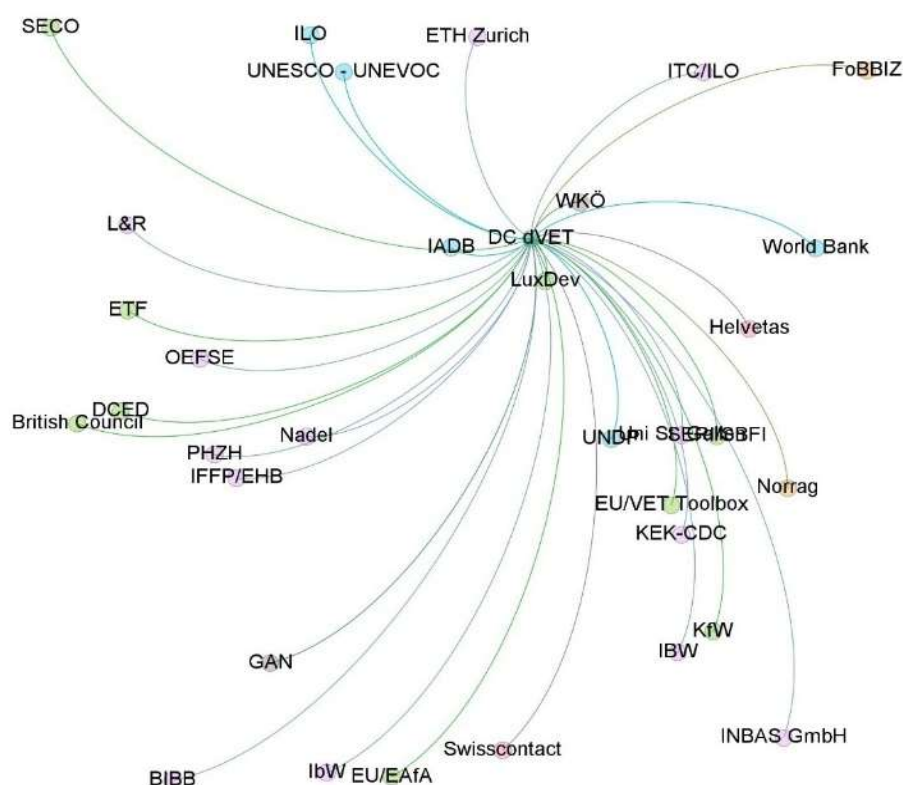
bringing depth to the discussions and better solutions, support of government to “dual VET compatible” initiatives, new responsibilities delegated to the private sector¹⁹.

→ Intermediate impact:

- ✓ The DC dVET has been able to instigate systemic changes at national level

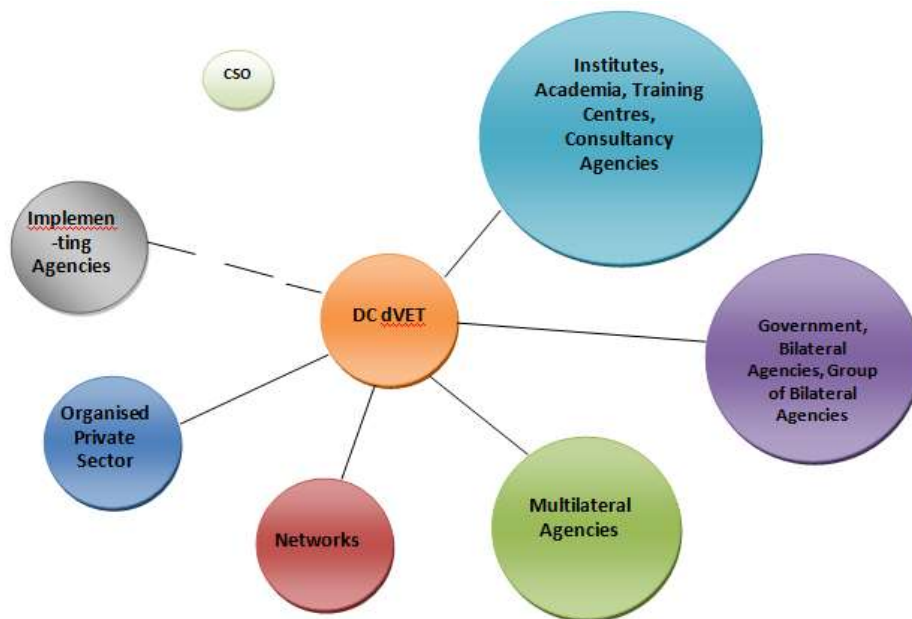
Box 4: Social Networks

- a) Network’s diversity: The DC DVET networks with a wide variety of partners, including institutes, the academia, training centers, consultancy agencies, government departments and ministries, bilateral and multilateral agencies, organized private sector and NGOs, and other networks such as FoBBIZ and Norrag.



¹⁹For the list of outcomes harvested and categorized, including, intermediate impact, see annex 4

b) Importance of contacts by sectors: The DC dVET partnerships are nonetheless unbalanced with an over-representation of research, training and advisory organizations; an under-representation of implementing agencies and an absence of other civil society organizations.



_____ strong connexion

----- loose connexion

Note: Although networks and implementing agencies seem to have the same weight, implementing agencies are underrepresented because there are many more in numbers than the networks.

6. FLAGSHIP PRODUCTS AND SERVICES

In terms of effectiveness and outputs, the following flagship products were identified along the three fields of action that have been defined to reach the aim of the project:

Positioning and public relations

The DC dVET influenced several technical tools on VET elaborated by other donors. Two collaborations have particularly influenced thinking and the production of tools in the context of development cooperation: one with the ILO and the second with the VET Toolbox from the EU.

While the first volume of the ILO Toolkit for Quality Apprenticeships presents the defining features to quality apprenticeship systems and aims to support policy makers in their design and further development of these systems, the second volume (soon to be published) focuses on the practicalities of developing quality apprenticeship programmes and is intended to enable practitioners to design, implement and monitor these programmes.

Evidence shows that ILO's analysis included key documents from the DC dVET, such as the comparative study of dual vocational education and training in the four member countries. It substantially benefited also from conceptual inputs from the Secretariat. ILO refers for instance to a study about costs of different modes of TVET delivery in Burkina Faso (conducted by the French Development Agency) that showed that dual training apprenticeships, as promoted by the DC dVET, were the least costly compared to centre-based training or centre-based training with industry attachments.

The second collaboration, with the VET Toolbox, highlighted the great interest shown by other agencies in Europe in the experience and expertise of DC dVET, especially in the way it finances vocational training and engages with the private sector. A visit of the Minister of TVET from Mali to Switzerland and Luxemburg was for example organised in 2019 and representatives from the DC dVET and from the VET Toolbox followed the mission that still calls for prioritization and deepening work with the Ministry in Mali but increased exchanges for future reflection and possible collaboration. The paper on financing TVET in Moldova was considered also as very useful by European partners in the context of enlarged EU.

Preparation and application of experience and thematic expertise

Several research papers and tools issued by the DC dVET were reported as key in their contribution to better frame dual VET in the general context of VET and in options for its implementation at partner country level. The list of key reference documents includes "Dual VET as an Option in Development Cooperation", "Engaging the Business Sector: Working Tool for Policy Dialogue and Project Design in Development Cooperation" and "Companies Engaging in Dual VET: Do Financial Incentives Matter?".

Due to the global COVID sanitary crisis, face-to-face events could not take place and were successfully replaced by online webinars on topics such as financing on (dual) VET, cost-benefit analysis for companies on dual VET, and matching VET with labour market needs. Each webinar was conducted in a very efficient and professional way, lasted a maximum of 90

minutes, and had a very high participation, compared to what could have been possible with a face-to-face type of training. They also contributed to reach participants that are usually less easy to attract for training, such as system actors from partner countries. A webinar organized on “Key Elements of Dual VET in Development Cooperation” provided also a very efficient way to continuously have new staff and partners on board who would get a concise, clear, and inspiring introduction to dual VET.

Networking and cooperation

The face-to-face regional workshops were still very much valued in the sense that they allow much more interaction between donor and implementation agencies and are essential for establishing concrete partnerships among development practitioners and with system actors from the partner countries. Evidence shows that all previous workshops led to increased coordination and concrete collaboration.

Key informants from the four donor countries mentioned their thematic exchanges on migration, impact measurement and digitalization as essential moments for mutual learning, internal and continuous skill development on dual VET and extended perspective.

In partner countries the support and inputs provided by the pool of experts and organized by the DC dVET contributed to an acceleration and improvement in the learning processes around dual VET of teams and partners on site.

7. EFFICIENCY

Human resources and time allocation

In the donor agencies, the time allocated to the DC dVET representatives was very variable and not subject to comparison: if the role of the representatives is described in the DC dVET document on rules of procedures²⁰, the diversity of each representative's portfolio and the disparity in work load outside this specific assignment could not be discussed extensively in this context and may need further analysis outside the scope of this evaluation.

The human resources allocated to the Secretariat (staff) increased from its creation in 2015 and is currently reaching a full-time equivalent (FTE) of 2, organised between three collaborators having a similar profile and working respectively at 80%, 60% and 60%. This full-time equivalent of 2 is a minimum requirement considering the scope of work. However, a more diversified and complementary set of skills may be required in the future for a more efficient division of labour.

The contribution of the consortium experts to the DC dVET has varied since its creation. In 2019, one expert was in a regular exchange and collaboration with the Secretariat staff, one worked one day only, and one did not work at all for the Secretariat. The role of the consortium needs to be reconsidered.

Financial resources

Figures show that the lead consortium's partner, Swisscontact, efficiently provides administrative support (e.g. accounting, IT support) to the Secretariat of the DC dVET. The general figures on the budget disbursement (status on 31.12.2019) show a total disbursement at the end of 2019 that corresponds to what can be expected after 13 months of implementation. However, the need for human resources (staff experts) seems to have been underestimated at the beginning of the phase. The detailed disbursements for the first semester 2020 (impacted by the global sanitary crisis of COVID) were not available and made it difficult to assess the very current situation.

Other elements were looked at for the evaluation of the project's efficiency:

Strengths

- **Needs assessment**: evidence shows that the DC dVET is demand-oriented: it conducts assessment, acknowledges findings, and generally implements a way forward accordingly. A survey conducted in 2017 by the DC, among the representations of the members in partner countries, regarding the expectations toward the DC showed a high level of interest in the exchange of experiences, in technical cooperation as well as in technical information and support in the form of guidelines and assistance which were provided as demonstrated by the 2019 survey.
- **Responsiveness**: The DC dVET as a whole is perceived as quick to respond when a concrete question arises. Its key strengths include facilitation, coordination between

²⁰«Geberkomitee für duale Berufsbildung (DC dVET): Geschäftsordnung» (2015/updated 2019)

all members, and the ability to make a variety of experts available that complement each other. Its efficiency is given also by its clear focus and the joint efforts aiming to serve all partners.

- DC members double role: DC members are advisors on dual VET for their donor agency and representatives of their donor agency in the committee. This contributes to articulate well their technical knowledge with contexts of implementation, bringing added value to the projects.
- SDC as lead donor: all donor members and the Secretariat are very favourable to have SDC as a lead donor. ADA, BMZ and LED would currently not have the resources to take this role. In terms of administration and management of contracts, SDC seems also to presently be the most agile of the four. All partners agree that SDC contributes to keep the balance between them and ensuring that all voices are heard. The status quo is recommended by all parties.
- Accessibility: the DC dVET, including the Secretariat, is easy to access, committed, and suggests pragmatic solutions in a proactive way, thus contributing to the efficiency of the DC dVET.
- The Single-Point-Of- Contact (SPOC) approach works well for the contacts arriving from outside.
- Working relations: several aspects contribute to a working environment that was described as harmonious and conducive to efficiency: the Secretariat staff is service oriented, there is a quite stable committee (some changes occurred but no donor partner left from the initial DC), trust levels within the committee seems to be high, and there is no opposing interests from the donor representatives.

Challenges

- Risk for the DC to become too operational: The Secretariat makes sure that the DC is closely engaged in everything. The risk exists though that the DC becomes too operational and little flexibility is left to the Secretariat. A right balance is to be found for better efficiency: ownership and quality control are key but if the DC representatives are too involved at an operational level it becomes an obstacle in terms of their own deliverables. Once activities are decided, the Secretariat should have more freedom in the way it implements them. This was particularly mentioned around the elaboration of newsletters.
- Risk of a looser connexion with projects in development countries: After few years of implementation, the BMZ changed its representative in the DC dVET, from the head of the GIZ sectoral department for “vocational education and employment” to the GIZ advisor to BMZ on TVET. The value of both representatives is not put into question, but the change has had an impact on the proximity of German operations in development. It now seems more difficult to liaise with the field.
- Availability of all representatives at the same time: when one representative cannot attend an essential meeting and is not replaced, processes may be delayed with considerable consequences. The planning 2021 could, for example, not take place yet due to the absence of a BMZ representative at the committee meetings (a new representative is yet to be assigned).
- Little expertise in communication: The Secretariat is active on capacity building, communication and networking. If all three Secretariat staff have expertise in VET and

to some extent networking, none has a background or confirmed experience in communication. This leads to wasted time and energy in communication without the expected results being delivered and/or objectives in terms of communication falling out of the priority list.

- A Swiss NGO as consortium's lead partner: independence is not a given for the organisation that is leading the Secretariat. This is not specifically linked to Swisscontact and would affect the DC dVET in the same way, should the lead be with another NGO active on VET. The fact that the Secretariat position is held by an NGO that is also a service provider of VET outside of this mandate (and therefore a DC dVET partner who may be asked for advice) may represent unfair competition to other implementing agencies, especially in Switzerland.
- Role of the consortium's experts: the experts did not create systematic linkages with their countries, contrary to what had been planned when the project started. But consortium's experts were key at the beginning in supporting debates on national systems, on expertise and experiences in cooperation. During phase 2, their role evolved to that of a "sounding board" to the Secretariat but was never made explicit and did not bring any changes in the Secretariat's set-up.

8. FURTHER OBSERVATIONS

1. The added value of the DC dVET created by capacity development and exchanges is below its potential when it comes to results at impact level. If joint activities such as planning and reviewing are difficult to implement due to the donor agencies' diverse planning cycles or wish for visibility, building on the existing knowledge and working jointly on applied research, case studies, and evidence creation were considered by key informants as more effective entry points for influencing governments of partner countries.
2. At global policy level, a DC does not seem to be the right instrument for influencing policy. The world may be looking at the DC dVET for work-based or enterprise-based learning, but it is only marginally reflected in international initiatives. Some multilateral and bilateral donors (World Bank, DFID, USAID) currently have a very strong influence on framing the agenda on education and make it difficult to change the global trends on it. The DC dVET can however make a difference though if it focuses on specific contexts where partnerships can be engaged with the government and system key actors.
3. The focus of the DC dVET is currently on developing quality products and coordination among donors, less on outreach, as evidenced with a quite passive communication strategy. Outside the three observation countries, it remains unclear how much from the DC dVET goes systematically to the field via its own teams and implementing partners. Donor members need to be more proactive on internal communication on dual VET, put emphasis on explaining what it is and how it can be an option to better match supply and demand of the labour market in partner countries, ensuring that their own management is well briefed too.
4. The DC members are very different in size and resources. Germany is the biggest bilateral donor in vocational training in developing countries with 358 M euros spent in that sector in 2019, while Liechtenstein is involved in one country in which it supports a full VET programme²¹. It can be sometimes a challenge for the Secretariat to make sure everyone's expectations towards the DC dVET are met but practice shows that collaboration is possible and effective despite these differences.
5. Most contacts with the numerous EU initiatives are done by the two donor members who are part of it (BMZ and ADA). There are many opportunities and a great potential in this context to link to policy platforms and exchange experience on dual VET since dual VET is now considered within the European Union as a mean to tackle youth unemployment. Dual VET could be more systematically taken from a labour market and employment perspective in European fora where Germany and Austria have a specific role to play.

²¹ This difference in terms of financial weight is also reflected in the financial structure of the DC dVET to which for 2018-2019 ADA contributed up to 17%, BMZ 27%, LED 9%, and SDC 47%. Clearly, this does not reflect the general financial commitment of members in the field of dual VET throughout the world.

6. A field of tension between technical expertise and political commitment was identified by some key informants. Evidence shows however that both are needed to have an impact. Technical expertise alone does not lead to systemic or system changes. DC representatives are technical advisors. It seems that there is a risk to remain trapped at a level of capacity building and knowledge management without real leverage at a political and strategic level if there is no clear political commitment to drive change at a systemic level.
7. Issues of gender equality and inclusion were barely mentioned in the DC dVET reference documents and trainings, while key research and studies on gender and VET from the four countries exist and are easily available. Furthermore, very valuable frameworks and tools exist also for gender mainstreaming and inclusion in education, (dual) VET and/or the engagement with the private sector.
8. Additional missing opportunities were identified, especially during planning phases where many lessons learnt and good practices could have successfully supported the design of new projects.
9. At the creation of the DC dVET, Swisscontact was probably the institution based in Switzerland with the most experience in implementing TVET in development context and had the infrastructure to support the Secretariat (e.g. administration, IT). According to SDC's guidelines, a tendering process will have to be conducted for a third phase. This will allow assessing if other organisations could now play this role.

9. RECOMMENDATIONS

Three options were assessed with regard to a potential third phase of the DC dVET.

Option a: No donor committee

- Evidence showed a real added value to expertise and exchanges on dual VET, which is not only necessary but demanded in the current landscape of cooperation
- There is also a real added value to be a minimum of two (coordinated) donors to shape the policy dialogue in partner countries and act as an entry point for systemic changes
- The development agencies from the four countries have a unique expertise, experiences and history with regard to dual VET that give them the legitimacy as a group to promote dual VET as an approach and not as a model
- A donor committee can work at both technical and political level which is key for policy influencing and systemic change at partner country level

Option b: Donor committee with a broader base of donors

- The unique dual VET approach developed by the DC dVET is looked at by other donors who are keen to learn from it
- There is a risk though for the four core countries to lose the lead on dual VET and diminish its focus
- This option could be possible but calls for clear expectations from all sides
- Other donors (Denmark, the Netherlands or Luxemburg to name a few) show an interest to the DC dVET but are currently not interested to institutionally join and financially contribute to it

Option c: Adapt current project along key recommendations

The evaluation team gives priority to this option. We recommend extending the project as a donor committee for a third phase, taking into account the following recommendations:

A. Perspective on the DC dVET's role going forward

1. Analysing the range of outcomes and the relationships between strategies and outcomes illustrates but does not validate the DC dVET theory of change: if networking contributes to better sharing knowledge about vocational training, it does not influence the political dialogue. In terms of project impact logic, the DC dVET should therefore have an outcome for policy influencing.
2. Actions need to be taken to strengthen the DC dVET and make it better known as the knowledge hub it is, in particular so the primary target groups (staff belonging to the DC member agencies, implementation partners and strategic partners) can make more and better use of it. Implementation of dual VET cannot be enforced, it can only be advocated for: it is therefore key to communicate in a relevant manner to the contexts of development so as to be seen as pertinent, appropriate and applicable. One approach could be to make it for each VET projects mandatory – or at least more systematic - to assess its relevance (or not) for dual VET.

3. The role of the DC dVET in capacity building and knowledge management will remain important: actors need and want more and more know-how and experience sharing on dual VET as shown by the reception, by development practitioners, of the paper of Pr. Euler on business sector, for example. Webinars organized during the COVID global sanitary crisis were also acknowledged as a very successful format for wide dissemination and diversification of the audience. In the same way, there is a high demand for the course on VET and dual VET organised by the Nadel Centre for Development and Cooperation (ETH Zurich). It addresses engagement with the private sector and gives evidence about cases that demonstrate that dual VET can not only be successful but also cost-effective.
4. Balance between political and technical dialogue: VET and dual VET is a highly political topic within all four countries. The DC dVET's added value in the domestic dialogue is its focus on the development context where it supports policy dialogue and technical work. There is therefore a need for a more strategic and political commitment in their partner countries rather than in their home countries.
5. There are several interesting initiatives and websites in the field of VET and apprenticeship²². Despite the modest human resources in the DC dVET secretariat, additional well thought-out networking is advisable. The VET Toolbox is recommended for international networking and for strengthening cooperation for the following reasons:
 - The VET Toolbox, financed by the European Union and Germany, is supported by national agencies, including the GIZ;
 - The VET Toolbox is practice-based (developed from existing good practices) and practice-oriented (specific tools are proposed for direct implementation);
 - The major international stakeholders in VET such as the ILO, UNESCO, World Bank, who organise other initiatives and platforms, are partners;
 - The DC dVET has already successfully cooperated with the VET Toolbox.
 Other VET initiatives and platforms offer interesting studies, publications and announcements of events on their websites. They could be screened on a regular basis to make current know-how available to DC dVET partners.
6. In all four German speaking countries there is a scene of NGOs active in VET in development contexts but they are neither well coordinated among themselves nor connected to the DC dVET in any systematic manner, even though they may sometimes be implementing agencies in same partner countries²³. The DC dVET should more actively reach out to those organisations.
7. There is a lack of demand for (dual) VET from potential VET students and their families in developing countries. The State does not have the power to change perceptions on its own. Unless there is staff in schools, parents and potential students who know what

²² See for example IAG-TVET, PEFOP, Archipelago, OECD working group on TVET, EC initiatives on TVET such as the European Alliance for Apprenticeship and ILO skills for development knowledge sharing platform.

²³In Switzerland for instance, organisations like Menschen für Menschen, Brücke - Le Pont, Caritas or Solidar are implementing VET programmes without knowing about the DC dVET

dual VET can offer and trust the education system, it will be difficult to make dual VET more attractive. DC dVET must encourage donors and implementing partners to meet teachers, parents and student associations with clear argumentations on the opportunities and strengths of dual VET²⁴.

B. Project set-up

8. Secretariat consortium: The end of the phase 2 will allow assessing the changing role of the Secretariat consortium and its pertinence in the project set-up for a next phase. The experts currently part of the consortium are already part of the pool of experts supporting the DC dVET. To have the expert consortium as part of the Secretariat may have made sense in the past but seems now redundant.
9. Pool of experts: What is crucial for the DC dVET is to have a flexible network of experts with key expertise, contextual knowledge, or complementary expertise to VET such as moderation and evaluation, or gender equality and inclusion. There are few experts with regional knowledge on vocational training, and local or regional experts often do not have a strong knowledge nor expertise on dual VET. Pairing of experts (international and regional/national) would strengthen the local and international expertise, broaden the pool of experts and contribute to disseminate the dual approach more widely and more accurately.
10. Opening the DC dVET to other donors: There is a need for a wider audience in the next phase but also for more challenging exchanges now that the DC dVET is strong and well established. In spite of a risk to lose the focus on dual and dualized VET due to administrative constraints and domestic political interfering, the DC dVET can learn a lot from other agencies and other approaches in VET (e.g. Denmark, the Netherlands or Luxemburg to name a few). Other donors could also learn from the dual VET approach, as defined by the DC dVET, without necessarily being part of it. One option could be for the core group to remain the same but to work more on its external communication and invite other donors to exchange on key topics around (dual) VET that would benefit all.
11. Human resources for communication: the project's efficiency and effectiveness will be increased by improving both internal communication (within the donor agencies) and external communication. The Secretariat staff has a strong expertise on TVET but there is a need for additional skills and confirmed experience in communication. Until the end of the current phase, one option would be for Swisscontact to internally organize workshops with its communication team to support the Secretariat in formulating key messages as per specific target groups, and to work on adapting the content of the DC dVET homepage. However, for the third phase, a profile with expertise in communication should be sought to complement the project set-up.

²⁴Working with apprenticeship graduates promoting their dual VET experience could be one way to do it for example.

C. Products and focus

12. Training: The strategy on training needs to be reviewed after the COVID experience. Webinars have proved to be very efficient and inclusive. A lot of information, key concepts, expertise and papers could be shared to a vast audience and in a very little time. For the participants, the webinars were easy to plan and seem to be less restrictive. Webinars could also be opened more systematically to strategic partners. These webinars do not fully replace though face-to-face meetings for networking and negotiations about joint activities and partnerships.
13. Work on the portfolio: well documented case studies should be developed in order to make available evidence based basics in several contexts of development such as in highly-centralized education systems, old planned economies, failed state or economic systems with extensive informal sector, to name a few.
14. Inclusion and gender equality in dual VET were already suggested by the DC dVET primary target groups as additional topics to be worked on in the assessment conducted in May 2019. There are several possibilities for the DC dVET to better integrate gender equality and inclusion in its studies, training and activities in general. One option could be to partner with the VET Toolbox for those two topics on which they have experience (e.g. best practices in promoting gender parity and mainstreaming disabilities in the TVET and private sector).
15. The criteria for engagement must be revised to some extent. The minimum requirement of two donor agencies for any involvement of the DC dVET in a country can become counter-productive in cases where only one country is involved but has something valuable to share with the three other agencies, for example. An example mentioned was the German experience in Ecuador, where an effective dual system was put in place in seven years only. Good examples are not always easy to find and in that specific case, even though only the BMZ was involved, a case study would serve to all other donors.

D. Communication

16. Website: Key documents, papers, information on training and event must be continuously disseminated and discussed to keep the DC alive and connected. At present, communication is mainly done via the website. There is a need to communicate in a more systematic way and make sure anybody with an interest on dual VET finds the DC dVET and its website. In that regard, the home page of the website should be clear and straightforward with basics on dualized VET, key information easy to find and easy to comprehend. The readability of the website's home page needs to be reworked with key messages on dual VET in cooperation (for example, the website as "the leading source for learning on dual VET").
17. Newsletter: The newsletter is the DC dVET's active and regular communication channel to keep in touch and regularly feed the users with up-to-date, relevant information. It helps the DC dVET to stay in touch with people who worked in VET in the past and who

can work as “ambassadors” of dual VET even if they are not working themselves on dual VET anymore (due to the rotation system or simply change of jobs). The newsletter needs to be revised in order to allow (i) managers to go through it and be able register the key elements of development or discussion (ii) advisors or project managers to quickly identify information that is key for their current activities.

10. ANNEXES

- A.1. Executive summary in German
- A.2. Outcome harvesting methodology
- A. 3. List of interviewees
- A.4. List of outcomes harvested and categorized
- A.5. Terms of Reference
- A.6. Project impact logic

EXTERNE EVALUATION GEBERKOMITEE FÜR DUALE BERUFSBILDUNG (DC dVET)

Die Berufsbildung ist eine wichtige Säule in der Entwicklungszusammenarbeit Österreichs, Deutschlands, Liechtensteins und der Schweiz. Die vier Länder haben 2015 das Geberkomitee für duale Berufsbildung (DC dVET) eingerichtet, um ihr Fachwissen in diesem Bereich besser zu nutzen, die duale Berufsbildung zu fördern sowie Synergien zwischen Schlüsselinstitutionen zu entwickeln und zu stärken. Zur Koordination und Unterstützung der Aktivitäten wurde ein Sekretariat eingerichtet.

Diese externe Evaluation verfolgte folgende Ziele:

- Die Aktivitäten, Ergebnisse und Wirksamkeit des Geberkomitees seit 2015 erfassen und bewerten, gemessen an den vereinbarten Zielen und Bedürfnissen der Zielgruppen;
- Beispiele für erfolgreiche DC dVET-Aktivitäten identifizieren und aufarbeiten;
- Aus den Ergebnissen Erkenntnisse ableiten und Schlussfolgerungen ziehen hinsichtlich der Ausrichtung, Organisation und Struktur des DC;
- Optionen und Empfehlungen für die Zeit nach der aktuellen Phase (Ende November 2021) skizzieren und bewerten.

Die Evaluation wurde in Übereinstimmung mit den fünf Kriterien für externe Evaluationen der OECD/DAC durchgeführt, und die wichtigsten Schlüsselfragen wurden auch in Bezug auf Ergebnisse, Wirksamkeit, Effizienz, Relevanz und Nachhaltigkeit gestellt.

Ansatz und Methodik

Die Relevanz des DC dVET-Sekretariats wurde anhand historischer und aktueller internationaler Trends, des Profils der teilnehmenden Geber und in den drei ausgewählten Partnerländern (Benin, Kosovo, Moldawien) analysiert. Dies führte zu einem ersten Verständnis der allgemeinen Relevanz und Einzigartigkeit des DC dVET-Profiles, unabhängig von den erzielten Ergebnissen.

Für die Triangulation der Ergebnisse bezüglich der definierten Auswirkungen und Resultate, sammelte das Evaluationsteam Daten mit unterschiedlichen Evaluationsmethoden (z. B. „Outcome harvesting“ durch desk study, Interviews mit Fragebögen und Analyse sozialer Netzwerke), wobei es im Sinne des Appreciative Inquiry einer wertschätzenden Logik folgte.

Die Analyse der Outputs und Outcomes war ein wichtiger Bestandteil der Evaluation der Resultate, Wirksamkeit, Effizienz und Relevanz des DC dVET. Die vom Geberkomitee für seine drei strategischen Interventionsbereiche festgelegten Indikatoren wurden für die Beurteilung auf der Output-Ebene verwendet. Die Outcomes lieferten Erkenntnisse zur Kapazitätsentwicklung der Partner und zur Nachhaltigkeit systemischer Veränderungen.

WICHTIGE ERGEBNISSE

Das DC dVET ist ein Kompetenzzentrum für duale Berufsbildung im Bereich der internationalen Entwicklung. Auf der Suche nach Know-how für die duale Berufsbildung wird das DC dVET als Eintrittstor zu Fachwissen angesehen. Das DC dVET wird geschätzt für den Informationsaustausch über neue Trends und Initiative sowie die Bereitstellung von neue Ideen im Bereich der dualen Berufsbildung. Regionale Workshops und Webinare, die vom DC dVET organisiert werden, sind gut besucht und werden positiv bewertet. Die vom DC dVET entwickelten Tools haben neue Initiativen ausgelöst.

Das DC dVET spielt eine Schlüsselrolle bei der Koordination und Zusammenarbeit der DC dVET-Mitglieder und anderer Organisationen im Bereich der Berufsbildung im Allgemeinen und der dualen Berufsbildung im Besonderen. Die Koordination zwischen den DC-Mitgliedern erfolgt auf Ebene der Partnerländer. Der Ansatz wandelte sich von dem, was als Wahl zwischen verschiedenen Modellen angesehen wurde, in Richtung eines gemeinsamen und einzigartigen Ansatzes. Potenzielle Partner schauen sich zunehmend an, was die DC dVET tut, und nicht was ihre Mitglieder separat tun. Das DC dVET beeinflusste mehrere technische Instrumente zur Berufsbildung, die von anderen Gebern ausgearbeitet wurden. In allen vier Mitgliedsländern ist die Vertretung im DC dVET gut mit den anderen in ihrem Land in der Berufsbildung tätigen Einrichtungen wie anderen Regierungsbehörden (in den Bereichen Bildung, Wirtschaft) und Wissenschaft verbunden. Im Gegensatz dazu gibt es kaum Verbindungen zu NGOs, die in Partnerländern in der Berufsbildung tätig sind, und zu anderen zivilgesellschaftlichen Organisationen überhaupt keine.

In Bezug auf die Nachhaltigkeit konnte das DC dVET systemische Veränderungen auf nationaler Ebene auslösen, wie die zahlreichen Ergebnisse auf der Ebene der mittelfristigen Outcomes zeigen. Auf Länderebene trägt in den drei Beobachtungsländern des DC dVET dazu bei, eine Kultur der (dualen) Berufsbildung zu schaffen, in der alle Parteien einen Beitrag leisten können. Es gibt Evidenz für Veränderungen in der Denkweise und im Diskurs, auf Gesetzesänderungen, auf die Umsetzung von Regierungsprogrammen und auf Verschiebungen in der Praxis durch Umsetzungsagenturen wie: Eine steigende Attraktivität der dualen Berufsbildung als Option für das Partnerland (bessere Wahrnehmung), die thematische Ausrichtung zwischen den Akteuren, Tiefe der Diskussionen und bessere Lösungen, Unterstützung der Regierung für Initiativen mit „dualer Berufsbildung“, Delegation von neuen Verantwortlichkeiten an den Privatsektor.

Die Evidenz zeigt, dass das DC dVET nachfrageorientiert ist. Es führt Bedarfsanalysen durch, bestätigt Erkenntnisse und geht einen vorwärts gerichteten Weg. Eine 2017 vom DC durchgeführte Umfrage unter den Vertretern der Mitglieder in den Partnerländern zu den Erwartungen an das DC zeigte ein hohes Interesse am Erfahrungsaustausch, an der technischen Zusammenarbeit sowie an fachlicher Information und Unterstützung in Form von Leitlinien, die im Rahmen der Umfrage 2019 bereitgestellt wurden.

Zu den Hauptstärken des DC dVET gehören Moderation, Koordination zwischen allen Mitgliedern und die Fähigkeit, eine Vielzahl von Experten zur Verfügung zu stellen, die sich gegenseitig ergänzen. Die Effizienz wird auch durch die klare Ausrichtung und die gemeinsamen Anstrengungen zum Nutzen aller Partner bestimmt. Das DC dVET ist leicht

zugänglich, engagiert und schlägt proaktiv pragmatische Lösungen vor, was zu seiner Effizienz beiträgt. In den Partnerländern trugen die Unterstützung und die Beiträge des Expertenpools, die vom DC dVET organisiert wurden, zu einer Beschleunigung und Verbesserung der Lernprozesse im Zusammenhang mit dualer Berufsbildung von lokalen Teams und Partnern bei.

Einige Schlüsselinformanten identifizierten ein Spannungsfeld zwischen technischem Fachwissen und politischem Engagement. Evidenz zeigt, dass beide erforderlich sind, um Wirkung zu erzielen. Technisches Fachwissen allein führt weder zu systemischen noch zu strukturellen Änderungen. DC-Vertreter sind technische Berater. Es scheint das Risiko zu bestehen, auf einer Ebene des Kapazitätsaufbaus und des Wissensmanagements ohne wirklichen Einfluss auf politischer und strategischer Ebene stecken zu bleiben, wenn die Regierungen keine eindeutige politische Selbstverpflichtung eingehen, Veränderungen auf systemischer Ebene voranzutreiben.

Die Voraussetzung für eine Beteiligung des DC dVET, dass mindestens zwei Geberorganisationen in einem Land involviert sein müssen, kann kontraproduktiv sein. Selbst wenn nur ein Land beteiligt ist, kann es wertvolle Erfahrungen mit den drei anderen Agenturen teilen. Gute Beispiele sind nicht immer leicht zu finden und eine relevante Fallstudie wäre auch allen anderen Geldgebern dienlich.

Das Sekretariat verfügt nicht über genügend Kommunikationskompetenz. Das Sekretariat befasst sich mit Kapazitätsaufbau, Kommunikation und Vernetzung. Obwohl alle Mitarbeitenden über Fachkenntnisse in der Berufsbildung und bis zu einem gewissen Grad in der Vernetzung verfügen, hat niemand im Team eine anerkannte Qualifikation oder eine bestätigte Erfahrung im Bereich Kommunikation. Dies führt zu einem unnötig hohen Zeit- und Energieaufwand, ohne dass die erwarteten Ergebnisse erreicht werden und/oder Kommunikationsziele von der Prioritätenliste herausfallen.

WICHTIGE EMPFEHLUNGEN

Im Hinblick auf eine mögliche dritte Phase des DC dVET wurden drei Optionen bewertet: (1) kein Geberkomitee, (2) ein erweitertes Geberkomitee; (3) Anpassung des aktuellen Projekts an die wichtigsten Empfehlungen.

Basierend auf den in Phase 2 erzielten Ergebnissen empfiehlt das Evaluierungsteam, **das Projekt als Geberkomitee für eine dritte Phase zu verlängern**, wobei 17 Empfehlungen berücksichtigt werden, von denen die wichtigsten die folgenden sind:

- **Die Rolle der DC-Berufsbildung beim Kapazitätsaufbau und beim Wissensmanagement wird weiterhin wichtig sein:** Die Akteure brauchen und wollen immer mehr Know-how und Erfahrungsaustausch in der dualen Berufsbildung. Webinare, die während der globalen Sanitärkrise von COVID organisiert wurden, wurden beispielsweise als ein sehr erfolgreiches Format für die breite Verbreitung und Diversifizierung des Publikums anerkannt.

- **Die Analyse des Ergebnisspektrums und der Beziehungen zwischen Strategien und Ergebnissen veranschaulicht die DC-dVET „Theory of change“, bestätigt sie jedoch nicht:** Obwohl die Vernetzung zu einem besseren Wissensaustausch über die Berufsausbildung beiträgt, hat sie keinen signifikanten Einfluss auf den Politik Dialog. In Bezug auf die Projektauswirkungslogik sollte der DC dVET daher ein neues / zusätzliches Ergebnis für die Einflussnahme auf die Politik haben.
- **Es müssen Maßnahmen ergriffen werden, um das DC dVET zu stärken und als Kompetenzzentrum bekannter zu machen,** insbesondere damit die primären Zielgruppen (Mitarbeiter der DC-Mitgliedsagenturen, Implementierungspartner und strategische Partner) dieses mehr und besser nutzen. Die Umsetzung der dualen Berufsbildung kann nicht durchgesetzt, sondern nur befürwortet werden. Es ist daher wichtig, auf eine im Kontext der Entwicklungszusammenarbeit relevante Art zu kommunizieren, die als sachdienlich, angemessen und anwendbar angesehen wird.
- **In ihren Partnerländern ist ein höheres strategisches und politisches Engagement erforderlich als in ihren Heimatländern.** Berufsbildung und duale Berufsbildung stehen in allen vier Ländern ganz oben auf der politischen Agenda. Im heimischen Dialog schafft das DC dVET einen Mehrwert, wenn es den Fokus auf den internationalen Entwicklungskontexte richtet, in denen es Politik Dialog und technische Arbeit unterstützt.
- **Der DC dVET sollte aktiver auf die NGOs zugehen.** In allen vier deutschsprachigen Ländern gibt es eine Szene von NGOs, die in Entwicklungskontexten in der Berufsbildung tätig sind, aber weder untereinander gut koordiniert noch systematisch mit der DC dVET verbunden sind, obwohl sie fallweise in den gleichen Partnerländern Projekte umsetzen.

Annex 2: Outcome harvesting methodology

This approach is inspired by Outcome Mapping and by Utilization-Focused Evaluation, and was developed by Ricardo Wilson-Grau and colleagues who, as co-evaluators, applied it in different circumstances and refined it over many years of evaluation practice²⁵.

Unlike some evaluation approaches, Outcome Harvesting does not only measure progress towards predetermined objectives or outcomes, but it also collects evidence of what has changed and, then, working backwards, determines whether and how an intervention contributed to these changes.

Outcomes are defined as changes in the behaviour (such as actions, relationships, policies, practices) of one or more social actors influenced; in our case, by the DC dVET interventions. This can be, for example, a change in the behaviour between organisations or between State/private sector; changes in regulations, formal laws or social norms. Information is collected or “harvested” using a range of methods to yield evidence-based answers to useful, actionable questions (“harvesting questions”)

How was Outcome harvest done?

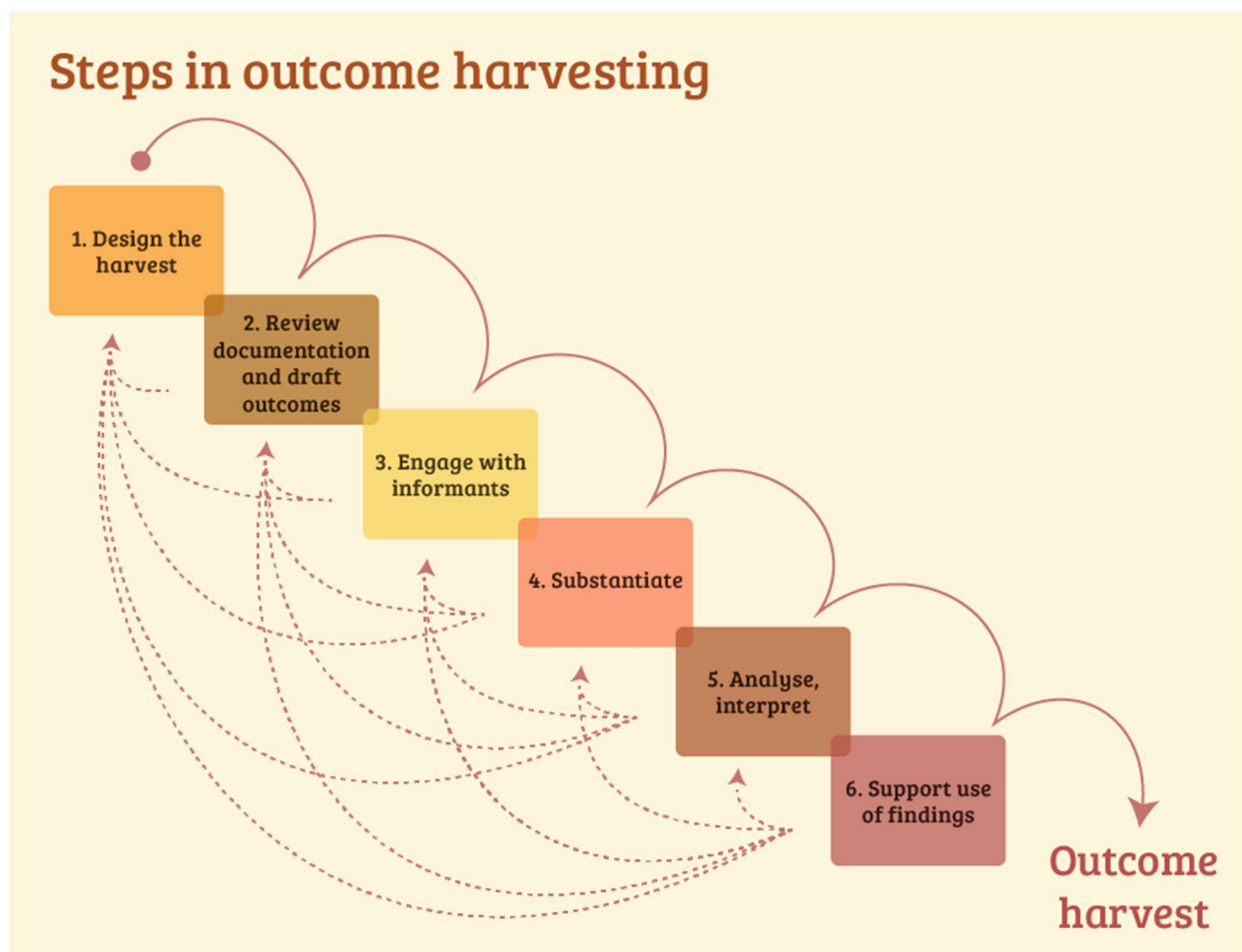
The Outcome Harvesting approach is customised to the specific needs of the primary users: the DC dVET members - i.e. ADA, BMZ, LED, SDC- and the Secretariat. The «six steps» of outcome harvesting were taken as guiding principles. All six principles were taken to ensure a sound and credible outcome harvest.

1. **Design the Outcome Harvest:** The first step was to identify the primary intended users of the harvest and their principal intended uses for the harvest process and findings. Based on those, the consultants wrote actionable questions to guide the harvest (harvesting questions). For example, a useful question was: What has been the collective effect of the donor committee on more effective vocational training opportunities in a selected partner country? (see guiding question n°6 of the terms of reference). Then the information was collected - at a minimum about the changes in social actors and how the intervention influenced them.
2. **Review documentation and draft outcome descriptions:** From reports, previous evaluations, and other documentation, the consultants identified potential outcomes and what the intervention did to contribute to them. For example, the change could be in a selected country two government agencies active in vocational education and training collaborating rather than competing (relationships) – in their training offer.

²⁵ For more information, see also OutcomeHarvesting.net: This website is a source of applications, events and resources to support the development of a community of practitioners of Outcome Harvesting.

The influence of the change agent could range from inspiring and encouraging, facilitating, and supporting, to persuading or pressuring the social actor to change.

3. **Engage with informants in formulating outcome descriptions:** the consultants engaged directly with informants to review the outcome descriptions based on the document review, and to identify and formulate additional outcomes.
4. **Substantiate:** the consultants reviewed the outcomes and selected those to be verified in order to increase the accuracy and credibility of the findings. They obtained also the views of individuals who were independent of the intervention (for instance. strategic partners) but knowledgeable about one or more of the outcomes and the change agent's contribution.
5. **Analyse and interpret:** The consultant classified all outcomes. The classifications were derived from the key questions; they could also be related to the objectives and strategies of the donors. The consultants interpreted the information to provide evidence-based answers to the harvesting questions.
6. **Support use of findings:** A first meeting on results and preliminary recommendations took place with the DC dVET mid-June 2020. The consultants proposed issues for discussion grounded in the evidence-based answers to the harvesting questions. This included how to make use of the findings (possible recommendations).



These steps are not necessarily distinct; they may overlap and can be iterative; feedback can spark decisions to re-design a next step or return to or modify an earlier step. Typically, feedback from step 4 (substantiation) and step 5 (analysis and interpretation) does not influence the earlier steps; feedback from step 6 (support of use) only affects step 5 (analysis and interpretation). Nonetheless, feedback from all the steps can, of course, influence decisions about future harvesting for either monitoring or evaluation purposes.

Annex 3: List of interviewees

Date of the interview	First name	Last name	Function, title	Organisation
06.05.2020	Matthias	Themel	Advisor, DC member representative, HQ	ADA
07.05.2020	Monika	Soddemann	Advisor, DC member representative, HQ	GIZ
06.05.2020	Cheikh	Gueye	Advisor, DC member representative, HQ	LED
07.05.2020	Brigitte	Colarte-Dürr	Advisor, DC member representative, HQ	SDC
06.05.2020	Marion	Edel	Advisor, DC member representative, HQ	BMZ
08.05.2020	Erwin	Künzi	Head of the Themes and Quality Unit, HQ	ADA
08.05.2020	Peter	Ritter	CEO , HQ	LED
08.05.2020	Reto	Grüninger	Head of Division, HQ	SDC
11.05.2020	Pius	Frick	Head of Office, Moldova	LED
25.05.2020	Lilia	Stircea	Coordinator, Moldova	AED
18.05.2020	Alexis	Hoyaux	Expert, Vocational training, HQ	LuxDev
18.05.2020	Günter	Sohr	ex-Deputy Head of Mission in charge of cooperation, Benin	BMZ
18.05.2020	Jim	Tanburn	Coordinator, HQ	DCED
18.05.2020	Efka	Hemel	Team leader Alled II, Kosovo	ADA
19.05.2020	Benoît	Meyer-Bischhof	Deputy Director (until 2019), Benin	SDC
19.05.2020	Ashwhani	Aggrawal	Senior Specialist Skills Development, HQ	ILO
20.05.2020	Stephan	Butscher	Deputy Director of Cooperation, Moldova (previously based in Kosovo)	SDC/EDA
20.05.2020	Oana	Vodita	Project manager, VET in green economy, Moldova	GIZ
25.05.2020	Sibylle	Schmutz	Secretariat, Head, HQ	Swisscontact
26.05.2020	Maria-Anna	Fernandez	Secretariat, collaborator, HQ	Swisscontact
26.05.2020	Katharina	Jaik	Secretariat, collaborator, HQ	Swisscontact
27.05.2020	Wolfgang	Schlegel	Expert (consortium), Germany	INBAS
29.05.2020	Franz	Kehl	Expert (consortium), Switzerland and Liechtenstein	KEK-CDC
08.06.2020	Tilman	Nagel	Advisor, ex-DC member representative, HQ	GIZ
22.06.2020	Reinhold	Gruber	Policy Development, HQ	BMEIA

Annex 4: List of outcomes harvested and categorized

Outcome 1: CAPACITY BUILDING - Better expertise	
Description of outcome	Regions/Countries
Project managers informed about latest studies; key in terms of knowledge management	Kosovo, Albania, Moldova, Benin, Burkina Faso
Colleagues in field office understand what is dVET and can talk about it even though it is a complex issue	Kosovo, Albania, Moldova, Benin, Burkina Faso
Quality of programmes in dual VET and VET have improved	Kosovo, Albania, Moldova, Benin, Burkina Faso
For DC member (advisors), expertise goes beyond their country and own field experience	General
Clarification of the concept and approach of "dual VET"	General
DC dVET contributed to think about the concept in the context of an informal economy	Western Africa
Publications are assessed as relevant, useful, and sometimes ahead of discussions	General
Reduction of the confusion about dual VET within the four donor agencies : what is is, what it is not	General
For staff at HQ a bit far from the projects, DC dVET gives opportunities to learn more about concrete projects/issues	General
Inputs provided by DC dVET experts and their publications brought capacity building in the country to other donors, government, partners	Kosovo
DC dVET expert gave initial input that helped clarify need for support	Moldova
DC dVET gave access to an expertise that is applicable	Kosovo
Conceptual understanding of what is dual VET for the teams in the field	General
Constant discussion is happening (example: how is dual VET applicable to low skills)	General
Access to DC dVET expertise and tools was key to orient the discussions on (dual) VET	Burkina Faso
DC dVET publications bring clarity to the concept and the approach of dual VET	General
New teams in project were quick to upgrade their knowledge and be operational thanks to DC dVET outputs	Kosovo
Knowledge management: programme managers of VET/dVET programmes are informed about the latest studies	General
Advisory role of the DC dVET was key in the development of the vocational training sector strategy	Benin
Publications, studies have been intergated into BMZ work and thinking	General
Agreement on what is dual VET in cooperation (agencies haven't agreed for years, questions seemed unsolved)	General
Workshops at country and regional levels: increased learning and common understanding	West Balkans, Western Africa
DC dVET provides a better understanding of what works and when dual VET makes sense	General
Better connexions among donors is useful also for thematic learnings	General
DC dVET managed to influence papers written by other agencies (ILO, IADB, ...)	General
Workshops are key for new comers to get quickly familiarized with dual VET	General
At HQ level, DC members can quickly assess a project because they are well informed about the latest in VET	General
Mali: Visit of the Minister of TVET to Switzerland	

Outcome 2: COORDINATION & COOPERATION - Increased cooperation and coordination	
Description of outcome	Regions/Countries/Strategic partners
Coordination among DC members is happening in the field	Kosovo, Albania, Moldova, Benin, Burkina Faso
Exchange of expertise at project level	Kosovo, Albania, Moldova, Benin, Burkina Faso
Coordination happened for the development of a concept note for co-funding	Moldova
All staff on the same page, shared understanding and clarity of messages in the partner countries	General
To join forces helped decrease the competition around "own" concepts and brought clarity in the message	General
Contribution to the ILO publication on apprenticeship: opportunity to share experiences, give concrete examples	ILO
ILO/Training Center: publications on quality apprenticeship, engagement with the private sector	ILO
ILO: comments on their toolkits I and II, improved the product's final quality	ILO
In all four countries, the DC dVET is connected "at home" with the other institutions active in VET	Member countries
Requests to the DC dVET coming from Switzerland and Germany	Georgia
VET toolbox: presentation of DC dVET, made their publications available to a new network	VET toolbox
Regional workshop was key to better coordinate and collaborate	Kosovo
DC dVET as a good platform to share achievements and challenges and get some friendly critical feedback	Kosovo
Coordination, networking: it allows an informal donor committee meetings with others	Kosovo; LuxDev, World Bank
Exchanges are key for smaller agencies without an internal learning network, advisor working a bit in isolation	Member countries
Good coordination between Switzerland and Lichtenstein during the phasing out/phasing in	Moldova
Increased cooperation between the four member countries	Moldova, Eastern Europe
Synergies created at different levels: projects, donors, country stakeholders	Kosovo, Albania, Moldova, Benin, Burkina Faso
Thanks to DC dVET, colleagues in field offices share the same understanding about needs and priorities, work better together	Burkina Faso
Common understanding between the four partners and same messages to government when looking for solutions	Kosovo, Albania, Moldova, Benin, Burkina Faso
Workshops: increased common follow-up activities, field visits	West Balkans, Western Africa
Donors look together at what the others are doing (four members and others)	General
Better positioning means better exchanges with others on VSD (migration, digitalization)	General
Better connexions for thematic learnings	General
Potential partner who looks at what the DC dVET is doing rather than looking at what its members are doing	UNESCO - UNEVOC, VET Toolbox, World Bank, LuxDev, ILO, IADB
Interest in networking with DC dVET to hear about alternatives to mainstreamed models	IADB, VET Toolbox

Impact level: more effective training opportunities and systems in partner countries					
Description of (intermediate) impact	Regions/Countries	Shifts in Mindset & Discourse	Changes in Laws/Policies	Implementation of government policies / programmes	Implementation agency shift in practice
Impact of the CBA study: brought private sector in, entrepreneurship training in VET institutions and link it with the market	Moldova, Benin, Kosovo	X		X	X
IADB cooperation: leverage for dual VET through TF on VET		X			X
Interlocutors: reduction of the confusion about dual VET in the partner country (what it is, what it is not)	Moldova, Kosovo, Benin	X	X		X
Dual VET has become more attractive as an option for partner countries	Moldova, Kosovo, Benin	X	X	X	X
Increase of countries interested in work-based learning	Moldova, Kosovo, Benin	X			
Avoid duplication of efforts in partner countries	Moldova, Kosovo, Benin		X		X
Intension to work together is taken up at country level	Serbia, South Africa	X			X
At thematic level, alignment between actors brought depth in the discussions	Georgia, Moldova	X			
New ideas, new perspective brought to the government	Benin	X			
Tool on private sector triggered new initiatives	Moldova, Kosovo, Benin	X			X
DC dVET as an umbrella, used to work together and increased legitimacy in the partner country	Moldova, Kosovo, Benin				
DC dVET in a partner country: helps the government to organize the coordination with the other donors and stakeholders	Moldova, Kosovo, Benin				
A sector strategy on vocational training was developed with the support of the DC dVET	Benin		X		
Critical change in the law but issue of financing its implementation (paradigmshift, low implementation)	Moldova		X		
Government's support to "dual VET compatible" initiatives	Moldova	X		X	
Identification of organized sectors where work on dual VET could be done with a longer-term perspective (ex: IT)	Moldova	X			
Mindset happening in the donor community, in the government, among partners, including the private sector	Moldova	X			
Example of the automotive car industry: appropriate training of electricians in the government system	Moldova			X	
Implementing partner was strengthened by DC dVET; focus clarified	Burkina Faso				X
Even when a donor has no VET project in the country, staff can bring in some expertise (ADA)	Georgia				X
DC dVET helped bring in entrepreneurship training in VET institutes and link it to the market	Moldova			X	
Increased dialogue with governments (not only donors)	Moldova, Kosovo, Benin, Georgia				
DC members expertise is recognized by the government and donor partners	Benin				
More critical thinking in the government and partners; identification of challenges in the implementation of dual VET	Moldova				
Structural reform on VET financed by BMZ, but dual VET mainly at project level only (few companies to work with)	Moldova		X		X
Collaboration with Chambers of Commerce to start having the private sector on board	Moldova				
Dual VET in new sectors, such as green initiatives (installer for solar energy, installers for thermal energy)	Moldova				X
The State delegated some responsibilities to the private sector (quality assurance of in-company training)	Moldova	X		X	
All donors speak a common language on dual VET (terminology "fixed", clarity on what we are talking about)	Kosovo				X

Terms of Reference

Externe Evaluation Geberkomitee für duale Berufsbildung Phase I (Jan 2015 – Nov 2018) und Phase II (Dez 2018 – Nov 2021)

Version – 13. Januar 2020

1. Zweck

Die vorliegenden Terms of References (ToR) bilden die Grundlage für die Durchführung der externen Evaluation des Geberkomitees für duale Berufsbildung (DC dVET) Phase I (Jan 2015 – Nov 2018) und Phase II (Dez 2018 – Nov 2021).

2. Hintergrund & Kontext

Die Berufsbildung ist für Deutschland, Liechtenstein, Österreich und die Schweiz ein wichtiger Schwerpunkt ihrer Entwicklungspolitik. Dank ihrer fachlichen Expertise und jahrelangen Erfahrung zählen die vier Länder in vielen Partnerländern sowie auf globaler Ebene zu den wichtigsten Gebern in diesem Thema. Um die Möglichkeiten der dualen Berufsbildung in der Entwicklungszusammenarbeit noch besser gemeinsam zu nutzen und zu kommunizieren, haben die vier Länder 2015 das Geberkomitee für duale Berufsbildung (*Donor Committee for dual Vocational Education and Training* – DC dVET) ins Leben gerufen. Die Mitglieder des Geberkomitees sind:

- die Austrian Development Agency (ADA), die Agentur der Österreichischen Entwicklungszusammenarbeit,
- das Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ),
- der Liechtensteinische Entwicklungsdienst (LED) und
- die Direktion für Entwicklung und Zusammenarbeit (DEZA).

Zur Koordination und Unterstützung ihrer Aktivitäten haben die Mitglieder ein Sekretariat eingesetzt.

Das übergeordnete und langfristige Ziel des Geberkomitees ist es, die Vorteile der dualen Berufsbildung für die Entwicklungszusammenarbeit noch besser nutzbar zu machen und dadurch einen Beitrag zu wirksameren Berufsbildungsangeboten und -systemen in den Partnerländern zu leisten. Hierfür etabliert sich das Geberkomitee als Wissenshub für Interventionen der dualen Berufsbildung in unterschiedlichen Entwicklungskontexten. Es fördert den Fachdiskurs mit und zwischen den Mitgliedern und ihren Projekten sowie mit anderen strategischen Partnern wie multilateralen Organisationen, Entwicklungsbanken und anderen bilateralen Gebern. Durch die Förderung des institutionalisierten Austausches und die verstärkte Zusammenarbeit der Mitglieder fördert das Geberkomitee zudem die Identifikation und Nutzung von Synergien. Die konkreten Aktivitäten des Geberkomitees werden dabei in drei strategischen Schwerpunkten verordnet: (i) Öffentlichkeitsarbeit & Positionierung, (ii) Aufbereitung und Anwendung von Erfahrungen und Fachexpertise, sowie (iii) Vernetzung und Zusammenarbeit.

3. Ziele der Evaluation & Fragestellungen

Das Ziel der vorliegenden Evaluation ist es,

- die bisherigen Aktivitäten, Resultate und die Wirksamkeit des Geberkomitees vor dem Hintergrund der vereinbarten Zielsetzungen sowie der Bedarfe der Zielgruppen zu erfassen und zu bewerten;
- Beispiele gelungener DC dVET-Aktivitäten zu identifizieren und aufzuarbeiten;
- Basierend auf den Ergebnissen, Erkenntnisse abzuleiten und Schlussfolgerungen in Bezug auf Ausrichtung, Organisation und Struktur des Geberkomitees zu ziehen;
- Optionen und Empfehlungen für die Zeit nach der aktuellen Phase zu skizzieren und zu bewerten.

Die Evaluation betrachtet dabei das Geberkomitee als Ganzes sowie die Arbeiten des Sekretariates im Einzelnen.

Folgende Kriterien¹ und Fragestellungen stehen im Mittelpunkt der Evaluation:

Relevanz

- Wie relevant ist das Geberkomitee in Bezug auf die entwicklungspolitischen Schwerpunkte und Strategien der Mitglieder im Bereich der Berufsbildungszusammenarbeit sowie in Bezug auf andere Initiativen in diesem Bereich (z.B. die European Alliance for Apprenticeship, die VET Toolbox o.ä.);
- Wie relevant ist die übergeordnete Wirkungslogik des Geberkomitees und die getroffenen Annahmen? Gibt es Elemente, die eine Anpassung erfordern?
- Wie relevant und konsistent sind die Angebote und Aktivitäten des Geberkomitees in Bezug auf die vereinbarten Zielsetzungen (gemäß den Projektdokumenten von Phase 1 und 2) und im Hinblick auf die Bedarfe der Zielgruppen?
- Wie relevant ist Arbeitsweise des Geberkomitees (Definition Zielgruppen, Angebot, Aktivitäten, Auswahl strategischer Partner etc.) mit Blick auf die Zielsetzungen des Geberkomitees?
- Wie könnte die Relevanz des Geberkomitees in Zukunft erhöht werden?

Effektivität

- Wie effektiv erreicht das Geberkomitee seine Ziele?
- Wie gut werden die Produkte und Angebote des Geberkomitees von den Zielgruppen wahrgenommen und genutzt?
- Inwieweit hat die Arbeit des Geberkomitees dazu beigetragen, die fachlichen Kompetenzen der Zielgruppen im Bereich duale Berufsbildung in der Entwicklungszusammenarbeit zu verbessern (Wirkungslogik Outcome 1 - Capacity Building) sowie die Zusammenarbeit und die Koordination zwischen den Mitgliedern, Projekten und ggf. anderen Zielgruppen zu verstärken (Wirkungslogik Outcome 2 - Koordination und Zusammenarbeit)?
- Wie effektiv gestaltet sich die Zusammenarbeit der Beteiligten – insbesondere innerhalb des Komitees (Mitglieder, Sekretariat) sowie zwischen dem Sekretariat und weiteren Zielgruppen?
- Ist das Sekretariat mit ausreichend Ressourcen ausgestattet, um die gesetzten Ziele effektiv zu erreichen?
- Wie könnte die Effektivität des Geberkomitees optimiert werden?

Effizienz

- Werden die Aktivitäten des Geberkomitees effizient durchgeführt?
- Sind die eingesetzten Ressourcen angemessen? Ist das Sekretariat mit ausreichend Ressourcen ausgestattet, um seine Aufgaben effizient ausführen zu können?

Wirkung

- Gibt es Indizien einer Wirkung der Aktivitäten des Geberkomitees auf der *Impact*-Zielebene (bspw. bessere Verankerung von dualen Ansätzen in den Berufsbildungsprojekten und -strategien der Mitglieder, entstandene Synergien zwischen den Mitgliedern, indirekte Inspiration/Wirkung auf Dritte)?
- Gibt es Prozesse oder Entwicklungen bei den Mitgliedern, Projekten und weiteren Zielgruppen des DC dVET, die durch das Geberkomitee angestoßen wurden, bzw. an welchen das Geberkomitee entscheidend beteiligt war?
- Spezifisch: Welchen Beitrag hat das Geberkomitee zum Fachaustausch unter den Mitgliedern und Projekten geleistet?
- Qualität: Wie ist Wirkung der DC dVET-Aktivitäten auf einer Skala von 1 (sehr negativ) bis 10 (sehr positiv) zu beurteilen?
- Quantität/Ausmaß: Wie breit war die bisherige Wirkung des Geberkomitees auf einer Skala von 1 (nichts bewirkt) bis 10 (sehr viel bewirkt) unter Berücksichtigung der vorhandenen Ressourcen?

¹ Als allgemeine Basis für die Evaluation sollen die aktualisierten OECD/DAC-Kriterien zur Auswertung von Entwicklungsvorhaben gelten, siehe <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

- Gesamthaft: Wo steht das Geberkomitee als Wissenshub für die Förderung von Berufsbildung in der Entwicklungszusammenarbeit (auf einer Skala von 1 bis 10) im Verhältnis zu seinem Potential?
- Entspricht die bisher erreichte Wirkung den Erwartungen der Mitglieder?

Nachhaltigkeit

- Inwieweit entfalten und entfalten die spezifischen Aktivitäten des Geberkomitees auch nach deren Beendigung bzw. längerfristig eine positive Wirkung?
- Welche Faktoren sind dafür verantwortlich, dass die Aktivitäten des Geberkomitees (nicht) nachhaltig sind?

Erkenntnisse und Empfehlungen

- Welche Erkenntnisse ergeben sich aus der bisherigen Arbeit des Geberkomitees?
- Wäre es zweckmäßig, in Zukunft weitere Geber zu involvieren? Falls ja: Wer konkret und in welcher Form (als Mitglieder, strategische Partner o.ä.)? Sollten anderweitige Allianzen, strategische Partnerschaften o.ä. eingegangen werden?
- Sind andere Organisationsformen denkbar, z.B. ein Verein/Verband (*association*) oder eine NGO mit Beiträgen der Länder?
- Ist die breite thematische und geografische Aufstellung ohne Präsenz vor Ort in den Regionen sinnvoll?
- Welche Szenarien sehen Sie für die weitere Arbeit des Geberkomitees, und wie bewerten Sie diese?

4. Organisation und Umsetzung der Evaluation

Die Evaluation soll von einem Fachexperten/in oder einem Team von zwei Experten/innen (von derselben oder verschiedenen Konsulenten-Firmen) durchgeführt werden. Grundlage der Evaluation ist die Dokumentenanalyse (siehe unten) sowie Interviews mit den DC dVET-Mitgliedern, den Mitarbeiterinnen des Sekretariates, Vertreter/innen der Mitglieder in den Partnerländern und ihren Implementierungspartnern sowie Vertreter/innen von strategischen Partnern des Geberkomitees.

5. Profil des Experten

- Spezifische und langjährige Erfahrung in den Bereichen duale Berufsbildung und Berufsbildung in der Entwicklungszusammenarbeit;
- Erfahrung in der Evaluierung von Netzwerkstrukturen und/oder *Knowledge Hubs* sowie mit qualitativen Methoden der Evaluierung;
- Gute Kenntnis von mind. zwei Mitgliedern des Geberkomitees;
- Erfahrung mit ähnlichen Aufträgen und Evaluationen in der internationalen Zusammenarbeit;
- Gute Englisch- und Deutschkenntnisse, Französisch von Vorteil.

6. Zeitplan und Programm

Als Durchführungszeitraum der Evaluation ist März bis Juni geplant. Der Aufwand dieses Auftrages wird auf 26 Arbeitstage geschätzt. Die untenstehende Tabelle enthält die vorgesehenen Schritte und Daten, sowie eine mögliche Zeiteinteilung als Grundlage für die Erstellung der Offerten. Der genaue Zeitplan wird mit dem ausgewählten Experten(team) vereinbart.

Zeitraum	Meilenstein	Ansprechpartner Beteiligt	/ Arbeitsstage für Konsulent
Ende März 2020 (Woche 13)	Vertragsunterzeichnung und Kick-off Meeting	DEZA & Konsulent(en)	1
Anfangs April (Woche 14)	Dokumentenstudium, Erarbeitung des Inception Papers und Arbeitsplan	Konsulent(en)	3

Anfang April 2020 (Woche 15)	Präsentation der Methodik (<i>Inception Paper</i>) und des Arbeitsplans	DC dVET Mitglieder und Sekretariat und Konsulent(en)	1
April / Mai 2020	Durchführung der Evaluation (inkl. Dokumentenanalyse und Interviews)	Konsulent(en)	15
Ende Mai 2020 (Woche 21)	Präsentation der Ergebnisse und vorläufigen Empfehlungen	DC dVET Mitglieder und Sekretariat und Konsulent(en)	1
Ende Mai 2020 (Woche 22)	Erarbeitung des Entwurfs des Evaluationsberichtes	Konsulent(en)	3
Ende Juni 2020 (Woche 25)	Präsentation des Entwurfes des Evaluationsberichtes an DCdVET Mitglieder (Rückfragen und Kommentare)	DC dVET Mitglieder und Konsulent(en)	1
Ende Juni 2020 (Woche 27)	Finalisierung des Evaluationsberichts, Einreichung an DEZA	Konsulent(en)	1

7. Leistungen und Berichterstattung

- Präsentation und Einreichung des *Inception Paper* inklusive dem Arbeitsplan
- Präsentation der Ergebnisse und vorläufigen Empfehlungen (per Skype oder in Bern)
- Präsentation des Entwurfs des Berichtes (per Skype oder in Bern)
- Finalisierter Evaluationsbericht

Das **Inception Paper** soll auf maximal 10 Seiten folgende Elemente umfassen:

- Darstellung der vorgeschlagenen Methodik bzw. Operationalisierung der Evaluierungsfragen
- Arbeitsplan
- Ggf. Entwurf der Erhebungsinstrumente, Reiseplanung etc.

Der **Evaluationsbericht** soll folgende Elemente umfassen:

- Ausgangslage und Vorgehensweise;
- Dokumentation der Resultate (inkl. Identifizierung von Beispielen erfolgreicher Aktivitäten);
- Analyse und Beurteilung der Relevanz, Effektivität, Effizienz, Wirkung und Nachhaltigkeit der Ausrichtung und Aktivitäten sowie der Struktur und Organisation des Geberkomitees seit Januar 2015 gemäß den oben ausgeführten Fragestellungen;
- Vorschläge und Bewertung für das weitere Vorgehen im Anschluss an die aktuelle Phase in Form verschiedener Optionen;

Der Bericht sollte nach Möglichkeit in deutscher Sprache verfasst und durch eine englische Kurzfassung ergänzt werden. Das Verfassen des Hauptberichts in Englisch mit deutscher Kurzfassung ist ebenfalls möglich. Länge des Berichtes: 25 – 30 Seiten (ohne allf. Anhänge).

Länge der Kurzfassung: max. 4 Seiten.

8. Referenzdokumente

Die folgenden Dokumente dienen als Referenz für die Angebotserstellung. Weitere werden im Rahmen der Evaluation zur Verfügung gestellt:

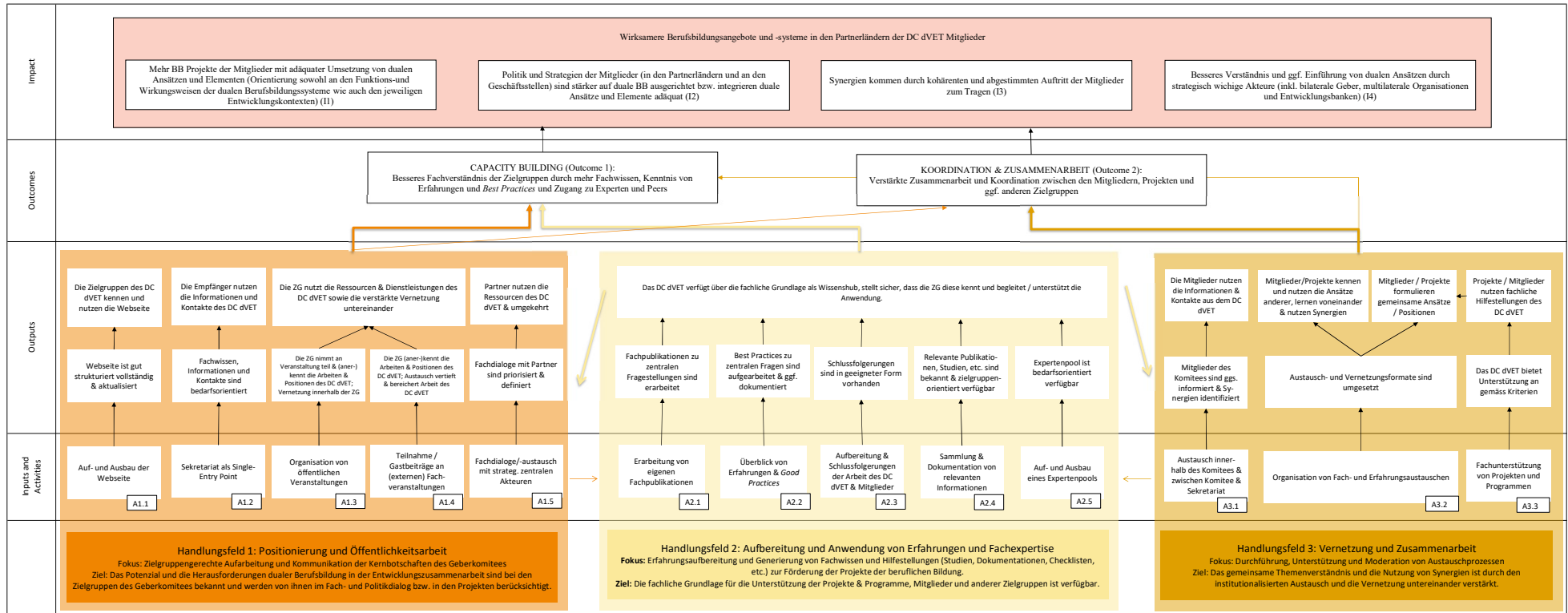
- Projektdokument Phase I (inkl. Anhänge)
- Projektdokument Phase II (inkl. Anhänge)

Zusätzliche Informationen zum Geberkomitee und den Produkten und Aktivitäten können auf der Webseite abgerufen werden: www.dcdualvet.org.

9. Angebot

Das inhaltliche und finanzielle Angebot soll bis zum 29. Januar 2020 an brigitte.colarte-duerr@eda.admin.ch geschickt werden. Das inhaltliche Angebot soll nicht mehr als fünf Seiten umfassen und sollte das Verständnis des Auftrages, die vorgeschlagene Vorgehensweise bei Auftragserteilung sowie die Erfahrung mit ähnlichen Aufträgen beinhalten. Das finanzielle Angebot sollte den Tagesansatz in CHF (ohne MWST) sowie absehbare größere Auslagen beinhalten. Eine Reise in ein ausgewähltes Partnerland, in welchem DC dVET-Aktivitäten erfolgten, ist möglich, aber nicht zwingend notwendig. Dem Angebot soll/en ein Lebenslauf/Lebensläufe der/des Gutachter(s) beigelegt werden, der/die auf die Kriterien des Abschnitt 5 Bezug nimmt/nehmen.

ANNEX 6: Project impact logic



Voraussetzung: Das DC dVET braucht einen hohen Vernetzungsgrad und einen guten Überblick über die aktuellen Entwicklungen im Bereich (duale) Berufsbildung in der Entwicklungszusammenarbeit.
 Annahme: Das Geberkomitee ist in der Lage, die Bedürfnisse der Mitglieder und Projekte aufzunehmen und über bedarfsorientierte Angebote (Dienstleistungen, Hilfestellungen etc.) abzudecken.



Management Response to the External Evaluation of the Donor Committee for Dual Vocational Education and Training (DCdVET), 11/2020

Management Response

The Management Response (MR) states the joint position of the DCdVET members comprising the Austrian Development Agency (ADA), the German Federal Ministry for Economic Cooperation and Development (BMZ), the Liechtenstein Development Service (LED) and the Swiss Agency for Development and Cooperation (SDC) on the recommendations of the External Evaluation of the Donor Committee for Dual Vocational Education and Training (DCdVET). The MR provides a solid basis for strategic decision-making.

Assessment of the Evaluation

The evaluation was conducted by a team of two independent experts through Aneho Consulting in accordance with international standards. The evaluation process was well managed and included close involvement of the DCdVET members and the primary target groups of the project. The evaluation design and methodology was agreed upon before the COVID-19 pandemic. With the outbreak, the evaluation (as well as DCdVET's project activities) had to be redesigned. Planned in-country missions, focus group discussions and the participation to the DCdVET regional workshop had to be cancelled. The DCdVET members consider that these travels and face-to-face meetings would have enhanced the outreach to implementation partners and member organizations and thus further substantiated the assessment of DCdVET's work.

Despite these challenges, the main objectives have been met by the evaluators – i.e. to record and assess activities, results, outcomes and effectiveness of the Donor Committee since 2015 and to derive options and recommendations for the time after the current phase. The DCdVET members appreciate the comprehensiveness of the evaluation report and the sound analysis of key elements of the performance of the DCdVET project.

Seventeen recommendations have been structured around four categories: a) Perspective on the DCdVET's role going forward, b) Project set-up, c) Products and focus and d) Communication. They provide a broad overview of relevant areas for improvement. The reader could have benefitted from a better harmonised level of analysis and the bundling of recommendations. In some cases, more actionable formulations of recommendations would have facilitated the understanding. Overall, the report's analysis and resulting recommendations are considered to be useful for strengthening the strategic orientation of the DCdVET and will guide its work in 2021 and for the next phase.

Main Findings and Reactions to most important Recommendations

The evaluation confirms the relevance and uniqueness of the DCdVET and attests a need for continuing conceptual work on VET at a global level, including on dual VET in the context of development cooperation. It finds that the DCdVET is a knowledge hub of reference on dual VET in the sector of international development. Its added value is seen in the expertise and exchange on dual VET and in the shaping of the policy dialogue in partner countries through increased collaboration between the donors.

Against the options of a) discontinue the work of the DCdVET and b) enlarging the Donor Committee by including a broader range of donors, the DCdVET members agree with the evaluators in continuing this successful initiative in a third phase maintaining the current composition of members, while adapting the current project along key recommendations. The evaluation does not provide recommendations or options of the DCdVET's organizational set-up beyond a third phase. Thus, a strategy of phasing out or continuation beyond the third project phase should be developed in the coming years.

The DCdVET members are pleased to see that the DCdVET was able to instigate systemic change at partner country level. The evaluation harvested a great number of positive outcomes of the project. It finds the DCdVET to be demand-oriented. Its key strengths should be maintained in a subsequent phase. This include facilitation, coordination between all members, and the ability to make a variety of experts available.

The DCdVET plays a key role in coordination and collaboration on VET in general and on dual VET in particular, among the DCdVET members and other organizations. Regional workshops and webinars organized by the DCdVET are well attended and positively assessed, and the tools developed by the DCdVET have triggered new initiatives.

Despite its finding that the DCdVET influenced several technical tools on VET elaborated by other donors (including the ILO), the evaluation indicates that at global policy level, a Donor Committee does not seem to be the right instrument for influencing policy. However, the consultants recommend to work more on partner country level to improve results at impact level. Therefore the introduction of an additional outcome in the DCdVET logical framework for policy influencing at partner country level is suggested. The DCdVET members understand this recommendation as an increase of the support to their target groups in their efforts to influence policy at country level and not as an outcome of the project per se. The modalities of supporting policy influencing will have to be clarified in order to avoid duplications or interference with already existing (donor) structures in the field.

In line with this, the recommendation on balancing the technical and political dialogue in partner countries, is – for the same reasons – contested by the DCdVET members. Existing members' structures in partner countries are not to be duplicated or undermined, while increased support to target groups to enable evidence-based policy dialogue on dual VET could be envisaged.

The evaluation attests important achievements in the outcomes for capacity building and knowledge management and calls for the upkeep of this area of action. Nevertheless, the results reached so far at impact level could still be enhanced.

Considered as a key recommendation by the DCdVET members, the evaluation identifies further a need for enhanced communication skills and products, as well as a reassessment of the approaches used in capacity building, based on the success of DCdVET webinars during the pandemic. The elaboration and implementation of a communication and engagement strategy will therefore be a corner stone of the next project phase and will ensure more strategic communication and engagement according the objectives of the DCdVET and the specific needs of its target groups. It will contribute to the majority of the below mentioned areas for improvement, stemming from improved communication channels (R 16 & 17) to targeted capacity building and knowledge dissemination (R3), to strategic networking (R5) and increased outreach to members' organisations staff and partners, NGO's and policy makers (R1, R2, R4, R6). In sum, out of the seventeen (17) recommendations, eleven (11) are 'fully agreed' (green), six (6) are 'partially agreed' (orange) and zero (0) are not agreed ('disagree' - red) – see table 1 below. The DCdVET members agree to seize this opportunity to improve the DCdVET's results by taking specific measures in line with several recommendations – see table 2.

Place & date	Place & date <i>Bonn, 18.02.2021</i>
Signature <i>Digital signiert von Meyer Beatrice</i> WX5JTD 2021-02-16 (mit Zeitstempel)	Signature <i>Heike Kuhn</i>
Beatrice Meyer Head of Division Latin America and Caribbean & Expert Team Inclusive Economic Development Swiss Agency for Development and Cooperation, Federal Department of Foreign Affairs	Heike Kuhn Head of Division of Education Federal Ministry for Economic Cooperation and Development of the Federal Republic of Germany

Place & date <i>WIEN, 23.02.2021</i>	Place & date <i>Schaan, 23.02.2021</i>
Signature <i>Heinz Haberthauer</i>	Signature <i>Pius Frick</i>
Heinz Haberthauer Director of Department Projects and Programs International Austrian Development Agency	Pius Frick CEO ad interim Liechtensteinischer Entwicklungsdienst LED

Overview on Recommendations and Their Acceptance by the DCdVET's Members (Table 1)

Fully agree		Partially agree	Disagree
<u>R1-R7: Perspective on the DC dVET's role going forward</u>			
1.	The DCdVET should have an outcome for policy influencing		
2.	Actions need to be taken to strengthen the DCdVET and make it better known as the knowledge hub it is, in particular so the primary target groups (staff belonging to the DC member agencies, implementation partners and strategic partners) can make more and better use of it		
3.	The role of the DCdVET in capacity building and knowledge management will remain important		
4.	Balance between political and technical dialogue: There is a need for a more strategic and political commitment in partner countries		
5.	Additional well thought-out networking is advisable		
6.	The DCdVET should more actively reach out to the scene of NGO's in the four German speaking countries that are active in VET in development context		
7.	DCdVET must encourage donors and implementing partners to meet teachers, parents and student associations with clear argumentations on the opportunities and strengths of dual VET		
<u>R8-R11 Recommendations on the project set-up</u>			
8.	Secretariat consortium: To have the expert consortium as part of the secretariat may have made sense in the past but seems now redundant		
9.	Pool of experts: What is crucial for the DCdVET is to have a flexible network of experts with key expertise, contextual knowledge, or complementary expertise to VET such as moderation and evaluation, or gender equality and inclusion. Pairing of experts (international and regional/national) would strengthen the local and international expertise, broaden the pool of experts and contribute to disseminate the dual approach more widely and more accurately		
10.	Opening the DCdVET to other donors: The DCdVET core group should remain the same but to work more on its external communication and invite other donors to exchange on key topics around (dual) VET that would benefit all		
11.	Human resources for communication: the project's efficiency and effectiveness will be increased by improving both internal communication (within the donor agencies) and external communication		
<u>R12-R15 Recommendations on Products and Focus</u>			
12.	Training: The strategy on training needs to be reviewed after the COVID experience		
13.	Work on the portfolio: well documented case studies should be developed in order to make available evidence-based basics in several contexts of development		
14.	Inclusion and gender equality in dual VET: There are several possibilities for the DCdVET to better integrate gender equality and inclusion in its studies, training and activities in general		
15.	The criteria for engagement must be revised to some extent. The minimum requirement of two donor agencies for any involvement of the DCdVET in a country can become counter-productive in cases where only one country is involved but has something valuable to share with the three other agencies, for example		
<u>R16-R17 Recommendations on Communication</u>			
16.	Website: There is a need to communicate in a more systematic way and make sure anybody with an interest on dual VET finds the DCdVET and its website		

17. **Newsletter:** The newsletter needs to be revised in order to allow (i) managers to go through it and be able register the key elements of development or discussion (ii) advisors or project managers to quickly identify information that is key for their current activities

Detailed Overview of Recommendations, Management Response and Measures (Table 2)

Recommendation 1		
Analyzing the range of outcomes and the relationships between strategies and outcomes illustrates but does not validate the DCdVET theory of change: if networking contributes to better sharing knowledge about vocational training, it does not influence the political dialogue. In terms of project impact logic, the DCdVET should therefore have an outcome for policy influencing		
Management response		
Fully agree	Partially agree	Disagree
The DCdVET members partially agree to add a policy influencing outcome to complete the theory of change. Considering that systemic changes have been instigated by the DCdVET on country level even without this outcome, it estimates, that a reinforced policy influencing focus could enhance the systemic change outcomes. However, the DCdVET members understand this outcome as supporting the actors in their efforts to influence policy at country level and not as an outcome of the project per se. The modalities of supporting policy influencing have to be discussed in order to avoid duplications or interference with already existing (donor) structures.		
Measures	Responsibility	Timing
a) Inscribe the DCdVET's support to policy influencing in the project document of the next phase, taking into consideration the risks for duplication or undermining of existing (donor) structures.	DCdVET members	October 2021

Recommendation 2		
Actions need to be taken to strengthen the DCdVET and make it better known as the knowledge hub it is, in particular so the primary target groups (staff belonging to the DC member agencies, implementation partners and strategic partners) can make more and better use of it. Implementation of dual VET cannot be enforced, it can only be advocated for: it is therefore key to communicate in a relevant manner to the contexts of development so as to be seen as pertinent, appropriate and applicable. One approach could be to make it for each VET project mandatory – or at least more systematic – to assess its relevance (or not) for dual VET.		
Management response		
Fully agree	Partially agree	Disagree
The DCdVET members agree to increase efforts to raise awareness about the knowledge hub functions of the DCdVET with the aim of increasing its use by its primary target group. The members do however disagree to introduce a mandatory assessment of the relevance for dual VET of every VET project of the member institutions.		
Measures	Responsibility	Timing
a) Include the awareness raising of DCdVET's knowledge hub function in the 2021 work plan.	DCdVET members	March 2021

Recommendation 3		
The role of the DCdVET in capacity building and knowledge management will remain important: actors need and want more and more know-how and experience sharing on dual VET as shown by the reception, by development practitioners, of the paper of Pr. Euler on business sector, for example. Webinars organized during the COVID global sanitary crisis were also acknowledged as a very successful format for wide dissemination and diversification of the audience. In the same way, there is a high demand for the course on VET and dual VET organized by the NADEL Centre for Development and Cooperation (ETH Zurich). It addresses engagement		

with the private sector and gives evidence about cases that demonstrate that dual VET can not only be successful but also cost-effective.

Management response

Fully agree

Partially agree

Disagree

The DCdVET members agree that knowledge management and capacity building will remain a main focus of the DCdVET in 2021 and for a next phase.

Measures

Responsibility

Timing

- a) Reflect knowledge management and capacity building as core area in the project document of phase 3, with the recommendation of building on good practice such as webinars and the example of the Euler study.

DCdVET members

October 2021

Recommendation 4

Balance between political and technical dialogue: VET and dual VET is a highly political topic within all four countries. The DCdVET's added value in the domestic dialogue is its focus on the development context where it supports policy dialogue and technical work. There is therefore a need for a more strategic and political commitment in their partner countries rather than in their home countries.

Management response

Fully agree

Partially agree

Disagree

The DCdVET members agree partially to this recommendation. They see this recommendation already dealt with the measures on recommendation 1 on policy influencing. In the understanding of the DCdVET members, it is through this support, that the political commitment from system actors in the partner countries can be enhanced. The DCdVET shall not duplicate or interfere in already existing structures of its members in partner countries. It shall respect the division of work of certain donors and their engagement between political steering and technical implementation.

Measures

Responsibility

Timing

- a) See recommendation 1 on policy influencing.

Recommendation 5

There are several interesting initiatives and websites in the field of VET and Apprenticeship. **Despite the modest human resources in the DCdVET secretariat, additional well thought-out networking is advisable.** The VET Toolbox is recommended for international networking and for strengthening cooperation for the following reasons:

- ☐ The VET Toolbox, financed by the European Union and Germany, is supported by national agencies, including the GIZ;
- ☐ The VET Toolbox is practice-based (developed from existing good practices) and practice-oriented (specific tools are proposed for direct implementation);
- ☐ The major international stakeholders in VET such as the ILO, UNESCO, World Bank, who organize other initiatives and platforms, are partners;
- ☐ The DCdVET has already successfully cooperated with the VET Toolbox.

Other VET initiatives and platforms offer interesting studies, publications and announcements of events on their websites. They could be screened on a regular basis to make current know-how available to DCdVET partners.

Management response

Fully agree

Partially agree

Disagree

The DCdVET members fully agree that additional well-thought and targeted networking is useful for reaching its goals. It is however questionable whether the VET Toolbox would be the only initiative to partner with. The screening of other initiatives and platforms should continue and be more systematically integrated in the workflow of the secretariat.

Measures

Responsibility

Timing

a) Increase networking with the VET toolbox and identify areas of common interest, where collaboration could be deepened. Document it in a short paper.	DCdVET secretariat	June 2021
b) Ensure that the screening of other initiatives and platform is integrated in the new project document.	DCdVET members	October 2021

Recommendation 6

In all four German speaking countries there is a **scene of NGOs active in VET** in development contexts but they are neither well-coordinated among themselves nor connected to the DCdVET in any systematic manner, even though they may sometimes be implementing agencies in same partner countries. The DCdVET should more actively reach out to those organizations.

Management response

Fully agree	Partially agree	Disagree
The DCdVET members agree to this recommendation: The NGO's active in VET in international cooperation are also contributing to the aims of the DCdVET and could thus benefit from its knowledge hub services. Considering the limited human resources in the secretariat, the inclusion of NGO's should be done with few extra costs e.g. by enlarging the invitation for webinars, newsletters or events.		
Measures	Responsibility	Timing
a) Integrate the outreach to NGO's active in dual VET in international cooperation in the new project document.	DCdVET members	October 2021

Recommendation 7

There is a lack of demand for (dual) VET from potential VET students and their families in developing countries. The State does not have the power to change perceptions on its own. Unless there is staff in schools, parents and potential students who know what dual VET can offer and trust the education system, it will be difficult to make dual VET more attractive. **DCdVET must encourage donors and implementing partners to meet teachers, parents and student associations with clear argumentations on the opportunities and strengths of dual VET.**

Management response

Fully agree	Partially agree	Disagree
The DCdVET members agree that this is a common problem not restricted to dual VET in partner countries. It sees however only a limited role of the DCdVET in this regards, as actions need to be tailored to the programs and country contexts in questions. However, some support in this regards to donors and implementing partners could be envisaged in the next phase.		
Measures	Responsibility	Timing
a) Include – in the project document of phase 3 - the analysis of good practice in the engagement of concerned actors around dual VET with the aim of increasing its attractiveness for youth.	DCdVET members	October 2021

Recommendation 8

Secretariat consortium: The end of the phase 2 will allow assessing the changing role of the secretariat consortium and its pertinence in the project set-up for a next phase. The experts currently part of the consortium are already part of the pool of experts supporting the DCdVET. To have the expert consortium as part of the secretariat may have made sense in the past but seems now redundant.

Management response

Fully agree	Partially agree	Disagree
The DCdVET members fully agree with this recommendation.		

Measures	Responsibility	Timing
a) Discuss the project set-up as preparation of the new phase. Clarify the role of potential consortium members and the pool of experts (see also recommendation 9) in the project document of phase 3.	DCdVET members	October 2021

Recommendation 9

Pool of experts: What is crucial for the DCdVET is to have a flexible network of experts with key expertise, contextual knowledge, or complementary expertise to VET such as moderation and evaluation, or gender equality and inclusion. There are few experts with regional knowledge on vocational training, and local or regional experts often do not have a strong knowledge nor expertise on dual VET. Pairing of experts (international and regional/national) would strengthen the local and international expertise, broaden the pool of experts and contribute to disseminate the dual approach more widely and more accurately.

Management response

Fully agree

Partially agree

Disagree

The DCdVET members agree with this recommendation. An increased pool of experts is an important aspect for increased quality of dual VET and capacity development. It will be partially dealt with the measure related to recommendation 8 and be reflected in the new project set-up.

a) Foresee the development of a pool of experts in the project document of the next phase.	DCdVET members	October 2021
--	----------------	--------------

Recommendation 10

Opening the DCdVET to other donors: There is a need for a wider audience in the next phase but also for more challenging exchanges now that the DCdVET is strong and well established. In spite of a risk to lose the focus on dual and dualized VET due to administrative constraints and domestic political interfering, the DCdVET can learn a lot from other agencies and other approaches in VET (e.g. Denmark, the Netherlands or Luxemburg to name a few). Other donors could also learn from the dual VET approach, as defined by the DCdVET, without necessarily being part of it. One option could be for the core group to remain the same but to work more on its external communication and invite other donors to exchange on key topics around (dual) VET that would benefit all.

Management response

Fully agree

Partially agree

Disagree

The DCdVET members fully agree to the recommendation of opening to other donors. While it seems convincing that the work on dual VET should stay within the core group of the four donors (BMZ, ADA, LED, SDC). However, a closer exchange and collaboration with other donors on key topics of mutual relevance in VET is desirable.

Measures	Responsibility	Timing
b) Analyse the potentials for increased exchange and collaboration with other donors on key topics and give indications in a short paper	DCdVET secretariat	July 2021

Recommendation 11

Human resources for communication: the project's efficiency and effectiveness will be increased by improving both internal communication (within the donor agencies) and external communication. The secretariat's staff has a strong expertise on TVET but there is a need for additional skills and confirmed experience in communication. Until the end of the current phase, one option would be for Swisscontact to internally organize workshops with its communication team to support the secretariat in formulating key messages as per specific target groups, and to work on adapting the content of the DCdVET homepage. However, for the third phase, a profile with expertise in communication should be sought to complement the project set-up.

Management response		
Fully agree	Partially agree	Disagree
For the DCdVET members the reinforcement of communication capacities within the DCdVET secretariat is highly desirable. They decide that the elaboration and implementation of a communication and engagement strategy is needed in order to respond to the present recommendations, but also to the recommendations 16 on website, 17 on newsletter. Strategic and professional communication and engagement will also support the implementation of measures related to the recommendation 3 on capacity building and knowledge management, recommendation 5 on networking as well as recommendations 1, 2, 4 and 6 on increased outreach to target groups such as Member organisations' staff and partners, NGO's and policy makers.		
Measures	Responsibility	Timing
a) Formulate key messages for each target group and integrate them in the DCdVET homepage, with the assistance of (internal) communication specialists.	DCdVET secretariat	October 2021
b) Foresee communication expertise in the project set-up for the next phase and inscribe the development of a communication and engagement strategy in the new project document.	DCdVET members	October 2021

Recommendation 12		
Training: The strategy on training needs to be reviewed after the COVID experience. Webinars have proved to be very efficient and inclusive. A lot of information, key concepts, expertise and papers could be shared to a vast audience and in a very little time. For the participants, the webinars were easy to plan and seem to be less restrictive. Webinars could also be opened more systematically to strategic partners. These webinars do not fully replace though face-to-face meetings for networking and negotiations about joint activities and partnerships.		
Management response		
Fully agree	Partially agree	Disagree
The DCdVET members fully agree to build upon good practice in the training units developed so far and support to plan for both, face-to-face and online trainings.		
Measures	Responsibility	Timing
a) Base the capacity building approaches of the next phase on the good practice and experiences of the current phase. This is reflected in the project document of the next phase.	DCdVET members	October 2021
b) Capitalize the experiences of the capacity building activities of DCdVET from 2015-2020 in a short paper.	DCdVET secretariat	February 2021

Recommendation 13		
Work on the portfolio: well documented case studies should be developed in order to make available evidence based basics in several contexts of development such as in highly-centralized education systems, old planned economies, failed state or economic systems with extensive informal sector, to name a few.		
Management response		
Fully agree	Partially agree	Disagree
The DCdVET members agree that case studies can be helpful for inspiring action on dual VET. Whether the case studies will be developed based on the developmental context of partner countries or other aspects needs further clarification of target groups, format and use.		
Measures	Responsibility	Timing
a) Identify list of projects/countries, topics/approaches and development contexts for which good practice case studies could be elaborated. Develop a draft concept for case studies, clarifying the target groups, format and use.	DCdVET secretariat	June-September 2021

b) Integrate the case study development in the project document of the next phase.	DCdVET members	October 2021
--	----------------	--------------

Recommendation 14		
<p>Inclusion and gender equality in dual VET were already suggested by the DCdVET primary target groups as additional topics to be worked on in the assessment conducted in May 2019. There are several possibilities for the DCdVET to better integrate gender equality and inclusion in its studies, training and activities in general. One option could be to partner with the VET Toolbox for those two topics on which they have experience (e.g. best practices in promoting gender parity and mainstreaming disabilities in the TVET and private sector).</p>		
Management response		
Fully agree	Partially agree	Disagree
The DCdVET members agree on increasingly integrating gender equality and inclusion in its work in a transversal manner and respond to the need voiced by its primary target group.		
Measures	Responsibility	Timing
a) Include first actions on gender equality in dual VET into the 2021 work plan.	DCdVET members	March 2021
b) Introduce gender and inclusion as transversal topics into the project document of the next phase.	DCdVET members	October 2021

Recommendation 15		
<p>The criteria for engagement must be revised to some extent. The minimum requirement of two donor agencies for any involvement of the DCdVET in a country can become counter-productive in cases where only one country is involved but has something valuable to share with the three other agencies, for example. An example mentioned was the German experience in Ecuador, where an effective dual system was put in place in seven years only. Good examples are not always easy to find and in that specific case, even though only the BMZ was involved, a case study would serve to all other donors.</p>		
Management response		
Fully agree	Partially agree	Disagree
The DCdVET members partially agree on this recommendation. They are willing to re-discuss the criteria for engagement and might adapt it for certain services. In their understanding, the development of a project case study would not necessarily be subject to the mentioned engagement criteria.		
Measures	Responsibility	Timing
a) Take a decision on the modification of the engagement criteria of the DCdVET in the development process of the next phase and document it in the project document.	DCdVET members	October 2021

Recommendation 16		
<p>Website: Key documents, papers, information on training and event must be continuously disseminated and discussed to keep the DCdVET alive and connected. At present, communication is mainly done via the website. There is a need to communicate in a more systematic way and make sure anybody with an interest on dual VET finds the DCdVET and its website. In that regard, the home page of the website should be clear and straightforward with basics on dualized VET, key information easy to find and easy to comprehend. The readability of the website's home page needs to be reworked with key messages on dual VET in cooperation (for example, the website as "the leading source for learning on dual VET").</p>		
Management response		
Fully agree	Partially agree	Disagree

The DCdVET members fully agree to improve the DCdVET website, in order to reach its goals in terms of knowledge management hub. As stated in the recommendation 11, communication capacities will be enhanced, key messages will be developed and the homepage slightly adapted.

Measures	Responsibility	Timing
a) Include the need for a clear communication and engagement strategy, including the improvement of the website in the project document of phase 3.	DCdVET members	October 2021

Recommendation 17

Newsletter: The newsletter is the DCdVET's active and regular communication channel to keep in touch and regularly feed the users with up-to-date, relevant information. It helps the DCdVET to stay in touch with people who worked in VET in the past and who can work as "ambassadors" of dual VET even if they are not working themselves on dual VET anymore (due to the rotation system or simply change of jobs). The newsletter needs to be revised in order to allow (i) managers to go through it and be able register the key elements of development or discussion (ii) advisors or project managers to quickly identify information that is key for their current activities.

Management response

Fully agree	Partially agree	Disagree
The DCdVET members fully agree on the revision of the newsletter. At the same time, they acknowledge the good quality of the last DCdVET newsletter on digitalization and suggest to build upon its success. The improvement of the newsletter should be embedded in a communication and engagement strategy in phase 3.		

Measures	Responsibility	Timing
a) Embed the revision of the newsletter (as part of the communication and engagement strategy to be developed in the next phase) in the new project document.	DCdVET members	October 2021