



EVALUATION

# Vocational Education

Perspectives for young people around the world

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# **Vocational Education**

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# Introduction

“We try hard to understand and not judge them, we work hard to make them proud of what they are, we help them trigger their ambitions and look forward passionately at their future.” (May Amireh, supervisor of a vocational education centre of the Young Women's Christian Association, Palestinian Territories)

In pursuit of work and the prospect of a better future, men and women everywhere in the world leave their home countries every day, move from the village to the city, and from the city to another country. Around the world, more than 244 million people are living as migrants. One reason for this for many is looking for work with sufficient pay for a life of dignity.

Almost three-quarters of the migration takes place within the Global South; according to the International Labour Organisation (ILO), most migrants are between 20 and 34 years of age. As an increasing number of people are heading towards Europe, the issues of flight and migration dominate the on-going political debate in Germany.

The focus is increasingly on promoting vocational education as an engine of sustainable development – an area already strongly supported for quite some time in German bilateral development co-operation. The potential of this area in this regard is evident: in many countries in the Global South the population growth and the high number of unemployed young people are up against a lack of qualified specialists and a thriving economy.

Promoting vocational education projects makes it possible to offer young people a perspective on the labour market and the prospect of a life with more opportunities. This is why Bread for the World (Brot für die Welt) advocates vocational education in collaboration with partner organisations in regions with high levels of poverty and unemployment. The development agency supports its partners both by deploying international specialists and financially by supporting projects and granting scholarships. The focus is on young people between the ages of 15 and 28.

What role does a church development agency play in the vocational education sector? Bread for the World, together with its partner organisations, intends to enable access to the right to education – particularly for marginalised sections of the population – by providing basic or continuing vocational training. Particularly in low-income countries, young people, women and

individuals marginalised by society have a hard time finding work that suffices to lead a life of dignity. Most work in the informal sector, where employment relationships are usually precarious, and international working and social standards such as those of the ILO do not apply. A social security net is lacking, as is an adequate level of health safety. There is no entitlement to regular working hours or breaks, nor to payment that suffices to cover the basic necessities of life.

Supporting people to use their capabilities and to establish a livelihood is a crucial challenge for governments in low-income countries. They have to respond to the strong concern of the people, who insist on their right to work.

This publication depicts how successful Bread for the World's vocational education projects are and where strengths and weaknesses can be found in this funding area. The occasion for this publication was a comprehensive evaluation of the funding area lasting two years – the instrument was introduced to ensure accountability towards the Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung [Federal Ministry for Economic Co-operation and Development, BMZ], and was conducted in a funding area for the third time. The focus was on 145 measures of vocational education that were financed by Bread for the World in the time between 2007 and 2012. These include the various aid instruments that Bread for the World makes use of: the partner organisations' projects, specialists seconded by Bread for the World, scholarships, and deploying external consultants for short-term assignments.

The instrument of evaluation of the vocational education serves Bread for the World to further develop that funding area and shape it more effectively.

The evaluation design, the analysis and evaluation, and the results, impacts and challenges of the current evaluation (SEEK 2015) are summarised in this publication.

## Chapter 1

# Why vocational education is the responsibility of development cooperation

### 1.1 Bread for the World key objective: pro-poor vocational education

As a church development agency, Bread for the World places pro-poor vocational education at the centre of its “Vocational Education” funding area. Local partner organisations consider the life-world of socially disadvantaged groups and support young people in starting up a business or finding a job to overcome poverty. The projects funded are carried out above all in countries with weak or instable labour markets - mainly in West and Central Africa, where there are often no or only poorly qualified possibilities of employment specifically for young people. In addition, people living in countries that need to recover from long civil wars are the focus of funding, for example in Sierra Leone and Liberia, and in crisis regions like the Palestinian Territories. In this way, supporting vocational education contributes, besides other activities, to reconstructing the countries, and creates personal and societal development perspectives.

Often specifically church partner organisations find jobs in the informal sector, whose significance has increased considerably in the past decades in countries of the Global South. A majority of the employment possibilities, above all for marginalised, poor population groups, can be found there.

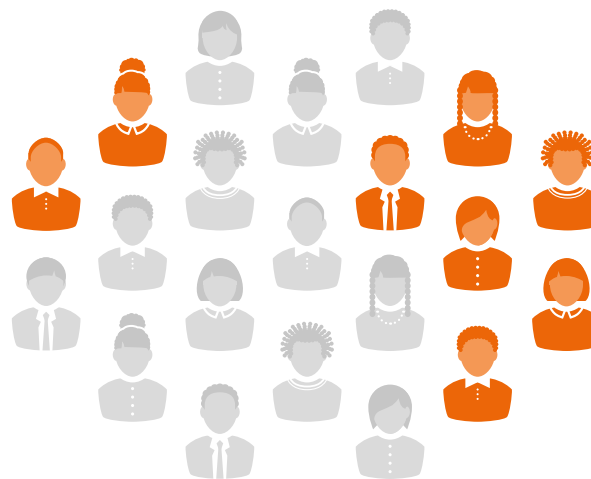
As is highlighted in the evaluation, the projects funded by Bread for the World focus on improving the access of poor and marginalised target groups to vocational education. In addition, they link to a great extent conveying specialist skills with non-technical competences such as basic education and life skills. In this regard, the partner organisations of Bread for the World are consistent with the international trend to orientate offerings in a competence-based manner.

Accompanying offers like basic education courses, vocational counselling, psychosocial support and imparting life skills support individuals’ own resources. Social skills like teamwork and communication enable the graduates of the measures to apply for various professions. They are a crucial factor in increasing the employability of these groups. The learning content and objectives depend on the prerequisites that the people bring - guided by the thought: “It’s about extricating them from their exclusion first of all.” The projects

themselves are conceived as grassroots projects and adopt a participatory approach on an equal footing. The projects financed by Bread for the World constitute an interface between the labour market and the specific needs of young people, who often live in difficult circumstances, cannot write or read, left school early or never even attended any school. In addition, a focus area of the projects supported is on young women from poorer backgrounds, whose access to vocational education is often even more difficult than that of their male peers.

Refugees, child soldiers and persons with disabilities are targeted by Bread for the World’s project partners. Often these groups of young people have no access to the formal, state vocational education system. Vocational education takes place directly in the operations of micro-enterprises, but can also be conducted in other areas in the target groups’ environs (for example, everyday life, family, peer groups) and pins its hopes on conveying practical skills. The focus on marginalised and poor target groups is an important supplement to the state vocational education field and shows the important role partner organisations play in vocational education.

### Target groups



The focus is on socially disadvantaged and marginalised target groups, e.g. child soldiers, women, persons with disabilities or young people with low educational opportunities.

### Vocational education:

Vocational guidance, initial vocational training and continuing vocational education are components of vocational education depending on the country and occupation. Besides vocational skills, a holistic approach to vocational education also targets personal development and promotes successful occupational and life management, comprising specialist expertise, methodology skills, social and emotional competencies.

Somewhat more than half of the partner organisations of Bread for the World in the “Vocational Education” funding area are secular; 44 percent belong to churches. The partners’ offerings are primarily in non-formal or informal vocational education. In vocational education the differentiation between formal, non-formal and informal describes the highly diverse organised learning processes that occur deliberately or accidentally in varied contexts. The classification of the projects in the evaluation conducted is geared towards the following definitions, while in practice there are frequently mixed forms.

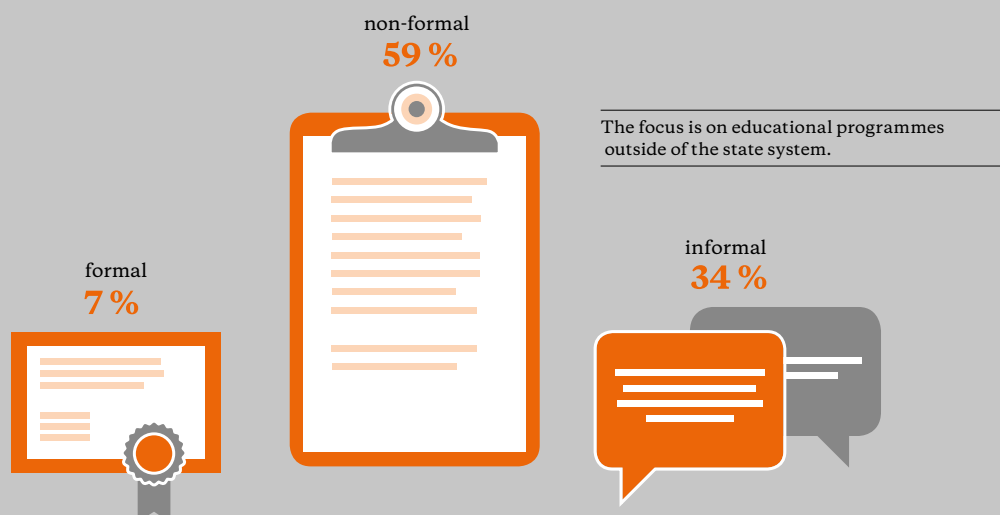
*Formal vocational education* refers to a public education system that governs programmes in technical and vocational education. This comprises basic vocational training, technical secondary education and teacher

training. Formal vocational education usually consists of organised, full-time training courses or continuing training courses that build on each other. Positioning in a national qualification framework is considered a compulsory criterion, and includes state certification.

*Non-formal vocational education* refers to all organised teaching or learning programmes of technical and vocational education that are carried out outside of a national educational system or a national qualification framework. These are activities such as vocational guidance, basic vocational training, technical training, continued trainings, etc. that can take place in training centres, on the job and also in apprenticeship training. The programme or measures corresponds to a minimum of organisation; the provider or supplier can be identified. The activity or event has a defined learning objective, a curriculum, and its beginning and end are defined.

*Informal vocational education* is any form of self-organised vocational learning that takes place in planned or unplanned processes in a specific context (everyday life, family, peer groups or environs). These include, among other things, the traditional apprenticeship, the improved traditional apprenticeship and “on the job training”.

### Vocational education approach



## 1.2 “Leave no one behind” – cornerstones of international development work in the vocational education sector

In the “Vocational Education” funding area, Bread for the World’s engagement complements state development cooperation. With the guiding principle “Leave no one behind” in the scope of nationally implementing the Agenda 2030 with its 17 Sustainable Development Goals, guidelines are provided that it is intended that development cooperation take up and also implement in the education sector. Germany is one of the largest bilateral donors in the vocational education sector. Lifelong learning is propagated as a development policy model, as are specialist qualification and competency-based training, that is, the practical relevance and proof of skills acquired, as well as flexibility and orientation on the labour market.

In order to improve in particular the opportunities for employment and independence of women, the G7 states decided in 2015, triggered by the German presidency, to launch an initiative to strengthen women economically, which also includes fostering vocational qualification.

The G7 initiative thus concretely picks up the motto of the African Union for 2015 as the year of women’s economic empowerment. According to the resolution, by 2030 the number of women and girls in countries of development cooperation who are vocationally qualified by means of the G7 measures is to be one-third higher than in the past. The Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung is responding by supporting its cooperation countries to shape vocational education and labour market policy in such a way that more women are integrated into the economy.



“I was always playing with radios and old phones when I was little. I liked to see how they worked and wanted to try building new ones. I hope to do more than fix phones. I hope to own my own shop someday. I find happiness in my work. It doesn’t matter the number of men or women I work with in the store. We all work together.”

*Ghadeer Altawil, trainee at a vocational institute of the Lutheran World Federation, Palestinian Territories*



## Chapter 2

# The “Vocational Education” funding area at Bread for the World

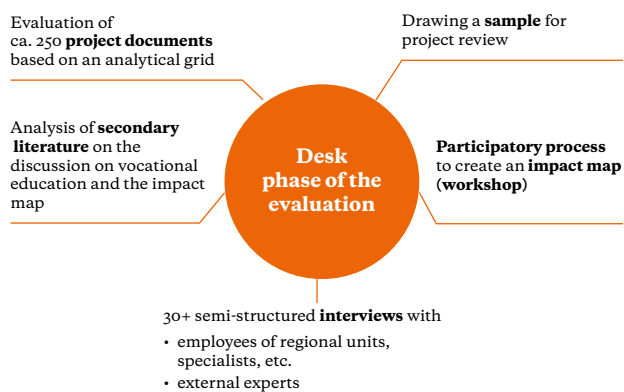
## 2.1 The evaluation – overall population and evaluation design

For the current evaluation of the “Vocational Education” funding area at Bread for the World the five evaluation criteria of the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD-DAC) were used: relevance, effectiveness, overarching developmental impacts (impact), sustainability and efficiency. These correspond to the evaluation principles of the OECD-DAC and the standards of the Deutsche Gesellschaft für Evaluation [German Society for Evaluation, DeGEval]. The evaluation was conducted by the independent consultancy “SEEK Development - Strategic and Organizational Consultants”.

The evaluation was divided into three phases: a desk phase, a field phase and a synthesis phase.

The desk phase was characterised by the following methodological approach:

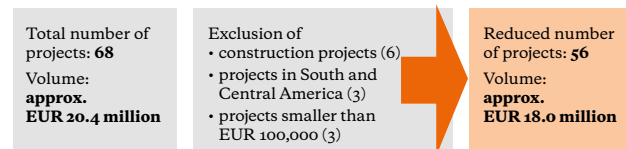
### Methods of the desk phase



Source: SEEK Development

The overall population of the “Vocational Education” funding area evaluation comprised 145 measures of a range of funding instruments in the time period 2007 to 2012.

The number of financial assistance projects was reduced from 68 to 56.



Reduction of the overall population by excluding certain support regions and project types.

From the overall population of the financial assistance projects, a stratified sample was compiled with the aim of mapping the thematic, financial and regional focus areas in the most representative way possible.

For the final selection, care was taken that projects with an innovative orientation focussed on the formal and informal sectors were appropriately represented in the sample. To the extent possible, it was also taken into account that synergies between financial and human resources assistance be examined. In addition, a mix of projects with high and low financing volume was selected. Based on this approach, a final sample of 20 partner organisations in 14 countries was taken. Since the intention was also to examine long-term projects, nine of the 20 selected projects have preliminary phases that were also examined. Thus, in total 29 projects from the time period from 2007 to 2012 were examined (52 percent of the reduced overall population).

Building on the desk phase, six partner organisations were examined in more depth using three case studies. The selection of the case studies occurred using four key criteria: geographical distribution, synergies between financial and human resources assistance, insights and open questions from the desk phase, and innovative projects with a broad impact. Projects were selected fostering vocational education in Ghana, Cameroon and the Palestinian Territories.

The following evaluation methods were deployed:

### Methods of the field phase - strong focus on impacts

<p><b>6 case studies in 3 countries</b></p> <p><b>Ghana:</b></p> <ul style="list-style-type: none"> <li>• Vocational Training for Females Program (VTF)</li> <li>• Opportunities Industrialization Centre Ghana (OICG)</li> </ul> <p><b>Cameroon:</b></p> <ul style="list-style-type: none"> <li>• Donner une Chance à l'Avenir (DUCA)</li> <li>• Centre d'Animation et Formation, de Recherche et d'Appui au Développement (CAFRAD)</li> </ul> <p><b>Palestinian Territories:</b></p> <ul style="list-style-type: none"> <li>• Young Women's Christian Association (YWCA)</li> <li>• Lutheran World Federation (LWF)</li> </ul>	<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• workshops with diploma holders using the MAPP participatory impact analysis method</li> <li>• focus group discussions</li> <li>• individual and group interviews</li> <li>• document analysis</li> <li>• studies on school leavers at YWCA in the Palestinian Territories</li> <li>• survey among members of the NETTVET network of VTF in Ghana</li> <li>• concluding discussions with partners</li> </ul>
<p><b>Partner workshop</b></p> <ul style="list-style-type: none"> <li>• presentation and discussion of the results of the evaluation at a workshop with partner organisations in Ghana and Cameroon</li> </ul>	

Source: SEEK Development

Through triangulation, the consultancy SEEK generated a synthesis report that shows, analyses and evaluates the insights arising from the desk study and the field studies of the “Vocational Education” funding area. This synthesis report depicts factors influencing vocational education measures across several projects and names weaknesses, trends and patterns, as well as factors bringing about success and failure. It also contains recommendations for the further development of the “Vocational Education” funding area for the partner organisations and as regards Bread for the World’s broader funding logic.

## 2.2 Deployment of the funding instruments

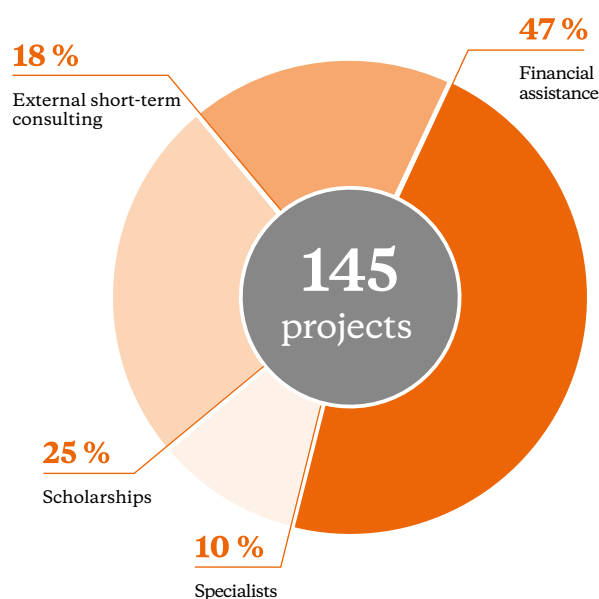
### Financial assistance

The “Vocational Education” funding area represents only a small part of the overall portfolio of the projects supported by Bread for the World; as measured against total funding, the share for vocational education was between one and four percent from 2007 to 2012. The geographical focus was on West and Central Africa, with 67 percent of the total funding. The majority of the partner organisations are being supported in the long term by Bread for the World. For the 68 projects supported with financial assistance, a total amount of EUR 20.4 million was authorised. Of these, 45 projects were funded by BMZ, and 22 by donations. One project was funded 100 percent using resources of the Kirchlicher Entwicklungsdienst [Churches' Development Service, KED]. The average funding volume of the projects supported was EUR 300,000 for an average funding period of three years.

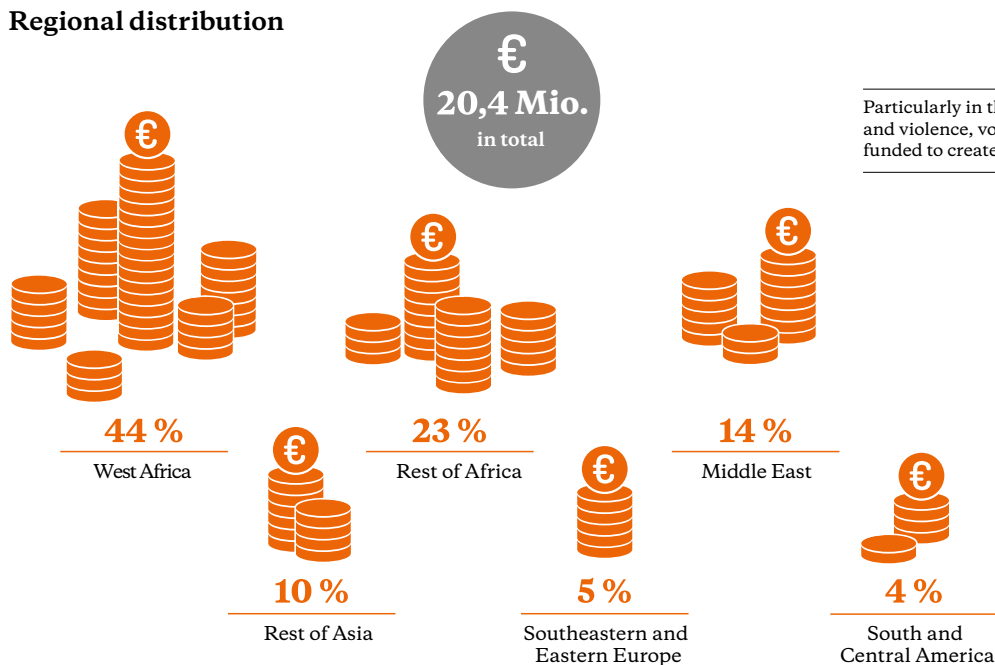
### Human resources assistance, short-term consulting and scholarships

As an alternative instrument to financial assistance, a partner organisation can also notify Bread for the World

### Deployment of the funding instruments



## Regional distribution



Particularly in the context of conflict, fragility and violence, vocational education projects are funded to create new perspectives.

of their need for human resources assistance in the form of an international specialist. A specialist is arranged by Bread for the World for the partner organisation for a clearly defined area of responsibility and a time period of two or more years.

14 specialists financed by the BMZ were directly placed in vocational education projects between 2007 and 2012, usually on the African continent. They made solid contributions, the evaluation assesses, to the success of vocational education projects.

Specialists support the training of qualified men and women and impart didactic knowledge and pedagogy. They bring to bear their competence in developing curricula and other teaching materials and are involved in developing workshops. Ever more frequently they are engaged to advise on tasks relevant to management in process and organisational development. With regard to the target groups, competencies in conflict management and teaching social skills play an important role.

In the time period 2007 to 2012 there were also 26 short-term consulting deployments. Unlike specialists, who support a partner organisation over the course of several years, the instrument of short-term consulting

serves to advise partners on a one-off basis in technical questions or on process and organisational development. In addition, this form of external consulting is used when preparing specialists and when organizing consultation workshops.

In the evaluation period, short-term consulting was requested above all by partners from the DR Congo, Rwanda and Cameroon. This shows that the instrument of short-term consulting in vocational education is very focussed geographically and is not used broadly.

In the domain of the “scholarships” funding instrument, 37 projects were approved within the Ökumenisches Stipendienprogramm [Ecumenical Scholarship Programme, ÖSP] for a total of EUR three million that focus on vocational education or that have a vocational education component. These programmes showed good results as regards the success rates of completed trainings - particularly among women. The scholarship funds contribute to significantly reducing training costs for the participants; the focus was on Asia and South and Central America. Here there was only a slight regional overlap between financial assistance and scholarships.

## Chapter 3

# The vocational education projects as reflected in the evaluation

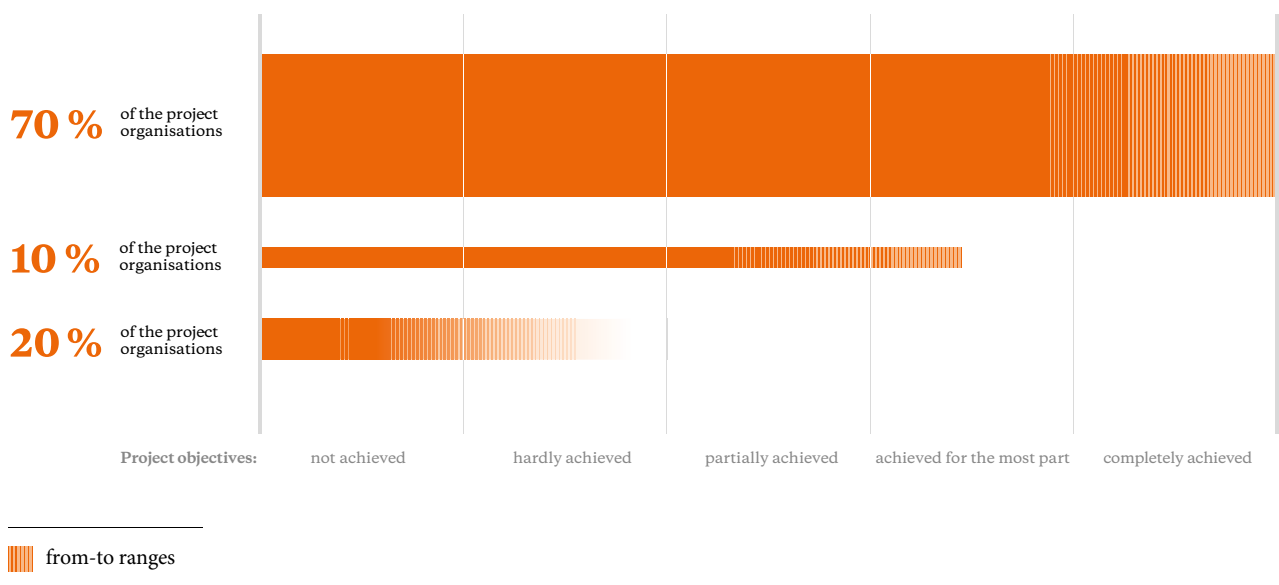
“Now I’ve understood the potential within me. I have a new vision for my life – and a plan for my path.”

(Nelson Nkorbeu, trainee at Donner une Chance à l’Avenir, Cameroon)

The evaluation by SEEK produced the following results:

- The vocational education projects conducted by Bread for the World and its partner organisations successfully focus on poor and disadvantaged groups often neglected by other institutions. In their countries, the partners fill an important niche when they succeed in interweaving social skills, training, general education and entrepreneurial skills.
- 71 percent of the projects completely or largely fulfil the targeted training numbers, or, for on-going projects, it is estimated they will do so. The participants’ employability improved: they acquired market-relevant technical skills and became more aware of their social competences (so-called life skills).
- Seen in relative terms to formal vocational education approaches in the respective countries, the projects lead to high employment rates. The participants’ income is higher than previously, even if it usually does not suffice to completely make a living. But it reduces the burden on the family income and provides better access to healthcare, healthier food and the housing market. In part, the graduates succeed in integrating into the labour market over the long term.
- The social status of the graduates changes in a positive way. Some find it easier to become self-employed or find a job. One typical quote is: “I was nobody before this; now others respect me because I have a profession.” More income does indeed create a greater say, recognition and respect in the private and societal environment.
- The partner organisations are contributing to the appreciation and broad impact of vocational education; in this way, there are more and qualified employment possibilities.
- 80 percent of the partners foster improved access of women and girls to the labour market.

### Project success, measured by the number of persons with completed training



## Weakly implemented

The evaluation by SEEK assesses the following points as weakly implemented:

### Cooperation with the private sector

Some projects conducted by Bread for the World partners succeeded, according to the SEEK evaluation, in collaborating more closely with larger companies and with local craft industries. There were isolated instances of co-operations with local chambers of trades or other private sector associations. But such co-operations often arise on an ad-hoc basis; they are not part of a strategy that is of necessity long-term contributing to increasing employment rates.

Too few projects (20 percent) are oriented with their training offerings, according to SEEK, to the needs and expectations of innovative industries, particularly from new technical economic sectors, taking changes in the labour market into account. The contact is limited usually to smaller companies: “In this way, the potential of large enterprises for instance to provide industrial trainee positions for women is not achieved”, as was written in the Cameroon case study in the scope of the evaluation. One positive example is the project to promote a vocational school programme and healthcare in rural areas of the Palestinian Territories run by the project partner Lutheran World Federation (LWF). Due to the co-operative apprentice training form, where half the training time takes place at companies, the project is in constant contact with local employers. Changes in the needs on the labour market are recognised early on.

Strong alumni networks, supported by former trainees who have earned a certificate as master craftsmen or craftswomen and are now themselves giving training, are also a good instrument for strategic and long-term co-operation structures. Where companies’ expertise are included in the training, positive effects can be discerned, for instance at the Centre d’Animation et Formation de Recherche et d’Appui au Développement (CAFRAD), the social service of the Protestant church of Cameroon, in collaboration with the industrial enterprise Schneider Electric, or at Mankind’s Activities for Development Accreditation Movement (MADAM) in Sierra Leone in co-operation with Toyota.

**The evaluation recommends:** The partner organisations should make direct contact and exchange with private enterprises, local handicrafts and business institutions and develop niches. Local handicrafts lend themselves to internships for trainees and continued training for craftsmen and craftswomen and placement of trainees in local companies. The organisation of “Career Days” can contribute to more attractiveness of skilled trades. Partnership agreements can make it easier to admit trainees into competency-based training modules.

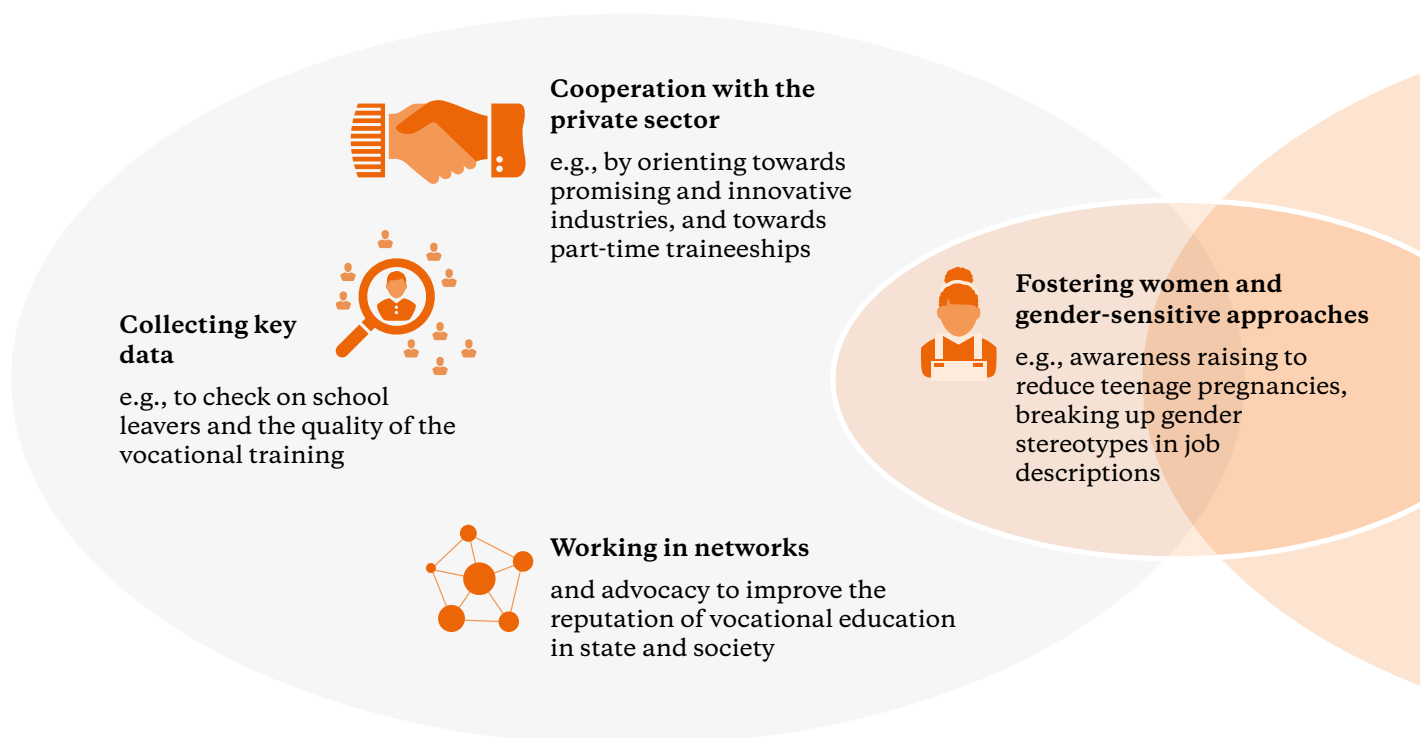
### Working in networks

According to the evaluation, only a few of the partner organisations work strategically with other vocational education institutions in networks. But those that systematically integrate government requirements into the planning and implementation of their activities tend to be more effective than those that do not. Besides co-operation with public educational institutions and authorities, co-operative action can be useful as regards training certificates, state examinations and the joint use of examination centres and accommodation.

What can be done when the project and state levels are closely intertwined can be seen in the success story of the Ghanaian project partner Vocational Training for Females (VTF). Alone, as well as in the alumni network Network of Women Entrepreneurship (NETWET), VTF pursues advocacy for vocational education and has had a very positive response. In the New Education Reform (NER) launched in 2007, the Ghanaian government took over the innovations introduced by VTF, which now apply for all state vocational education institutes. Thus, for instance, teaching material developed by VTF in the area of entrepreneurship training was taken over by national vocational education institutes as obligatory.

**The evaluation recommends:** Since the reputation of vocational education is poor, the partner organisations should get more strongly involved in the advocacy area, promoting the reputation of vocational education and improving overall national conditions. What is crucial is that sufficient financial resources are available for vocational education networks. Until now, networks have been seen more as an important

## Where has the implementation been successful – and where not?



### Weakly implemented

vehicle for exchanging knowledge. They should also, however, reach into societies in the form of political consciousness-raising.

#### Collecting key data

Market analyses and studies on school-leavers as well as routine gathering and assessing of key data for planning, monitoring and evaluation, so-called PME systems, are important elements to recognise the labour market's need for a qualified workforce and to determine the fortunes of the trainees and the success of the projects. But here there are still many gaps among the projects examined. Long-time data from conducting regular and comprehensive studies on school-leavers, which can serve to identify success factors and challenges in sustainable integration into the labour market, is not gathered. In addition, the data collection methods, particularly for the dropout rates, are not yet sufficiently developed, which is why statistics are often not meaningful. For instance, it could be seen in the LWF field study in the Palestinian Territories how programme management was made easier and improved through systematic monitoring of project results on the basis of identified plans and indicators. This led to greater closeness to the labour market.

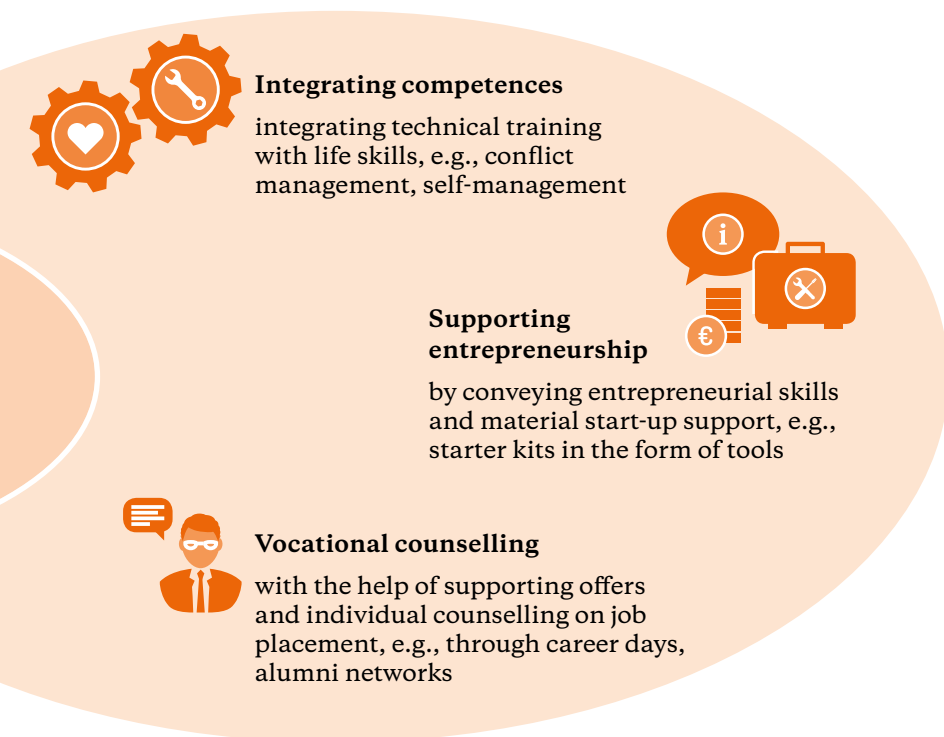
### Partially implemented

**The evaluation recommends:** Market analyses and studies on school-leavers and routine gathering and assessing of key data (for example, dropout rates, employment rates, poverty level of trainees, determining labour market trends) are important factors that should be taken into account already when planning the training offers and adopted more strongly in project practice.

### Partially implemented

#### Fostering women and gender-sensitive approaches

The partner organisations of Bread for the World are particularly targeting, according to SEEK, fostering women and girls and improving their occupational opportunities. In other words: self-confidence in one's own competences, self-awareness and the skill of self-presentation are to be built up through suitable awareness-raising measures to reduce dropout rates and increase employability in employment relationships or the success factor for start-up businesses. Gender roles that are rooted deep in society, however, often get in the way of this. Often access to vocational education is already restricted for young women, since particularly in the poorest households sons are often preferred when the



### Implemented well

family is investing in their children's educational careers. Less or even no money is left over to finance daughters' education. This makes it difficult for young women to even begin a traineeship. Often familial responsibilities that define the young women's traditional role, marriage or early pregnancies prevent women from continuing their education or successfully completing it.

For vocational education offerings that foster women, it is thus important to adapt them to women's living conditions in a gender-sensitive way. Supporting offers such as childcare facilities that would enable young mothers to start a traineeship are still too rare among Bread for the World's partners in the projects examined. In addition, according to SEEK, there is a lack of accommodation for women during the training phase. Also, modules on personality development need to be offered within the courses addressing the topic of women's rights, so that women can for instance defend themselves against sexualised violence on the job. To date, only few project partners do this.

Besides the obstacles for women in the Global South to complete vocational training at all, the partner organisations are also called upon to overcome strongly gender-segregated professions. Though in the projects examined they did not always succeed in breaking up classically "feminine" job profiles and training women in "typically" male professions, there are good approaches,

for instance among project partners in the Palestinian Territories. There, female trainees are encouraged to, for instance, enrol in mobile telephony mechanics.

**The evaluation recommends:** There are a number of ideas and approaches to incorporate gender strategies into project planning and strategically align projects in this way. For instance, learning modules - in which female and male trainees take part - can deal with the topic of gender equality, and gender trainings can be initiated with employees and trainees. It appears to be advisable in career counselling to engage in dialogue with parents and traditional and religious authorities. It must be borne in mind whether a quota system in the courses could contribute to breaking up gender-specific determination of professions, that is, in attracting women to professions dominated by men. It is helpful to increasingly employ women as trainers and to recruit them for decision-making positions. Conversely, male trainers in "typical" women's professions such as the hairdressing trade can also serve to diversify professions. Supporting offers for young mothers including childcare and also psychosocial counselling are also good approaches to integrate gender concepts into the

organisational structure. What applies in general: pushing better networking with women's rights organisations to create awareness of women's rights.

## Implemented well

The evaluation by SEEK assesses the following points as implemented well:

### Supporting entrepreneurship

In the projects examined, graduates are supported by the project partners when they want to go into business for themselves: they receive business management counselling offers on founding and managing a company (for instance, developing a sound business plan) and starter kits (materials, equipment) from micro-enterprises. In so doing it is important to adapt the courses in terms of content and duration to men's and women's differing needs.

Here too it can be seen that networking is a good approach: setting up alumni networks proves successful and sustainable. The Network of Women Entrepreneurship (NETWET) initiated by VTF targets mutual support in financial matters like reserves and loans. The few examples of financial support with micro-credits financed by partner organisations (though not with project resources of Bread for the World), however, do not generate unambiguous results. On the one hand, they are considered useful by the beneficiaries, because one key constraint at the beginning of working independently is often the lack of financial guarantees. However, micro-credits can lead to indebtedness, for instance due to overly high interest, so that this instrument should be taken into consideration by the partner organisations only after careful analysis subject to certain conditions.

### Integrating competences

Positive indications that partner organisations are making a contribution to conflict prevention and stabilisation with their vocational education projects can be found in many projects from the evaluation. They make it clear how important it is, particularly among marginalised groups, to attach value to conveying life skills. The partner Youth & Women Development Association for Social Transformation in Nigeria, whose everyday project work is strongly shaped by the Boko Haram conflict in northeastern Nigeria, promotes religious tolerance in a

targeted way when the Christian organisation involves predominantly Muslim-managed training companies in the project measures and trains young people of different ethnicities. In Sierra Leone, a partner organisation has accepted former children soldiers in their training programme and offers psychosocial counselling. In this way they are contributing to the social reintegration of a group that is particularly vulnerable to becoming criminal and violent. Both the YWCA and the LWF also contribute to conflict prevention with their focus on marginalised youths in East Jerusalem and the West Bank. The relatively high employment rates that both partners achieve are an indication that they are succeeding in strengthening the cohesion in the Palestinian people.

### Vocational counselling

Vocational counselling is ideally oriented toward the needs of the market. In Sierra Leone the mining companies time and again have a demand for electricians. Partners are trying to co-ordinate programmes in this direction; combined job profiles such as handyman, masonry, electrical and plumbing trades have been successful. Besides linking non-technical and technical competencies, good offers for vocational counselling seem to contribute above all to overall high rates of employment. These include, for instance, so-called "Career Days", direct job placement via contacts with companies, or traineeships integrated into the training programme at companies, as done by the Opportunities Industrialization Centre Ghana (OICG).



## Chapter 4

# After the evaluation: next steps

### 4.1 Recommendations for the funding area

To achieve more effectiveness and enhance project efficiency, the final report of the evaluation contains comprehensive recommendations for the “Vocational Education” funding area at Bread for the World. It is recommended that Bread for the World in particular enhance capacities among partner organisations for planning, evaluating and analysing the projects and foster more exchange among partners in the vocational education sector. To this end, the instrument of short-term consulting should be deployed more strongly. In addition, further attention should be paid in financial assistance to a more efficient relationship between trainees and training costs when approving project applications. The areas of financial assistance, placing specialists and granting scholarships should also be more strongly linked in order to make use of the synergy effects.

### 4.2 Partnership of equals: learning workshops with partner organisations

Bread for the World is already building on the recommendations of the evaluation, and in a first step brought together almost 30 partners from Africa and the Middle East to exchange in Ghana and Cameroon to initiate mutual, joint learning. There the results of the evaluation were presented and discussed transparently. This is also intended, as regards the management response of Bread for the World, to serve in drafting an implementation plan (sub-steps, indicators, time plan) after the evaluation, integrating the partner organisations’ practical experience and specialist knowledge. For the partner organisations to also be able to validate the recommendations, the learning workshops with partner organisations in Ghana and Cameroon were held shortly after the end of the evaluation. The focus was on fostering South-South exchange. On the basis of the recommendations of the funding area evaluation, it was discussed how the quality of the vocational education projects can be improved. In terms of an “ownership” of the results, dialogue and exchange led to being able to transfer the results to individual project realities; the implementation plans, which in the meantime have



Two employees of the partner organisation Association Avenir Femme from Cameroon prepare a list of good practice examples of their work at a learning workshop in Limbé, Cameroon.

been drafted by the majority of the organisations taking part in the workshops, build on recommendations for the respective organisation that were jointly discussed. The partners systematically recorded in what areas they would like to improve their projects. Bread for the World will support them in doing so.

The partner organisations have taken a stand in the learning workshops in Ghana and Cameroon on the most varied thematic areas, adapted them to their context, and developed and shared good examples taken from practice.

Quota system for the selection of trainees to break down gender-specific determination of professions
Disseminating examples that can serve as a model and the statutory basis for gender equality
Personal support and assistance to trainees when fighting for their rights
Dialogue with potential employers on the hiring of women
Meetings for exchange between trainees and successful former trainees
Intensifying the hiring of female trainers
Intensifying recruiting women for decision-making positions in partner organisations
Conducting gender context analysis
Integrating modules on sex education and reproductive health into training curricula
Discussions between employees and trainees on the perception of gender issues
Gender training with the employees/trainees
Integrating the gender concept into the organisational structure
Translating gender modules into local languages
Launching and deploying a gender directive
Diversification of professions that attract trainees of both genders
Dialogue with traditional and religious authorities and parents

Examples of good practice from vocational education projects, as shown here exemplarily using the example of promoting women and gender-sensitive approaches, were compiled in numerous areas of vocational education in working groups by the partners at learning workshops in Ghana and Cameroon and shared with all partner organisations.

## 4.3 Outlook

Bread for the World makes use of its evaluations to learn from experience, to ensure compliance with development quality criteria, to improve the effectiveness of its measures, to continue to develop its work, and to be accountable to its funders and the public. In this way, we can become even better at appraising, assessing and improving our own work. With the past two evaluations of funding areas, the results and recommendations were at first discussed internally at Bread for the World and only then communicated to the partner organisations. In the current process of evaluating the “Vocational Education”

funding area, the results and recommendations of the evaluation have already been presented to the partner organisations and valuable feedback was generated for drafting a management response, namely the implementation plan of the recommendations for the funding area evaluation accepted by us. Bread for the World is thus following the principle of a partnership of equals. After drafting this management response, we are beginning with the first steps of the implementation plan at the conceptual and operational levels.

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