

Independent Evaluation

Independent mid-term evaluation of UNIDO project

Learning and Knowledge Development Facility (LKDF): a Sida-UNIDO industrial skills development resource

Project Number: TE/GLO/12/033 – SAP 120212



UNITED NATIONS

INDUSTRIAL DEVELOPMENT ORGANIZATION

UNIDO OFFICE FOR INDEPENDENT EVALUATION

Independent mid-term evaluation

**Learning and Knowledge Development
Facility (LKDF): A Sida-UNIDO industrial
skills development resource**

(UNIDO Project: TE/GLO/12/033 – SAP 120212)



UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

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We hope that the findings and recommendations of this mid-term review of the LKDF will be instrumental in discussions and decision making on “the way forward” of this initiative.

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Abbreviations and acronyms

AFD	French Development Cooperation Agency
APLW	Annual Partners Learning Workshop
CEDEFOP	European Centre for the Development of Vocational Training
CSR	Corporate Social Responsibility
DCED	Donor Committee on Enterprise Development
GIZ	German Society for International Cooperation
HQ	Headquarters
ILO	International Labour Office
IT	Information Technology
IYF	International Youth Foundation
KPI	Key Performance Indicator
LKDF	Learning and Knowledge Development Facility
LoI	Letter of Intent
M&E	Monitoring and Evaluation
MoU	Memorandum of Understanding
ODG/EVA	Office for Independent Evaluation (within the Office of the Director General, UNIDO)
PM	Project Managers
PPP	Public-Private Partnerships
PPDP	Public-Private Development Partnerships
PTC	Programme Development and Technical Cooperation (UNIDO Division)
PTC/AGR	Programme Development and Technical Cooperation, Agri-Business Development Branch
RoI	Return on Investment
SC	Steering Committee
SIDA	Swedish International Development Agency
STA	Swedish Training Academy (Erbil, Kurdistan/Iraq)
TA	Technical Assistance
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNESCO-	United Nations Educational Scientific and Cultural Organization –
UNEVOC	International Centre for Technical and Vocational Education and Training
UNIDO	United Nations Industrial Development Organization
USAID	United States Agency for International Development
VTC	Vocational Training Centre
WB	World Bank
WSF	World Skills Foundation

Glossary of evaluation related terms

Term	Definition
Baseline	The situation, prior to an intervention, against which progress can be assessed.
Effect	Intended or unintended change due directly or indirectly to an intervention.
Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Impact	Positive and negative, intended and non-intended, directly and indirectly, long term effects produced by a development intervention.
Indicator	Quantitative or qualitative factors that provide a means to measure the changes caused by an intervention.
Lessons learned	Generalizations based on evaluation experiences that abstract from the specific circumstances to broader situations.
Logframe (logical framework approach)	Management tool used to facilitate the planning, implementation and evaluation of an intervention. It involves identifying strategic elements (activities, outputs, outcome, impact) and their causal relationships, indicators, and assumptions that may affect success or failure. Based on RBM (results based management) principles.
Outcome	The likely or achieved (short-term and/or medium-term) effects of an intervention's outputs.
Outputs	The products, capital goods and services which result from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Relevance	The extent to which the objectives of an intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donor's policies.
Risks	Factors, normally outside the scope of an intervention, which may affect the achievement of an intervention's objectives.
Sustainability	The continuation of benefits from an intervention, after the development assistance has been completed.
Target groups	The specific individuals or organizations for whose benefit an intervention is undertaken.

Executive Summary

This report constitutes the findings of the independent mid-term evaluation of UNIDO project «Learning and Knowledge Development Facility (LKDF): a Sida-UNIDO industrial skills development resource». The project (with a total budget of €1.393.280) is funded by Sida and UNIDO, with an in-kind contribution of three Business Partners (Volvo, Scania and Festo).

The project was signed on 26 June 2012 and its inception phase started in August 2012. The project has a planned duration of 3.5 years and its planned completion (as per the Trust Fund Agreement with Sida) is February 2016.

This mid-term review evaluation (foreseen in the project document) covered the LKDF from its inception to the present. The overall aim was to review the design of the initiative, its results at mid-term and to make recommendations for the future development of the project.

The evaluation was carried out in January-February 2015 by two independent consultants: Robert Moore and Leny van Oyen. The mid-term evaluation of the LKDF was conducted in parallel with the evaluation of a related Sida-funded Public-Private Partnership Development Project (PPDP) in Iraq/Kurdistan (Erbil) that is part of the LKDF (project TF/IRQ/11/001 – SAP 101100).

The assessment of the design of the LKDF and of its implementation to date highlights both the innovativeness of the scheme and the challenges it has faced so far. The main conclusion is that, while recognizing that significant work has been done (specified in the report), the LKDF is still in its “infancy stage”, with a need for more learning to be compiled and shared through this PPDP related skills development repository, as more partners join the platform.

The evaluation findings result in a set of detailed recommendations, with some targeting the LKDF members as a group and others a sub-set of LKDF stakeholders. These recommendations are intended to feed into the dialogue among the LKDF members on the “way forward” for this initiative bringing together different partners with complementary roles to implement the vision and mission of this collective venture. Of these recommendations the following are highlighted: *the need to*

- *agree on the boundaries of the work of the LKDF;*
- *expand LKDF membership;*
- *prepare a scenario for funding and implementation of the LKDF beyond the end of the current project;*
- *revisit the LKDF logical framework (the evaluation team proposes elements of an amended logical framework);*
- *ensure synergies, both internal (UNIDO) and external (with related initiatives).*

1. Introduction and background

1.1 Introduction

This report presents the findings of the independent mid-term evaluation of UNIDO project «Learning and Knowledge Development Facility (LKDF): a Sida-UNIDO industrial skills development resource» (TE/GLO/12/033 – SAP 120212). The project was developed jointly by UNIDO and Sida and started after the signature of the Trust Fund Agreement (Sida-UNIDO) date 26 June 2012. With a planned duration of 3.5 years (including the inception phase), the project is currently scheduled to be completed in February 2016.

In line with the LKDF project document, a mid-term evaluation was foreseen. It was decided by Sida and UNIDO to combine the mid-term review of the LKDF project together with the evaluation of the project focused on skills training using a model of Public Private Development Partnership (PPDP), namely project “Operations and Industrial Maintenance Training Academy in Erbil, Iraq”, implemented with Scania (TF/IRQ/11/001 – SAP 101100).

The overall objective of the LKDF project is to contribute to establishing efficient market oriented vocational training systems in Africa (and elsewhere) by facilitating knowledge sharing and supporting a wider innovative approach for PPP in skills development. The project has a total budget of €1.393.280 (of which a contribution of €1.193.280 by Sida and €200.000 by UNIDO) as well as in-kind contributions of three business partners (Scania, Volvo and Festo).

The evaluation was carried out over the period January-February 2015 by two independent consultants: Robert Moore and Leny van Oyen.. The members of the evaluation had not been involved in the design nor the implementation of the LKDF or any of its underlying country projects.

1.2 Purpose and scope

The mid-term evaluation of the LKDF has a forward-looking focus. The overall aim is to review the design of the initiative, its results after some 2.5 years of operation and to make recommendations for the future development of the project. The recommendations cover a range of suggested points for discussion and for decision-making by the implementing partners of the LKDF.

The evaluation was expected to focus in particular on the following aspects:

- LKDF's **relevance** in terms of current validity of the initial project objectives, including the appropriateness of the logical framework ;
- its **effectiveness**, focusing on results to date for each of the three output areas (results based learning and knowledge sharing, top-management training and project development);

- its prospects for **sustainability**, including structure of the facility (membership and mechanisms for taking in new partners) and its linkages with related initiatives.

In compliance with UNIDO's Evaluation Policy, the evaluation covered also the aspects of **ownership** of the initiative, its **efficiency** (in terms of quantity, quality and timeliness of inputs), as well as an analysis of **management arrangements** and the degree of **synergies**. Moreover, **cross-cutting issues** of gender equality, environmental sustainability, as well as south-south cooperation were included in the analysis.

1.3 Methodology

Approach

The evaluation was guided by the Terms of Reference (ToR) of which a summary is attached as Annex A (which combined both the Erbil project mid-term evaluation and that of the LKDF). The analysis is based on a triangulation of different sources of primary and secondary information (interviews at the level of all LKDF stakeholders and document review) obtained from:

- The donor (Sida);
- The UNIDO Project team in charge of the management of the LKDF including also consultants involved in its implementation on a part-time basis;
- UNIDO Project managers involved in the design and implementation of PPDP projects directly related to the LKDF;
- Key counterparts of ongoing PPDP projects;
- Actual and prospective business partners involved in the LKDF and its underlying PPDP projects;
- Persons involved in related initiatives of relevance to LKDF.

The evaluation was guided by the evaluation matrix (developed based on the ToR) that constituted the framework for data collection and interviews (cf. Annex B). A range of data collection methods was used:

- desk review of available documentation directly related to the LKDF, such as project document, progress reports, consultants' reports, minutes of LKDF meetings (i.e. Steering Committee, Managers and Partners workshops), financial status reports, presentations, Letters of Intent (LoI) with partners; web site review;
- interviews of UNIDO staff, experts and consultants involved in the initiative, donor representatives and core business partners;
- interviews of persons involved with ongoing PPDP projects to assess the interface between these projects and the umbrella LKDF project (including exchanges with national counterparts and the evaluator of the PPDP project in Ethiopia (UNIDO/SIDA Selam Vocational Training Centre/Volvo project);

- observations during the LKDF events organized in Addis Ababa (Ethiopia) from 16-19 February 2015 (in particular the Local Community of Practice meeting; Managers meeting; Partners meeting);
- observations during the LKDF Steering Committee held in Addis Ababa on 19 February 2015 (at which the preliminary findings of this mid-term evaluation were presented);
- observations during visits to project sites.

The evaluation also reviewed a recent Thematic Evaluation of UNIDO's Public Private Partnerships (2014), and held meetings with UNIDO's Office for Independent Evaluation (ODG/EVA) and staff involved in the wider UNIDO Partnerships Programme.

The team equally collected information, using different sources, to get a general overview of the wider context of support to skills upgrading, the strengthening of vocational training centres and Public Private Partnership initiatives in general.

The list of persons met is attached as Annex C, and Annex D includes the list of documents consulted.

Limitations

There were no significant limitations or challenges faced in the evaluation. Project documentation was made available by UNIDO in a timely manner and meetings with relevant stakeholders were facilitated. The fact that the evaluation team could be part of the LKDF meetings in Addis Ababa widened the scope of stakeholders that could be met in person and also allowed for observations on LKDF activities through participation as observers.

1.4 Structure of the report

The evaluation report is structured as follows:

This **introductory Chapter 1** summarizes the **purpose and scope** of this evaluation and describes the **methodology** followed.

Chapter 2 provides a **descriptive overview of the initiative**, including its background, objectives, as well as a synopsis of the manner in which UNIDO operationalized the initiative, covering work done so far, a description of LKDF governance and the budget status to date.

The **assessment** is covered in Chapters 3 and 4, starting with an assessment of the **design** of the LKDF project (**Chapter 3**), which is followed by a **review of implementation** to date (**Chapter 4**), structured in accordance with the evaluation criteria relevance, ownership, effectiveness, likelihood of outcomes and impact, efficiency and sustainability, with separate coverage of cross-cutting issues. The **conclusions** are presented in **Chapter 5** and the report ends with **recommendations** (**Chapter 6**) and **lessons** learned (**Chapter 7**).

2. Brief overview of the LKDF

2.1 Background and objectives

This evaluation was to gauge efforts undertaken by UNIDO under the umbrella of the LKDF against the planned objectives, starting with the underlying vision of this initiative as regards the needs to be addressed. Box 1 summarizes the context of the project as described in the project document.

Box 1 Project context: the rationale for support to skills development

Problems to be addressed:

- A large segment of the young population in Africa and elsewhere in the developing world faces major barriers to develop a range of skills and knowledge - typically gained through formal education and training – to find decent employment that will lift them and their families out of poverty;
- Even those young people lucky enough to stay on at school are not developing skills that are demanded by employers;
- The youth unemployment rate stands at around 20 per cent in Africa (a figure not capturing the degree of underemployment that young Africans typically endure);¹
- Skills development has not kept pace with the rapid increased demand for trained manpower, resulting in a dearth of skilled personnel in many sectors;
- Due to various constraints, national vocational training schools tend to be poor at meeting the demand for skilled personnel by the modern sectors of the economy (generally ill prepared to adjust their supply to changing labour market demands, often using obsolete equipment and applying outdated training methods and curricula);
- Modern sector operators address the mismatch by providing shorter-term in-house training, importing skilled personnel from abroad. This approach further undermines the formal vocational schools.

The response of African governments and their development partners:

- Implementing various policies and schemes to promote employment opportunities for young people, including skills training and entrepreneurship funds. These include priorities such as:
 - ✓ Promoting programmes that are designed specifically to improve the managerial and technical skills of actual and potential entrepreneurs, starting with the high-potential subsectors, including the informal sector;
 - ✓ Intervening at an early stage of the formal schooling to ensure that young people are gaining knowledge and skills that match the demands of the labour market through such initiatives as dual education programmes and entrepreneurship training;
 - ✓ Encouraging the participation and representation of the private sector in universities and vocational training centers, aiding these institutions in the development of curricula that match the requirements of employers.

Source: based on LKDF project document

It is in this context that Sida² and UNIDO joined efforts to promote Public Private Partnership Development Programmes (PPDP) focusing on vocational skills development. The lessons learned from these Programmes were to be compiled and disseminated through the LKDF. This initiative seeks to test new approaches

¹ African Youth Report 2009 (Economic Commission for Africa)

² In particular through Sida's Business for Development Programme (B4D)

to address youth unemployment. Its main objective is to upgrade the quality of the vocational training system in developing countries, through the PPDP mechanism. The theory is to create a win-win scenario (using the private partners' professional know-how and technical knowledge), aimed at making the training offered by VTCs more market driven and increasing access to skilled workforce at the local level. The structure of the LKDF project (outcomes, outputs, activities) is presented in Table 1 below (cf. Annex F for the complete current logical framework).

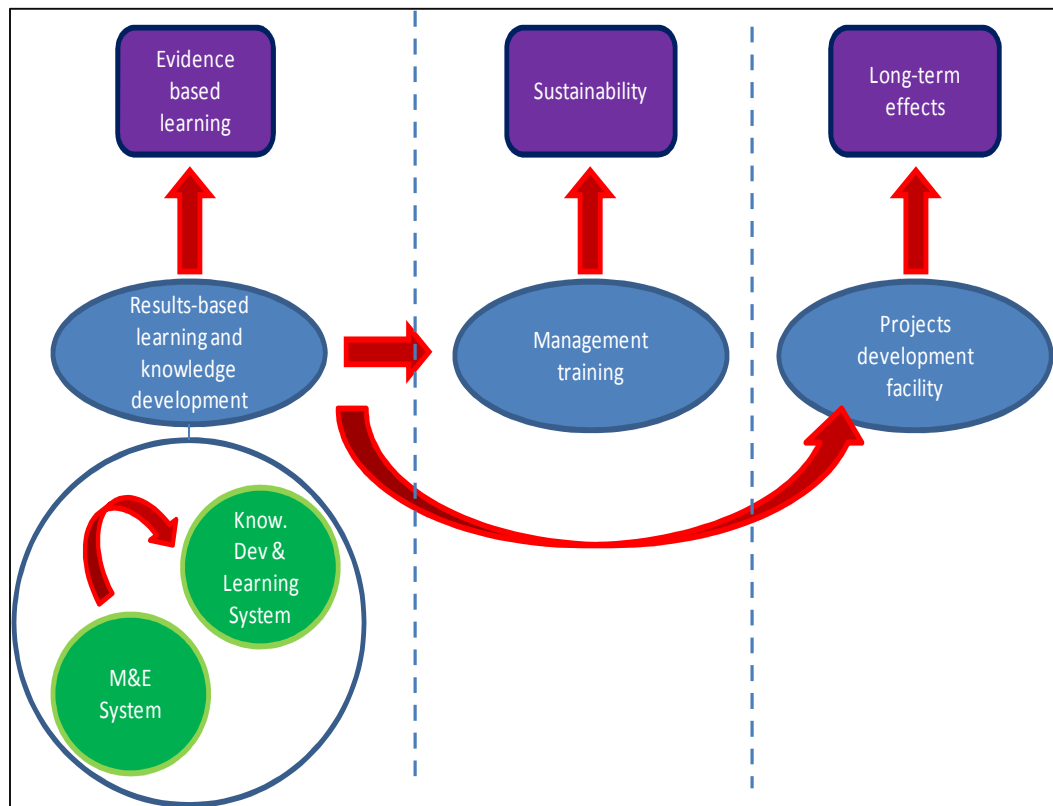
Table 1 Planned structure of the LKDF project ³

Overall development objective : <i>contribute to establishing efficient market oriented vocational training systems in Africa (and elsewhere) by facilitating knowledge sharing and supporting a wider innovative approach for PPP in skills development</i>	
Project purpose (Outcome): <i>institutional change initiated in selected vocational training systems leading to a stronger performance oriented culture, adoption of best practices and better adjustment to changing labour market demands</i>	
Planned Outputs (Results) and related Activities	
Output 1. Pre-conditions related to the establishment of the LKD facility prepared (<i>Inception Phase</i>)	<ol style="list-style-type: none"> 1. further develop/prepare for preconditions related to the establishment of the LKD facility 2. involve strategic partners and organizations and formalize implementation arrangements 3. secure linkages with pipeline PPPs and contributions from the private sector partners in the project 4. conduct an initial labour market and training needs assessment and establish project-relevant baseline 5. develop a monitoring and evaluation (M&E) system, which will be an integral component of the LKD facility
Output 2. A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere	<ol style="list-style-type: none"> 1. collect baseline data and information 2. design the structure of the system 3. identify and assess control group 4. define quantitative and qualitative objectives 5. define and agree on performance indicators 6. establish and launch the learning and knowledge development system for all country projects 7. organize training on its use 8. bi-annual reporting by project 9. sharing of lessons learned including all projects
Output 3. Top-management training carried out, addressing structural constraints in vocational training and covering all PPP skills development projects	<ol style="list-style-type: none"> 1. assess management skill gaps 2. develop training programme accordingly 3. organize management training session for target beneficiaries 4. monitor results of the training and undertake corrective measures
Output 4. Expansion of the PPP skills training programme in heavy duty vehicles operations and maintenance to other countries	<ol style="list-style-type: none"> 1. jointly with Sida and interested companies, determine priority countries for potential expansion 2. conduct a supply and demand study (including, e.g., chambers of commerce and industry, manufacturers and service providers, public sector, etc.) concerning vocational training needs for heavy duty equipment and vehicles in the selected countries 3. initiate project preparation in two countries by UNIDO and partner companies, business associations and other companies, with local

³ Based on project document, version 11 June 2012 (in particular Annex 1, logical framework matrix)

in the developing world (<i>Project Development Facility</i>)	companies and in consultation with Sida and Swedish embassies 4. submission of the two project proposals to Sida
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In the LKDF inception and progress reports, the theory of change or the building blocks (output areas) of the LKDF are schematically presented as follows:



2.2 Operationalization of the LKDF

The LKDF project started with a six months inception phase (upon receipt of the first tranche of Sida funding) which covered the period August 2012 – February 2013 but stretched out to end June 2013. The main phase could start after Sida’s agreement on the inception report, which was followed by transfer of the first

installment of the full-size project (cf. Chapter 2.4 and Annex E for an overview of LKDF funding).

Table 2 below includes a short overview of the baseline situation at the start of the inception phase, followed by a summary of the main activities undertaken under the LKDF since the start of its inception phase (against the planned outputs and activities).

Table 2 Project implementation to date ⁴

Planning / Implementation		
<p>Baseline situation: ⁵</p> <p>At the moment of the design of the LKDF (2012) and as reflected in the project document, already the following skills development related projects had started :</p> <ul style="list-style-type: none"> • Iraq (Ministry of Labour and Social Affairs) - SCANIA – UNIDO, project “Operations and Industrial Maintenance Training Academy”; funding: Sida • Uruguay – UNIDO, project “Automation Technology and Process Control for Agro-Industries”; funding: Uruguay; key subcontractor in implementation: FESTO (supplier of automation technology and industrial skills training). <p>Moreover, skills development related projects were at that moment already drafted for Ethiopia and Tanzania. The project “Training academy in heavy duty equipment and commercial vehicles in Ethiopia” (Ethiopia Selam-VOLVO-UNIDO; funded by Sida) started in 2012. The envisaged Scania-VETA project in Tanzania (to which reference is made in the project document) did not materialize (at least not with UNIDO involvement). The project document also refers to initial suggestions for consideration as regards the development of skills related projects in Burkina Faso, Côte d'Ivoire, Nigeria, Liberia, DRC and South-Sudan.</p> <p>The VOLVO Group, SCANIA and other Swedish companies had engaged since early 2010 in discussions with Sida in the context of its Business for Development (B4D) initiative, concerning their potential support for the development of professional vocational training programmes related to heavy duty construction equipment and vehicles in several countries in Africa and the Middle-East.</p>		
Planned Outputs	Planned activities	Achievements to date
<p>Output 1 Pre-conditions related to the establishment of the LKD facility prepared</p>	<ol style="list-style-type: none"> 1. further develop/prepare for preconditions related to the establishment of the LKD facility 2. involve strategic partners and organizations and formalize implementation arrangements 3. secure linkages with pipeline PPPs and contributions from the private sector partners in 	<p>Inception Phase</p> <p>The inception phase (August 2012 – February 2013) covered in particular</p> <ul style="list-style-type: none"> • An inception workshop held in Vienna (15/16 November 2012) with 18 participants (Sida, UNIDO, Business partners Scania, Volvo, Festo, project and counterpart staff (Ethiopia; Iraq) resulting in the agreement on the project boundaries (focus; direct and indirect beneficiaries) and project strategy. • Cooperation arrangements with the initial two business partners (Volvo, Scania) and a third one (Festo Didactic) as well as two VTCs (Salem/Ethiopia and Swedish Academy for

⁴ Based on project document, version 11 June 2012 (in particular Annex 1, logical framework matrix) and its amended version (inception report, annex 4); it is to be noted that this table is descriptive and does not include an assessment of achievements (which is covered in Chapter 4)

⁵ This baseline refers in particular to output 4; LKDF being a new umbrella facility, the evaluators were not a position to define the baseline for the other 3 outputs

	<p>the project</p> <ol style="list-style-type: none"> 4. conduct an initial labour market and training needs assessment and establish relevant baseline 5. develop a monitoring and evaluation (M&E) system, which will be an integral component of the LKD facility 	<p>Training/SAT in Iraq/Kurdistan-Erbil)</p> <ul style="list-style-type: none"> • Initial labour market and training needs assessments (needs/market analysis) for Ethiopia (Jan 2013) and Iraq (Kurdistan/Erbil project, April 2013) • Design work as regards M&E system and Learning and Management System (consultants) • A revised logical framework including refined gender related indicators, a risk and mitigation plan, a programme management structure including the ToR of the Steering Committee, revised workplan/budgets <p>The approval of the inception report by Sida (version June 2013) in June was followed by the start of main phase end June 2013 (26.06.2013, receipt of funding for full-size project).</p>
<p>Output 2 A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere</p>	<p>Planned activities : ⁶</p> <ol style="list-style-type: none"> 1. collect baseline data and information 2. design the structure of the system 3. define quantitative and qualitative objectives 4. define and agree on performance indicators 5. establish and launch the learning and knowledge development system for all country projects 6. organize training on its use 7. bi-annual reporting by project 8. sharing of lessons learned including all projects 	<p><i>Results-based learning and knowledge development system</i></p> <p><u>M&E:</u></p> <ul style="list-style-type: none"> • Consultants proposals on the system (2012 and 2014) • Preparation of summaries of baseline reports (inception phase) on local market assessment, training needs assessment and overview of partner VTC's in Iraq and Ethiopia • Start of development of M&E data base; search for database software options (outline of system); discussion on IT options and IT solution decided on and launched (dec. 2014) • Surveys of students, Iraq/Dec 2013 and Ethiopia / Jan-Feb 2014 • Agreement on key performance indicators/KPIs (2014) • Return on Investment (RoI) methodology prepared and tested for Erbil project; approach dropped as results not meaningful at this stage. <p><u>Learning and knowledge development system:</u></p> <ul style="list-style-type: none"> • Consultant proposals on the system (2013/14) • 1st Annual Partners Learning Workshop, 24-25 February 2014, Stuttgart, Germany, hosted by Festo Didactic; second one in Addis Ababa (17-19 February 2015) hosted by Selam Childrens' Village VTC

⁶ Based on list of activities (as formulated in the logframe, inception report)

		<ul style="list-style-type: none"> • PPDP development and implementation toolkit • How-to Guide (Developing and implementing a Vocational Training PPDP) – a living document; • Development of LKDF Interact application with support of EON Reality (game to learn the functioning of a diesel engine; 3D application) – currently being tested in Selam VCT • Contacts with/presentations of LKDF to external parties (related initiatives) aimed at widening the learning network; contacts (2014) with Business Partnership Initiative of the Austrian Development Cooperation Agency; TVET and labour market related work of GIZ (Ghana; Germany); ILO's Skills for Employment Initiative; WB's STEP Skills measurement initiative; initiatives of Finland (Finnpartnership; Finnfund; BEAM – Business with Impact) – invited to Annual Partners Meetings
<p>Output 3 Top-management training carried out, addressing structural constraints in vocational training and covering all PPP skills development projects</p>	<p>Planned activities :</p> <ol style="list-style-type: none"> 1. assess management skill gaps 2. develop training programme accordingly 3. organize management training session for target beneficiaries 4. monitor results of the training and undertake corrective measures 	<p>Management training</p> <ul style="list-style-type: none"> • Management Training manual (2013) drafted and updated (2014) based on feedback of trainees • International Training Centre of ILO "Academy on Skills Development" – 2-week course focused on VTCs, Turin, Italy, 25.11 – 6.12.2013; four participants (management trainees): 2 from Erbil project; 2 from Ethiopia project • Identified and linked management trainees to coaches (total of four; three pro bono through the Foundation for International Leadership Coaching – estimated at equivalent to total of €14,000) – total of 4 coaching calls over the period November 2013 – January 2014) – some coaches went beyond this period • Planned but cancelled: management training course with WorldSkills Foundation/WSF (Ethiopia); reason: resource limitation/change in priorities of WSF • First Managers Peer Learning Workshop (in conjunction with the Annual Partners Learning Workshop) in Stuttgart (February 2014); Second Managers Workshop in Addis Ababa (16 February 2015) • Organization of first Community of Practice Workshop (Ethiopia; Selam VTC) reaching out to other VTCs in Ethiopia

<p>Output 4 Expansion of the PPP skills training programme in heavy duty vehicles operations and maintenance to other countries in the developing world</p>	<p>Planned activities :</p> <ol style="list-style-type: none"> 1. jointly with Sida and interested companies, determine priority countries for potential expansion 2. conduct a supply and demand study (including, e.g., chambers of commerce and industry, manufacturers and service providers, public sector, etc.) concerning vocational training needs for heavy duty equipment and vehicles in the selected countries 3. initiate project preparation in two countries by UNIDO and partner companies, business associations and other companies, with local companies and in consultation with Sida and Swedish embassies 4. submission of the two project proposals to Sida 	<p>Project Development Facility</p> <ul style="list-style-type: none"> • Development of PPDP toolkit (incl. templates) – see also output 1 • Discussions with Caterpillar (Democratic Republic of Congo; Mozambique) and PPDP proposal submitted to Sida (Oct. 2013); rejected by Sida (Nov. 2013); search for other donors • Preparation of an exit strategy (Phase I) and of Phase II/Erbil/Scania project • Preparation of Mozambique/Scania & Caterpillar and DRC/Caterpillar project • Preparation of Zambia/Volvo project (project identification/design missions, May-September 2014) • Preparation of Morocco/Volvo (discussions with USAID; concepts submitted to Sida; project approved and funded; starting January 2015) • Reference to pipelines in Liberia (proposal submitted to Sida), Ghana/Scania (identification mission and partner selection, May-June 2014) – projects in W. Africa on hold (Ebola crisis) • Development and periodic update of data base with donors engaged in related PPPs (cf. LKDF web site) <p>Summarizing: PPDP pipeline developed since the start totals 13 projects; of these two projects are meanwhile funded: (i) Morocco (USAID; starting January 2015); (ii) Zambia (funding/Sida in place; finalization of project document with Volvo – ongoing)</p>
<p>Other</p>	<p>Communication tools</p>	<ul style="list-style-type: none"> • Creation of LKDF website: www.lkdffacility.org (aim: learning among and beyond LKDF membership); public site and member sub-site (so far mainly public use) • Communications strategy and communications protocol • LKDF Flier/Brochure (together with FESTO) and LKDF logo • Newsletter (so far two issued)

2.3 LKDF management and governance

Sida and UNIDO are the “founding fathers” of the LKDF. Within UNIDO, the initiative has been developed and is managed by the Agri-Business Development Branch of UNIDO’s Programme Development and Technical Cooperation Division (PTC). The core team involved in the day-to-day management of LKDF covers one UNIDO staff member (part-time), supported by a consultant engaged in PPDP development and a project assistant. UNIDO has also engaged consultants for particular tasks (the development of the M&E system and the knowledge management and learning dimensions of the facility).

LKDF’s steering mechanism was put in place at the start of the project’s main phase, bringing together the core partners and the ongoing country level PPDPs. So far a total of four Steering Committee (SC) meetings took place (in line with the plan to have bi-annual meetings):

- First SC meeting (Vienna, Austria), 9 July 2013
- Second SC meeting (Esslingen, Germany), 26 February 2014
- Third (virtual) SC meeting, 18 September 2014
- Fourth SC meeting (Addis Ababa, Ethiopia), 19 February 2014

Semi-annual reports prepared by UNIDO constitute the basis for the deliberations of the SC meetings. So far the following LKDF progress reports have been prepared:

- Inception report, June 2013
- Semi-annual report 1, Nov. 2013
- Semi-annual report 2, February 2014
- Semi-annual report 3, September 2014
- Semi-annual report 4, February 2015

At the second SC meeting, it was decided to have two types of membership (full membership and project membership - profit or non-profit). Also the process for accepting new members was defined and agreed upon.

LKDF full members to date are:

- (i) since the beginning: Volvo, Scania, Festo, one representative of each of the current country specific PPDPs (so far STA/Erbil-Iraq and Selam/Ethiopia), and UNIDO;⁷
- (ii) new members: the World Skills Foundation (since 2013) and the International Youth Foundation (since 2014).

⁷ Sida opted for being an observer in the Steering Committee.

2.4 LKDF funding

The overall LKDF funding situation and status is summarized in Table 3 below.

Table 3 LKDF funding

Donors	Sida UNIDO Scania, Volvo and Festo (in-kind contribution)				
Budget and expenditures as at 16 January 2015					
<i>Committed budget as per project document (cash contribution)</i>	Sida : € 1.193.280 (including € 109.610/inception phase) UNIDO : € 200.000				
<i>Committed budget as per the inception report (in-kind contribution)</i>	SCANIA: € 219,400 VOLVO: € 120,600 FESTO: € 266,100				
<i>*Actual budget available</i>	2012	2013	2014	2015	Total
Sida budget (based on receipt of first three out of total of four payments by SIDA)	37,839.61	90,378.78	137,997.51	461,360.56	727,576.46
<i>Expenditures</i>	37,839.61	90,378.78	137,485.00	35,423.37	301,126.76
<i>Balance</i>	0	0	512.51	425,937.19	426,449.70
<i>Percentage of total available budget spent</i>					41%
<i>Balance as percentage of available budget</i>					59%
<i>Remaining budget (of total committed budget: € 1.193.280)</i>					465,703.54
<i>Percentage of total committed budget not yet allocated</i>					39%
UNIDO budget	-	18,187.00	46,201.44	37,611.56	102,000.00
<i>Expenditures</i>	-	17,630.48	46,201.44	17,178.00	81,009.92
<i>Balance</i>	-	556.52		20,433.56	20,990.08
<i>Percentage of total available budget spent</i>					79%
<i>Remaining budget (of total committed budget: € 200.000)</i>					98,000.00
<i>Percentage of total committed budget not yet allocated</i>					49%
LKDF budget of Business Partners to date : no information available on actual/estimated expenditures against budget commitments					

Based on calculations/evaluators (status as at mid January 2015)

For details on expenditures by output and by budget line (Sida and UNIDO budgets), reference is made to Annex E. In this Annex also the planned in-kind contributions of the three business partners are listed.

3. Assessment of the design

3.1 Overall project design

On the whole, the design of the LKDF project is considered comprehensive, starting with a description of the problems and needs to be addressed, in essence: upgrading the quality of vocational training in Africa and elsewhere to foster employability of youth/young adults, thereby reducing the incidence of poverty. The engagement of global companies as business partners in such endeavours is tied to their need for skilled technicians. The present focus of the LKDF – on industrial skills related to the operation and maintenance of heavy equipment and vehicles in transport, material handling and construction – explains the choice of targeted business partners.

The phased approach (an inception phase followed by full-size project implementation) was a good strategy, the former allowing for refining the logical framework and putting in place the implementation arrangements and contributions from strategic partners.

The main questioning as regards the design of the LKDF project relates to the following aspects:

PPPs and PPDPs

The project document was jointly developed by Sida and UNIDO, aimed at promoting and supporting PPDPs focused on industrial skills development in Africa and elsewhere. Whereas - starting with the inception phase and stimulated by Sida - reference is made to LKDF's focus on *PPDPs*, it was noted that the project document refers to *PPPs*. Notwithstanding the distinction that has been made between the PPP model (based on a contract, with the private partner with providing a service on behalf of a public authority) and the PPDP model (a joint approach to development projects, aiming at a common goal and based on cost-sharing and leveraging expertise)⁸, it is observed that other development players often use the terminology PPP for what is deemed a PPDP by LKDF. In brief, the distinction between the two approaches may be less obvious to other development actors. This being said, as the LKDF systematically has referred to PPDPs since its inception, it is justifiable to now stick to this label, without emphasizing the difference with PPPs.

Planned versus actual projects acting as building blocks for the launching of the LKDF

The project document implied that there were several projects already on-going to form the nucleus of the LKDF and there was a pipeline that would also begin soon. Thus, the implication was that there would be a number of projects from

⁸ Cf. www.lkdfacility.org

which lessons could be drawn. Besides the project in Iraq (Kurdistan) that was on-going, the project document also refers to projects in Ethiopia, Tanzania, Burkina Faso, Côte d'Ivoire, Nigeria, Liberia, Democratic Republic of Congo and South Sudan. This list of countries reflected in the project document was optimistic, in that only in one of the countries (Ethiopia) a PPDP project in the targeted area (operation and maintenance of heavy equipment) was approved and funded.

The project document made reference to an on-going project in Uruguay that (i) was delayed and (ii) may not even be a PPDP *stricto sensu*, since the private sector partner is a subcontractor/supplier in this project (not a business partner in the sense of other LKDF projects).

Thus, the basis for extracting lessons and testing tools so far consists only of two projects: in Iraq/Erbil (with Scania) and in Ethiopia (with Volvo), both funded by Sida, with new projects approved recently in Zambia⁹ and Morocco that are starting implementation now.

Top management training as one component of the umbrella support to PPDPs

Specialized management training was identified as one of the three pillars of the LKDF platform, aimed at two groups of beneficiaries (policy makers in relevant Ministries in charge of the vocational training system and managers/teachers of the vocational training centres/VTCs). However, funding such training under the LKDF umbrella project does not seem logical, since this is normally funded under country level PPDPs. The training pillar is symptomatic of the mix-up that exists between the umbrella project and the country-level interventions (also noticeable in the logical framework, see below).

3.2 The underlying logical framework

Conceived as an **umbrella facility** to support learning, sharing experiences and developing PPDPs in the targeted field, the logical framework matrix of the LKDF project is detailed, yet has one major flaw. Namely, the way in which it is formulated mixes the formulation of interventions (and the measurement thereof) of country specific PPDPs and that of an umbrella project to support these PPDPs. To illustrate, the outcome of the LKDF project is not to initiate institutional change in selected vocational training systems, but to *support and draw lessons for dissemination from* projects that have that development objective. Accordingly, indicators such as number of graduates and of training curricula are not relevant to the LKDF support project.

Whereas the initial logical framework has been further refined during the inception phase, by specifying gender equality related indicators and risk factors, there is scope for revisiting the current logical framework matrix. The current

⁹ Discussions with Volvo on the project document are ongoing; Sida already approved the project and signed a Trust Fund agreement with UNIDO

logical framework is attached as Annex F.1; suggestions for amendments and considerations to be decided in revising the logical framework are attached as Annex F.2.

4. Assessment of implementation to date

4.1 Relevance and ownership

Relevance

The evaluation finds that the LKDF (cf. Box 2 below) is indeed an *innovative* project for several reasons:

- it brings together partners with complementary roles on a common platform aiming at reaching a shared goal: strengthening specific industrial skills and the upgrading of vocational training centres (VTCs), thus enhancing the employability of youth/young adults;
- the mobilisation of business partners is at the core of the approach, implying cost-sharing, providing a source of expertise and experience and facilitating market linkages;
- it is driven by the search for best (harmonized) approaches, through the compiling and sharing of good practice and joint learning from the PPDPs;
- it has a hands-on focus, in that the umbrella support platform is directly linked to concrete PPDPs at the country level.

Box 2 Purpose, vision and mission of the LKDF

Purpose

- Systematically learn from PPDPs that target industrial skills development
- Develop a framework for such partnerships and promote this type of collaboration
- Disseminate gathered knowledge and lessons learnt for the greater public good.

Vision

To equip youth in developing countries and countries in transition with industrial skills and know-how, thereby aiming to counteract unemployment and poverty.

Mission

Establish/upgrade, in partnership with global manufacturing companies, training academies for the operation and maintenance of heavy equipment in order to expand access of youth to labour markets.

Source: LKDF flyer

This search for greater effectiveness of efforts aimed at strengthening industrial skills through the upgrading of VTCs and for collective efficiencies in providing such support is certainly a sign of wanting to “work differently”: not seeing projects as one by one technical assistance operations but as efforts under a “common denominator” reflecting a strategic approach that builds on principles

such as harmonization of approaches, alliances with the private sector (market driven), and continuous learning and sharing.

The approach is considered “win-win” for the core LKDF stakeholders:

VTCs: benefitting from systematic learning in the upgrading of the training institution (including peer learning), improving opportunities for student apprenticeships and employment and reputational gains;

Business partners: access to trained technicians (needed for maintaining and expanding the business operations), benefiting from the experience of development partners to prepare and manage PPDPs and greater visibility of their Corporate Social Responsibility (CSR) work;

Donors: greater effectiveness of its support in the field of upgrading of vocational training systems, recognition of its contribution to actual PPDPs and related learning, resulting also in greater visibility of donors active in this field;

UNIDO: benefitting from support from both a donor and business partners in promoting industrial skills development, including the hands-on expert advice, training and provision of equipment by the business partners in actual PPDPs, resulting also in greater visibility of UNIDO's work in this field.

This being said, while LKDF is an innovative initiative, its approach is also considered **ambitious**. Overall, the time and effort needed to operationalize the platform initiative has been underestimated. Notwithstanding the inception phase and the work undertaken to launch the services to be offered through the platform, the expectation that the umbrella support would be ‘up and running’ rapidly was overly optimistic, considering: i) it was a new venture, ii) the available (human) resources and (iii) the limited number of ongoing projects (at the start of the initiative) from which good practice/lessons could be extracted.

A common understanding on the scope of the LKDF has still not been achieved, which is not surprising considering that it is a new initiative bringing together different stakeholders with diverse backgrounds, modus operandi and interests, even if LKDF's overall goal is shared. This explains why even during its most recent Steering Committee meeting (Addis Ababa, 19 February 2015) there were discussions on some basic issues such as membership criteria.

It also seems to have been an expectation that learning would take place quickly and that there was a body of knowledge already in existence. However, the LKDF has worked on PPDPs related to vocational training for operation and maintenance of heavy machinery and in this particular area this body of knowledge does not yet exist. With only two projects (Iraq and Ethiopia) that have been operational for a period of time, learning is in its first stage, although the Zambia and Morocco projects have been able to benefit from the learning generated by these two projects.

Ownership

There are several indicators of felt co-ownership in the initiative. The LKDF core members have regularly participated in its meetings. Sida decided to be only an observer in the Steering Committee, while giving its final approval of work plans and budgets on the basis of Steering Committee recommendations (as per conditions stated in the Trust Fund Agreement).

Decision making in the LKDF follows a highly participatory approach. As manager of the LKDF, UNIDO systematically consults the members of the Steering Committee, for approval of the LKDF work plan, providing periodic progress reports based thereon, and for decision making on specific issues, ranging from agreement on the key performance indicators (KPIs) to acceptance on the choice of the IT solution for data base management. Judging from the observations of some business partners, there is scope for distinguishing between issues that UNIDO and eventually also the donor (Sida) should decide on without consulting *all* LKDF members and the strategic and technical issues that would indeed need the consent of all.¹⁰

Since the launching of the LKDF its membership has expanded: in addition to Volvo and Scania (to whom reference is made starting from the project document), Festo joined during the inception phase, followed by two non-profit members (the WorldSkills Foundation and, most recently, the International Youth Foundation). Others are expected to join in due course (judging from their participation in the Addis Ababa workshop). Procedures for handling new partner requests have been formulated and agreed upon earlier on by LKDF's Steering Committee.

In one case (the WorldSkills Foundation/WSF) there is no clarity on their actual and expected involvement. They joined the LKDF in 2013, generated expectations with respect to an envisaged contribution (mentoring) to be tested in the Selam VTC, yet this did not materialize as WSF's country priorities changed in the meantime. WSF was not present in Addis Ababa and there is no indication if they want to remain involved in LKDF. For now its logo is featured on all LKDF communications, meaning that the WSF gets publicity for an involvement in LKDF that has not happened.

There is to date one pending application of a company that wants to join the LKDF (Eon Reality) which is meanwhile already involved in testing a learning tool in the Selam VTC: LKDF Interact – a 3D tool to understand the operation of a diesel engine. The application for membership has been deferred at each of the last two Steering Committee meetings (the first time for insufficient detail of the company's contribution and the second for late receipt of the amended application).

The situations described above illustrate the need for refining the criteria for LKDF membership. It is important to have agreement *ex ante* on the expected

¹⁰ The point has been raised by some business partners that they sometimes are consulted on issues that could be resolved by UNIDO and the donor.

contribution of members, once accepted. Moreover, it is essential to have basic criteria for acceptance or rejection of new partners.

A review of the Letters of Intent (LoI) that bind the members to the LKDF shows that they are very general, without a precise definition of the contribution, roles and responsibilities expected. In one case (Volvo), there is no LoI.

In brief, there is scope for refining LKDF membership, its preconditions and the manner in which this is formulated. The discussion during the most recent Steering Committee meeting (Addis Ababa) on this point illustrates the importance of this issue: LKDF partners want membership to be linked to involvement in PPDP that are related to LKDF's purpose. While encouraging the increase in membership, a formula of "associate membership" is now envisaged, with a view to encouraging prospective members to be effectively part of and contribute to concrete PPDPs.

4.2 Effectiveness, likely outcomes and impact

Some 2.5 years after the start of the LKDF, several achievements can be highlighted.¹¹

These include:

Performance measurement

- Agreement reached among the LKDF partners on the Key Performance Indicators (KPIs) that will be the backbone of performance measurement of and comparison among the PPDPs promoted through the LKDF; these KPIs are the result of preparatory work aimed at putting in place a harmonized M&E framework to measure and continuously improve performance of the PPDPs, based on the recognition that these KPIs are a common ground for measuring the performance of projects that do not necessarily have the same immediate objectives. The agreed-upon KPIs constitute a refinement of the preliminary KPIs already listed in the project document and are considered pertinent and comprehensive. They are an essential information/monitoring tool for both VTC management and for the business partners, Sida and UNIDO, covering data (indicators) on (i) students, (ii) the VTC, (iii) trainers and training, (iv) the VTC-company network and also (v) cost-benefit related information emanating from the VTC and from projects. It goes without saying that the actual collection and use of these KPI related data will determine the ultimate effectiveness of these KPIs;

¹¹ This assessment covers the LKDF since its launching, based on the description of the aimed results (cf. Chapter 2.2, Table 2). Rather than assessing progress against each of the consecutive work plans since the start, the analysis addresses the *overall achievements and gaps therein*.

- Identification and introduction of an IT solution to collect and store data (in accordance with the KPIs); at present the system is being introduced at the project level, starting with training/guidance of VTC staff on its use. Such a system is considered essential to modernize the process of data compilation by VTCs, and to facilitate data analysis and also comparisons among VTCs. It is to be noted that the IT system is a multi-purpose tool, i.e. both for VTC management and PPDP management. Rigour in the systematic use of the system is a precondition for it to generate the intended results. In other words, as in the case of the KPIs, the usefulness of the monitoring tool now being put in place depends on its actual use (inputting and analysing relevant data);
- Early on in the launching of the LKDF there has been a “value for money” discussion, including an attempt to measure the Return on Investment (RoI) of PPDPs - that proved to be inconclusive and generated questionable results, as the method was not appropriate for the type of projects covered. The evaluation noted that it is less meaningful to devote a lot of attention to cost-benefit measurement at this stage of the initiative, which follows an experimental, action-learning approach. Moreover, rigour in measuring and reporting on the KPIs as regards each of the PPDPs developed and implemented in the targeted field will throw some light on variables related to cost-effectiveness of the support provided.

Learning and knowledge sharing

- In line with the intended results, guidelines and templates have been developed, aimed at following a harmonized approach in developing PPDPs in industrial skills development; this constitutes the beginning of a ‘toolbox’ to which access is public via the LKDF portal.
- Moreover, based on the experiences so far, in particular based on the projects implemented in Kurdistan and Ethiopia, a first set of general lessons has been extracted (based on interviews with the key stakeholders) on the “How to” of PPDPs in industrial skills development. It is commendably recognized that this is a “living document” that will be subject to periodic review and expansion, as the LKDF is for now only at the beginning of learning, based on a limited number of PPDP projects so far. With the increase of the project portfolio (see below), learning will no doubt expand.
- Review of the newly developed PPDPs (Zambia; Morocco) shows that lessons from the ongoing PPDPs are explicitly reflected in the design of these PPDPs. This is crucial and in line with the spirit of the LKDF to ensure harmonized approaches building on lessons learned. As more PPDPs are expected to be developed/funded, the experiences will expand and so will learning.
- Whereas currently available knowledge products tend to focus on the “how to” of PPDPs in the field of industrial skills development (at the same time containing lessons for PPDPs at large), the discussions during the

Managers and Partners workshops (2014 and 2015) indicate interest in covering also generic topics related to VTC management, such as: VTC business planning, student selection, trainer retention, training methods, optimal course duration, combining technical and soft skills in curricula, curriculum/VTC certification, student assessment systems, organization of apprenticeships, approaches to attract female students to technical training. In brief, a balance between PPDP in industrial skills development and wider Technical and Vocational Education and Training (TVET) related topics needs to be found.

Management training

- Several initiatives were taken to operationalize the work envisaged under the management training output, starting with the development and testing of a training manual (using the Competence Framework developed for Vocational Education and Training Centre Managers by the European Centre for the Development of Vocational Training/CEDEFOP) and the Finnish National Board of Education. This manual was used before and after the participation of a total of 4 managers (2 from the Erbil/Scania project; 2 from the Selam/Volvo project) in the training organized by the ILO Training Centre in Turin (Italy) in 2013, involving phone sessions with management coaches (one coach for each manager).
- Notwithstanding the above efforts, there is no indication of the use of the training manual beyond these coaching sessions - apart from the 2nd Manager's meeting in Addis. The feedback on the coaching sessions varied from "difficult at the start and thereafter smooth" to "relevant". In general, as the coaching sessions were limited in number and based on a volunteer contribution, it became an 'ad hoc' activity that was not continued.
- Reference was made to a possible follow-up in the form of mentoring (involving mentors with a VTC management experience). The idea for the WorldSkills Foundation to get involved in mentoring did not materialize. This being said, an issue to be addressed is how management training foreseen under LKDF relates to the efforts to this end in the country specific PPDPs, and the envisaged contributions of the business partners, particularly through their training centres in Europe. The latter was envisaged in the contributions of the business partners, but has not yet been implemented. When deciding on such training programmes it is important to assess the differences between the European training centres and the VTC in question. In this respect, it may be more meaningful to identify regional training centres more appropriate for training staff of the targeted VTCs (such as training centres of the business partners in South Africa, Morocco, Turkey and Dubai). Another factor to be kept in mind is the existence or emergence of volunteer schemes developed within the multinational companies (LKDF partners) through which further hands-on coaching or mentoring – directly linked to the PPDP – could be organized. To illustrate, Volvo is in the process of developing such a volunteer programme and would be interested in creating synergies between this scheme and the PPDPs it supports with

Sida and UNIDO. The key issue will be to identify the persons with the profile to support the VTCs (which is not necessarily limited to expanding advice at the level of the “training floor” but could be VTC management related).

- The 2013 Turin course was considered relevant by the participants (“an eye opener”), albeit covering a wide range of participants (including labour unions). However, it was difficult for those attending to link this training to specific improvements at VTC level. In 2015, another course for VTC managers will be organized by the ILO Turin Centre, including sessions on PPP (in which already the French Development Agency/AFD and GIZ are expected to give presentations). The LKDF team meanwhile agreed with the organizer (ILO) to be present in this training and present the LKDF. It can be seen as an opportunity to deeper cooperation with the ILO (and possibly also AFD and GIZ), as well as meeting representatives of countries that could become potential clients for project opportunities linked to the LKDF platform.
- Peer learning among VTCs and managers (which started in 2014) was appreciated (judging from the reports of the different events, including observations on the one recently held in Addis Ababa). As more PPDP projects are expected to ‘come on board’, peer exchanges are expected to increase and there may be opportunities for intensifying such contacts through electronic channels, in addition to the annual meetings.
- In general, whatever the LKDF decides to undertake under the management training component from now onwards, it is important to rationalize its role in and funding of management training activities as opposed to what is done in this respect through the PPDP country projects as well as what the business partners offer in terms of management training.

PPDP project portfolio

- Since the launching of the LKDF, its project pipeline has expanded considerably. A major effort went into building up this pipeline, starting with scoping missions together with the prospective business partner. Of the pipeline of 13 PPDP projects developed to date (following a harmonized format), at present funding of one project is secured (Morocco, with involvement of Volvo and USAID) and the project is starting. A second one (Zambia, with involvement of Sida and Volvo) is being finalized: Sida already approved its funding and signed a Trust Fund Agreement with UNIDO. Discussions with Volvo on the finalization of the project document are ongoing. For now Sida remains the main donor of PPDPs under the LKDF, the exception being a project in Morocco, funded by USAID, with whom both Sida and Volvo have signed a Partnership Agreement in November 2013.¹²

¹² Morocco is at present not a priority country for Sida funding

- Also thematically there is an indication of expansion: some of the pipeline PPDP projects/project concepts are not related to industrial skills related to the operation and maintenance of heavy equipment/vehicles, covering other fields of skills development (e.g. water management in Morocco with Festo).
- Based on observations of the evaluation during the Partners Workshop held in Addis Ababa, there are several projects in the pipeline with interest from Volvo and Scania; Caterpillar is also keen to get on board. Earlier attempts to secure Sida funding for specific country projects with Caterpillar failed and the identification of another donor should be a priority for the LKDF.
- Another issue is the desire for confidentiality by business partners as long as PPDP project development work is not completed. Whereas Sida and UNIDO are eager to report to show progress in the LKDF and to ensure transparency between the different LKDF partners (in order not to be blamed for favouring one company over another), business partners have reasons to be cautious about “broadcasting” concept development, as the latter contains a combination of business related intelligence and decision making and development work. To the extent development agencies are keen to work with business partners, keeping information on project concept development generic (without specifying the country until the project is finalized), seems a wise approach to gain and keep the trust of the business partners.

Cooperation among business partners

- In a project focused on learning and sharing good practice, there is scope for collective efforts among business partners, even if they are competitors. For example, generic learning aids/materials can be extracted and used in new projects, as not all training is built on unique tools/materials owned by or only relevant to equipment of the business partners. The Partners meeting in Addis Ababa indicated that business partners are ready to work together in areas where no company-specific business information is at stake. This being said, both in the above meeting and also in earlier reporting by the LKDF, there is repeatedly reference on EU anti-trust legislation that makes companies reluctant to engage in any cooperation. However, whereas it is understood that this applies to commercial alliances, it is not clear why this should apply to businesses working together in development cooperation efforts. Thus far, neither the businesses nor the development partners have looked in detail into this issue, yet they are interested in understanding what is allowed and what not as regards the PPDPs. As an umbrella facility, the LKDF is considered well placed to examine this, together with the Legal Services of the business partners.

Synergies with relevant actors/related initiatives

- From its start, the LKDF has been conceived as a platform open to all meeting the criteria for joining of the facility aimed at collaborative learning, knowledge sharing and transfer of good practices in the specific field of PPPDs focused on industrial skills development. So far attention has focused on putting in place the umbrella support project with its different pillars. Whereas there has been a start of seeking collaboration with other institutions and projects, this has proved to be more complicated than expected. For example, UNESCO was invited to earlier LKDF meetings (given its work in the TVET area through the International Centre for Technical and Vocational Education and Training, UNESCO-UNEVOC), but did not attend. GIZ gave a presentation at the LKDF Partners Workshop in Addis Ababa and time will tell if this will result in effective cooperation. Other initiatives include PPPs among the focus areas for exchange and sharing, such as the Donor Committee for Enterprise Development (DCED) in which UNIDO is normally represented.¹³ As the LKDF evolves, deepening linkages with related actors/initiatives is expected to remain integral part of the spirit of learning and sharing lessons.

Communication

- A website has been developed that gives a detailed overview of the initiative, a summary of its current partners and PPDPs and provides access to relevant resources, including the toolkit, knowledge products so far as well as reference to related initiatives of other actors/organizations. So far there is primarily public use of the website – but it also contains a sub-site for LKDF members. Communication among members is primarily through direct contact/email rather than via the portal.

As regards **outcomes and impact**, it is considered premature to expect them at *this stage* of project implementation. However, if the rolling-out of the initiative is implemented as planned, the existence of multiple PPDPs focused on skills development across developing and emerging economies, involving a range of business partners and donors, would likely result in a rich repository of experiences, lessons and good practices in the field of support to market-driven VTC upgrading following a PPDP approach. If more projects are approved and become part of LKDF, this will be a key medium-term success measure. Provided performance measurement in accordance with the agreed upon KPIs is implemented across the board with rigour, there would then be also a rich data base allowing for a detailed picture of the effects on students (employment; income) and on VTCs, as well as of “the value for money” generated by the support provided by in particular donors and business partners. Over time, this will also provide the necessary information to assess the overall developmental impact of the LKDF-related initiatives.

¹³ Cf. www.enterprise-development.org (with particular reference to its information/resources on partnerships with business and its guidelines on results measurement)

4.3 Efficiency

In terms of the quantity, quality and timeliness of inputs provided so far by the different LKDF stakeholders, the assessment is schematized as follows (highlighting both the strong points and the points requiring attention in the next stages of the project):

Strong points	Points for attention
<ul style="list-style-type: none"> • Highly motivated UNIDO core team (staff/consultants) involved in LKDF management, committed to “make it work” • Active engagement of the main donor (Sida) • Active engagement of the business partners, including budget – in kind contributions – of each business partner dedicated to LKDF • Regular and detailed reporting by UNIDO on progress (in line with Sida requirements) • Systematic consultation with LKDF members prior to decision making • Expenditures generally in line with budget planning and sizeable funding (balance) available • Search for cross-fertilization (using expertise of ongoing PPDP projects to develop new ones) • Quality of the organization of learning events (observed during 	<ul style="list-style-type: none"> • Small size of the core team in charge of LKDF management (UNIDO) compared to the expectations from LKDF, which will increase over time as more projects are added • Constant turnover of Sida staff responsible for LKDF • Inadequate internal linkages within UNIDO: (i) among project managers (PMs) dealing with different PPDPs under the LKDF umbrella, and (ii) with the organization-wide Partnership Programme (limited cross-fertilization so far; potential synergy opportunities lost/little used) • Not all LKDF members need to be consulted on <i>all</i> decisions (e.g., IT solution/M&E data base) as this risks to generate delays; approval of work plan and reporting against work plan should be adequate • Need for refining some procedures (criteria for LKDF membership; formulation of Letter of Intent; principles related to property/transfer of equipment and to internships of students in companies other than the dealerships of business partner; timing of public communication on new initiatives)

the mission in Addis Ababa)

- Information on the delivery of planned inputs into the LKDF by the business partners not available/not include in progress reports on LKDF
- Opportunities for deepening the sharing of generic training tools/manuals across projects based on the notion that not all are business-specific (containing confidential business information)
- Related to the above: need to analyze the EU anti-trust legislation to clarify if this contains indeed a regulatory obstacle to collective efforts (alliances) and thus also collective efficiencies among business partners as regards PPDPs under the LKDF
- For now there is the expectation that in particular UNIDO forges effective linkages with related actors and initiatives; however, also the donor and the business partners could also more actively engage in/support such efforts (given their contacts with other donors and with other initiatives; e.g., Sida's involvement in discussions at the level of the European Commission/among EU Member States on cooperation with the private sector; Festo's ongoing cooperation with GIZ)

Reference is made to Annex E for an overview of expenditures by output and by budget line (Sida and UNIDO budgets) as well as an overview of the planned LKDF budgets of the (3) business partners. Analysis of expenditures leads to the following observations:

- Sida made available so far 61% of total budget committed versus UNIDO 51%;
- assuming that all remaining committed funds (Sida and UNIDO) are made available, there is ample funding for the remaining life of the LKDF (for now up to March 2016), allowing for a no-cost extension;
- there is no information on the status of the planned budget (in-kind contribution) of the business partners in the progress reports.

4.4 Sustainability

Financial sustainability

As an umbrella support initiative, sustainability questions related to LKDF are different from the case of country specific PPDPs under the LKDF. The issue is not how to continue the results beyond the life of the project but rather how to continue funding such umbrella support once the current project funding (by Sida and UNIDO) ends.

At this stage the available balance (including the remaining portion of UNIDO's financial commitment to the LKDF that is expected to become available in 2015) is significant (cf. Chapter 2.4, in particular Table 3) and will allow for a no-cost extension. It will evidently depend on the work planning for the coming year(s) how far the current balance can take the duration of the project extension (estimated to be in the second half of 2016).

This being said, funding of the platform beyond the current Sida/UNIDO commitments is for now uncertain and the discussion on funding beyond 2016 (by who/how) has to start *now*. Already during the recent Steering Committee meeting in Addis Ababa, this issue triggered discussion, including ideas for a membership fee to cover the cost of running the facility and/or including a budget line in LKDF related PPDPs covering a contribution to the umbrella support.

Technical and operational sustainability

The readiness of donors and business partners to contribute to the continued operation of the LKDF will be driven by the recognition of the uniqueness and quality of the services offered. If this is fully in place, there are prospects to bring in more donors, more business partners and result in a rich PPDP portfolio that allows for continuous learning and wide networking.

Within UNIDO it will be important to clarify (i) the "home" of the LKDF PPDP - avoiding that LKDF and PPDPs related to LKDF are spread over different organizational units – also (ii) its positioning in the organization-wide Partnership Programme.

4.5 Cross-cutting issues

Gender equality

Both in the design of the LKDF project and in its implementation, attention has been paid systematically to gender issues. This is illustrated by gender disaggregated data collection related to the measurement of the KPIs and explicit efforts undertaken to learn from/develop approaches to incite girls/young women to engage in industrial skills training. This was also clear from the thematic areas addressed during the discussions of the local Community of Practice meeting and also of the recent Partners Workshop in Ethiopia: “gender” was on the agenda throughout as a priority theme for learning. These different dialogues and also concrete experiences at the level of the country specific PPDPs will no doubt result in gender related “how to” guidelines/sharing of lessons. For example, the manner in which Selam VTC managed to reach a rate of 15 female applicants out of a cohort totalling 35 students is certainly a source of learning that can be shared with other PPDPs through the LKDF “toolbox”. It will be also the role of the LKDF to encourage the PPDP projects to monitor the next steps (including through tracer studies), as it is important to know about the apprenticeship experience and ultimate employment and income opportunities, once these female students have graduated.

Considering the current focus of the LKDF related PPDPs (skills upgrading in the field of operation and maintenance of heavy equipment/vehicles), it is important to put emphasis on the need to put gender issues in context and be realistic about expectations and targets in this regard.

South-South cooperation

The LKDF approach has allowed so far for fostering linkages (peer learning) among VTCs in different countries. Albeit for now limited to the facilitation of learning among a few countries (Iraq/Kurdistan; Ethiopia; now expanded to Morocco and Zambia), forging south-south linkages is expected to expand with the growth of the portfolio of ongoing LKDF related PPDPs.

Environmental, health and safety issues

Although reflected in the project document, there is no indication to what extent and how the cross-cutting issues of environment, health and safety have been/are expected to be addressed as a learning area under the LKDF. This does not take away that, most likely, in the context of country specific PPDPs (through the curricula) attention is paid to these issues, given their importance and relevance for the specific area of industrial skills: operation and maintenance of heavy equipment. So far these dimensions are not reflected in periodic reporting as possible themes for guidelines to be covered in “the LKDF toolbox”.

5. Conclusions

To address the problem of high youth unemployment and underemployment in many countries, support to improve the quality of vocational training and to enhancing the overall effectiveness of vocational training systems is highly relevant. In this regard the LKDF is indeed *“an example of a new generation of development assistance, mobilizing the private sector in terms of financial and technical resources, know-how and market linkages”*.¹⁴

This umbrella project is “hands-on”, not only through its linkage to country level PPDPs, but also through its vision to collect, compile and share lessons and good practice, to harmonize approaches and, overall, to deliver more effective support in the field of industrial skills development through VTC upgrading. Industrial skills development being a vast field as such, the decision to focus on a specific area, namely heavy equipment/vehicles, was pertinent, facilitating the involvement of business partners with experience and expertise in this field, having the ability to not only instil market driven principles in training but also to facilitate market linkages (opportunities for internships/apprenticeships and, ultimately, jobs for VTC graduates).

The LKDF project being at mid-term, the evaluation findings have highlighted the main achievements so far, and also pointed at issues to be revisited, refined or given more attention. As the initiative is innovative and also complex, given the range of different stakeholders, it is important to recognize that developing such a support platform takes time. The LKDF is in fact in its “infancy stage”, with certainly more learning to be compiled and shared through this repository as more PPDPs and thus also more partners and more donors join the platform.

It is not surprising that, based on work done so far to operationalize the LKDF vision, there is a need for the LKDF members to discuss and decide on refining certain aspects of the LKDF, such as its coverage, procedures on membership and its funding after 2016. This is normal in a project based on “action learning”. Observing the different meetings organized in Addis Ababa (February 2015) such as the Partners Workshop and also the 4th Steering Committee meeting, it is clear that there is keen interest and engagement at the level of the LKDF partners present there to “make LKDF flourish”.

To this end, the recommendations of the mid-term evaluation (see below) are intended as inputs/discussion points for the dialogue among LKDF members on “LKDF’s way forward”.

¹⁴ LKDF Project Document, p.13

6. Recommendations

The mid-term evaluation of the LKDF makes the following recommendations:

A. For all members of the LKDF

1. *Define and agree on the areas of comparative advantage of the LKDF.*
 - 1.A *Agree on the boundaries of the work of the LKDF (should it maintain the focus on heavy equipment/vehicles or expand its coverage to other industrial skills?);*
 - 1.B *Consider whether lessons from non-PPDPs in the field of upgrading of technical skills through VTCs should be used ;¹⁵*
2. *Once the scope of the LKDF is defined, seek to increase membership in the platform of the relevant actors (including those with proven experience in the area of VTC upgrading to support the learning);*
3. *Prepare a scenario for funding and implementation of the LKDF beyond the end of current LKDF funding. This would include:*
 - methods of funding (from donors, LKDF members);
 - staffing requirements;
 - conditions for membership (including refining the types of membership);
 - the degree of detail on planned contributions to be provided in Letters of Intent;
 - approaches to effectively engage other actors/initiatives in the LKDF;
 - the priority knowledge products to be produced by the LKDF.

The tasks above should be prepared for and decided on by the next Steering Committee, or not later than **early 2016**, in order to have sufficient time for planning the future of the initiative.
4. *Seek the development of additional PPDPs in a given country as an approach to increase the likelihood of contributing to systemic change in the vocational training system in that country.*

¹⁵ Non-PPDPs refer here to technical cooperation projects in the field of technical skills upgrading through VTCs that do not include a business partner

B. For Sida and UNIDO

5. *Revisit and revise the LKDF logical framework to rectify the mix-up with country project level interventions and share the new version with the other LKDF members.*

For draft suggestions: see Annex 5.B

6. *Agree on principles with respect to making information on new PPDPs public, keeping in mind the need to maintain the trust among partners on which PPDPs are built and taking into consideration that the decision of companies to engage in PPDPs is partially linked to their individual business strategies.¹⁶*

6.A Make information on new PPDPs only public once all parties have signed the PPDP project document;

6.B Respect discretion in making precise information (country focus) on project concepts public.

7. *Decide which types of decisions regarding the LKDF budget/expenditures need to be taken by the Steering Committee at large, which ones can be taken jointly by Sida and UNIDO (as donors) or by UNIDO as manager of the LKDF budget (based on prior approval of the consecutive work plans by the Steering Committee).*

C. For Sida

8. *Seek, together with UNIDO, the interest of other donors to join the LKDF platform (inter alia, through its contacts with EC/EU member States in fora discussing approaches to work with the private sector).¹⁷*

D. For UNIDO

9. *Ensure necessary synergies between the LKDF and related ongoing/future PPDP projects by housing these in the same organizational unit.*

¹⁶ Both Sida and UNIDO advocate making information public at *all stages*; the evaluators are of the opinion that it is important to take into consideration that the business partners may have different views on the precise timing of making information public. The latter is suggested to be decided jointly (including with the business partners) and not unilaterally by the donor or implementing agency.

¹⁷ According to Sida, it is up to UNIDO to identify and develop partnerships; however, in this recommendation emphasis is on *other donors* and Sida's linkages with other donors (e.g., at the level of the EU) could facilitate the process of mobilising more donors for the LKDF.

10. *Examine in detail, in consultation with the Legal Services of the current business partners, to what extent and how the EU anti-trust legislation contains restrictions on collaboration among companies in the context of technical cooperation with developmental goals and designed and implemented together with development partners (such as Sida, UNIDO).¹⁸*

E. For the business partners

11. *Integrate information on provision of planned in-kind contributions from business partners to the LKDF in LKDF performance reports, with a view to making them more complete.*
12. *Widen the approach as regards support to the training of trainers/of VTC managers by seeking additional opportunities in countries more similar to the situation of the beneficiary countries.*

F. For the VTC partners

13. *Seek to spread the experience from upgrading the training centre in the field of operations and maintenance of heavy equipment to other training units under the same VTC.*
14. *Facilitate the sharing of the upgrading experience with other VTCs in the country with active involvement of the relevant TVET authorities in the country in the spirit of contributing to wider systemic changes in this field.*

¹⁸ UNIDO sought meanwhile advice of the UN Commission on International Trade Law (UNCITRAL) who recommended this topic to be addressed by legal staff of the corporations rather than LKDF/UNIDO.

7. Lessons

The upgrading of vocational training centres (VTCs) and of TVET systems at large in developing and emerging economies, with focus on specific industrial skills and driven by market demand, is a crucial field to address youth unemployment (and thus poverty incidence) where different players (donors, business partners, UNIDO) can make significant contributions if working in a collaborative manner.

Vocational training often has a somewhat negative image around the globe (as if the start of a second or third best career path for youth/young adults) and efforts to support the upgrading of VTCs and TVET systems need to integrate early sensitization of youth and their families with the message that vocational training is a highly relevant field with good prospects for employment/self-employment.

The active involvement of TVET authorities in projects focused on the upgrading of VTCs (from the design stage onwards) is crucial to ensure their 'buy-in' and support to the implementation of these projects and also to facilitate the upscaling of such experiences.

Developing and maintaining trust is a key feature of partnerships that involve a range of stakeholders with different backgrounds and possibly diverging interests.

While it is important to address gender issues in the design and implementation of projects (including PPDPs in the field of technical skills development in the field of heavy equipment/vehicles), gender specific targets need to be realistic.

Annex A: Terms of Reference (summary)

Joint Mid-Term Independent Evaluation of UNIDO Projects:

"Learning and Knowledge Development (LKD) Facility: A Sida-UNIDO industrial skills development resource"
TE/GLO/12/033 – SAP: 120212
Budget: EUR 1,193,280 (incl. 13% PSC)
Period covered: 1.9.2012 (inception phase), 1.7.2013 (full size project) – 28.2.2016

AND

"Operations and Industrial Maintenance Training Academy
In Erbil, Iraq"
TF/IRQ/11/001 – SAP: 101100
Budget: \$ 2,814,830 (incl. 13% PSC)
Period covered: 1.5.2011 – 30.6.2015

NOVEMBER 2014

1. Context

Two currently ongoing UNIDO projects focus on skills training using a model of a Public Private Development Partnership (PPDP). Both of these are funded by the Swedish International Development Agency (Sida).

The project "Operations and Industrial Maintenance Training Academy in Erbil, Iraq" was set up to establish an operations and industrial maintenance training academy in Erbil/Iraq. The goal of which is to improve access of poor and young Iraqis to job-oriented and demand-driven skills, with the purpose of improving employability in the sectors of logistics, manufacturing, and industrial maintenance of heavy machinery.

The project "Learning and Knowledge Development (LKD) Facility: A Sida-UNIDO industrial skills development resource" was set up in order to learn from PPDPs focusing on skills development especially in the field of heavy duty machinery (including the project in Iraq). Current partners include Scania, Volvo, Festo, Sida, UNIDO, the International Youth Foundation, and the Worldskills Foundation. All the partners are directly or indirectly involved in implementing a skills PPDP. The idea of the LKDF is to set up a common monitoring system, out of which knowledge can be generated. Lessons learnt

from previous projects are taken into account when new PPDPs are developed by the LKDF. More information on LKDF can be found on the web site.

The implementation of these projects started in 2011 in the case of Iraq and 2012/2013 in the case of the LKD Facility (LKDF).

Discussions with Sida have been held on the potential cost extension of the Iraq project. In May 2014 Sida concluded that an exit strategy feeding into a Phase II project document needs to be formulated before this decision can be made. Both documents were conducted and paid by the LKDF project. Furthermore, Sida requested a mid-term evaluation to be done before the final funding decision of the potential cost extension to be made on the Iraq project. The project has been previously examined during three distinct evaluation/case study undertakings, namely:

- Independent Thematic Evaluation, UNIDO's Public Private Partnerships
- Measuring results in development partnerships: Solutions and best practices
- Management in Complex Environments

In terms of the LKD Facility, a mid-term review was scheduled in the project document. The full size project implementation started in July 2013 and therefore the mid-term evaluation suited timing-wise with the Iraq evaluation. As these two projects are funded by the same donor, and have similarities in terms of the project objectives, target beneficiaries and planned outcome, it was decided to combine the mid-term review with an aim to analyze the relevance, effectiveness and sustainability of the projects.

Both projects are funded by the private sector cooperation unit of Sida, ENICT. Due to a policy change within Sida, the eventual cost extension for the project TF/IRQ/11/001 would not be funded by ENICT but the Iraq Unit of Sida.

This joint mid-term independent evaluation, which consists of two separate field missions to Erbil/Iraq and Addis Abeba/Ethiopia, one briefing at UNIDO HQ in Vienna or at Sida in Stockholm and home-based assignment, will take place over a period of December to February 2014.

2. Background on the Learning and Knowledge Development (LKD) Facility: A Sida-UNIDO industrial skills development resource

The Swedish International Development Cooperation Agency (Sida) and the United Nations Industrial Development Organization (UNIDO) have joined efforts for promoting a Public Private Development Partnership (PPDP) program focusing on industrial skills development in Africa and elsewhere. This program aims at: (i) establishing, in partnership with global manufacturing companies (such as SCANIA, VOLVO, FESTO, etc.), training academies for the operation and maintenance of heavy equipment in the sectors of transport, material handling, agricultural equipment construction, etc.; and (ii) expanding access of youth to job-oriented and demand-driven skills in the sectors of logistics and industrial maintenance of machinery. These programmes are currently being implemented in Iraq and Ethiopia. Similar projects are being prepared for Tanzania, Mozambique, Liberia and the Democratic Republic of Congo (DRC), among others.

Taking into account the high potential for the expansion of this program and its innovative PPDP approach; Sida, and UNIDO decided to promote a learning and knowledge development facility (LKDF) to serve as an industrial skills development resource.

The project's theory of change consists of three interlinked components as described below:

1. The results-based learning and knowledge development system through its M&E and Learning and Knowledge Development components;

2. Management training with an expected outcome of sustainability of interventions;
3. Projects Development Facility with an expected outcome of long-term effects through scaling-up and replication.

The first component includes two closely interlinked mechanisms: the Monitoring & Evaluation (M&E) and Learning and Knowledge Development system where the former provides the information and data needed to develop learning and knowledge during the latter.

The second component forms a key part of the sustainability goals of the project: sustained development of the vocational training can only be achieved if there is full understanding and acceptance of the management principles throughout the host institution and relevant national authorities.

The third component will help to ensure the long-term effects of the project. The knowledge developed and lessons learnt will be put into practice in new projects.

3. Focus of the Mid-Term Evaluation

The evaluation will span the projects' process from the beginning to mid-term (the present), but will be limited in focus to major projects activities and results. The evaluation will extend over all specific geographic areas covered by the projects, and assess the entire results chain, but will focus more specifically on outputs and planned outcomes, and also the likelihood of achieving planned impacts. Inter alia, this includes analysis of pertinent issues such as management arrangements, procurement and financial procedures, timeliness of interventions, selection of beneficiaries, and prospects for sustainability. The evaluation team should provide an analysis of the attainment of the main objective and specific objectives under the three core project components for both projects.

4. Evaluation Issues and Key Evaluation Questions (for the LKDF)

The evaluation consultants will be expected to prepare a more targeted and specific set of questions and to design related survey questionnaires as part of the Inception Report, and in line with the above evaluation purpose and focus descriptions. However, the following issues and questions are expected to be included in the assessment:

Relevance

- To what extent are the objectives of the programme still valid?
- Are the activities and the outputs of the programme consistent with the intended overall objective?

Effectiveness

- Please describe and analyse the level of results achievement so far compared to expected results for the facility (per area and overall);

- Output area 1: Results based learning and knowledge sharing platform
 - Output area 2: Top-management training
 - Output area 3: Project development facility
- Logframe and Results Indicators:
- To what extent does the log-frame and indicators capture relevant results?
 - How could the logframe and results indicators benefit from being modified?
- Mechanism for taking in new partners to the facility:
- What are the criteria and procedures for taking in new partners to the facility? How do they relate to the project outcome?
 - Describe the partners role as members of the facility in relation to intended results.
 - Risks for market distortion in relation to the procedure for taking in new partners to the facility?

Sustainability

- Structure of the facility:
- To what extent does the structure of the LKD-facility enhance shared learning between partners?
 - How can sustainability and wider spread of the lessons learned be ensured given the structure of the facility?
 - How does the facility relate to and feed into other international initiatives on skills development for poverty reduction?

5. Mid-term Independent Evaluation Approach and Methodology

The Mid-Term Independent Evaluation will be conducted in accordance with the UNIDO Evaluation Policy and the UNIDO Guidelines for the Technical Cooperation Programmes and Projects. It will be carried out using a participatory approach whereby all key parties associated with the project are kept informed and regularly consulted throughout the evaluation. The lead evaluation consultant will liaise with the Project Manager on the conduct of the evaluation and methodological issues.

The lead evaluation consultant will be required to use different methods to ensure that data gathering and analysis deliver evidence-based qualitative and quantitative information, based on diverse sources. The lead evaluation consultant will develop interview guidelines.

The methodology will be based on the following:

1. A desk review of project documents including, but not limited to:
 - (a) The original project document, monitoring reports (such as progress and financial reports, output reports (case studies, action plans, sub-regional strategies, etc.) and relevant correspondence.
 - (b) Notes from the meetings of committees involved in the project (e.g. approval and steering committees).
 - (c) Other project-related material produced by the project.
2. The lead evaluation consultant will use available models of (or reconstruct if necessary) theory of change for the different types of intervention (enabling, capacity, investment, demonstration). The validity of the theory of change will be examined through specific questions in phone interviews.

3. Interviews with project management and technical support including staff and management at UNIDO HQ and in the field and – if necessary - staff associated with the project's financial administration and procurement.
4. Interviews with project partners including Government counterparts, companies, and partners that have been selected for co-financing as shown in the corresponding sections of the project documents.
5. Interviews with intended users for the project outputs and other stakeholders involved with this project. The evaluator shall determine whether to seek additional information and opinions from representatives of any donor agencies or other organizations.
6. Interviews with the UNIDO's project management and Project Steering Committee (PSC) members and the various national and sub-regional authorities dealing with project activities as necessary.
7. Other interviews, surveys or document reviews as deemed necessary by the lead evaluator and/or UNIDO EVA.
8. The inception report will provide details on the methodology used by the evaluation team and include an evaluation matrix.

6. Evaluation Team Composition

The evaluation will be conducted by a team of consultants working under the guidance of the UNIDO Evaluation Manager in EVA/ODG in coordination with the Project Manager of the two projects in Agri-Business Development Branch and also with the project team in Iraq and in Vienna.

The consultants will be expected to visit the project site and to conduct interviews with various stakeholders in January 2015 for the Iraq project. The lead consultants are expected to participate at the Annual Partners Learning Workshop (APLW) of the LKD Facility project in Addis Ababa, during which interviews with key stakeholders will be conducted. The evaluation consultant must not have been directly involved in the design and/or implementation of the projects

Annex B: List of Persons/Organizations met

Organization	Name/function
Sida	A. Kullman, Senior Programme Manager
	Sara Spånt, Lead Specialist, Employment
	Maria Stridsman, Senior Advisor, Africa Private Sector Collaboration
UNIDO	M. de Goys, Director, ODG/EVA
	J. Guarnizo, Senior Evaluation Officer
	V. Stucki, Project Manager, LKDF and PPDP/Erbil, Agro-Industries Technology Unit
	C. Jenane, former Project Manager, LKDF and PPDP/Erbil (no longer with UNIDO; via skype)
	K. Kerres, PPDP Consultant, LKDF
	J. Mani, LKDF Project Assistant
	A. Calabro-Bellamoli, Chief, Agro-Industries Technology Unit
	Papastravou, Programme Officer, Agro-Industries Technology Unit
	G. Martin-Mehers, Knowledge Management and Learning Consultant, LKDF (via skype and in Addis Ababa)
	C. Knobloch, M&E Consultant, LKDF (via skype)
	D. Tezera, Project Manager, PPDP Ethiopia and Zambia
	K. Ayele Tesemma, independent evaluator, PPDP Ethiopia
	B. Kreissler, Business Partnerships Group
Volvo	J. Jonasson, Volvo LKDF focal person (Coordinator, Vocational Training Programme Africa/Service Design & Business Engineering, Volvo Group Trucks Technology)
Scania	L. T. Andersson, Director, Sales and Marketing, New and Strategic Market Projects
	B. Johansson, Regional Manager, Scania Academy
Festo	Y. Salazar, Festo LKDF focal person (Project Manager, Training and Consulting)
International Youth Foundation	P. Shiras, Executive Vice President, Business Development
Caterpillar	D. Hendra, Learning Consultant, EAME Service Training
	F. Mugnier-Bajat, EAME Marketing
Eon Reality	M. Jacobsson, Vice-President, Business Development, Europe
	D. Tesfaye, Tesfa-Ilg Foundation, partner of Eon Reality in Ethiopia

Selam Children's Village	Z. Tesfaye, Managing Director
	A. Dereje, Dean, Technical and Vocational Centre
	T. Deneke, Director, Education and Training Directorate
Swedish Academy/Erbil	E. Ladefoged, General Manager
	H. Abubaker, Deputy Manager
	S. Mikha Armea, Head of Vocational Training, Ministry of Labour and Social Insurance
Note: for the list of other participants met during the LKDF Workshops held in Addis Ababa - including representatives of newly starting PPDPs - reference is made to the minutes of these events (forthcoming/UNIDO)	

Annex C: Evaluation Framework

LEARNING AND KNOWLEDGE DEVELOPMENT FACILITY (LKDF)				
Evaluation issues/ criteria	Key evaluation questions	Sub-questions	Sources of information	Data collection/analysis methods
1. Project design	<i>How was the project designed?</i>	<i>To what extent is a logical framework approach followed?</i>	Project document UNIDO Project Manager (PM) Sida	Content analysis Interviews
		<i>Are the objectives clear and consistent?</i>		
		<i>Are the indicators appropriate?</i>		
		<i>To what extent does the facility reflect an innovative approach?</i>		
		<i>Is there a clear implementation strategy?</i>		
		<i>To what extent is there scope for modifying the logframe and results indicators at this stage?</i>		
2. Ownership	<i>Who owns LKDF?</i>	<i>To what extent did the two "core owners" (SIDA and UNIDO) jointly prepare the project?</i>	Project document UNIDO PM Sida Business partners Participating VTCs	Content analysis Interviews
		<i>To what extent have the other partners (business partners; participating countries) been involved in the design of the project?</i>		
3. Relevance	<i>Are the objectives of the LKDF still relevant for its main stakeholders?</i>	<i>To what extent are the objectives of the project still valid?</i>	Project document Other documents/materials produced UNIDO PM PM of related projects Sida Business partners	Content analysis Interviews
		<i>Are the activities undertaken so far consistent with the intended overall objective and outputs?</i>		
		<i>Was the project consistent with Sida's priorities and strategies and is it still consistent?</i>		
		<i>To what extent was and is the project aligned to UNIDO's mandate, objectives and outcomes?</i>		

		<i>To what extent was/is the project relevant for the business partners?</i>	Participating VTCs	
		<i>To what extent was/is the project relevant for the industrial skills development projects in the participating countries (ongoing/pipeline)?</i>		
4. Effectiveness	<i>What are the results so far in achieving progress towards the established objectives and which are the major factors influencing the achievement or non-achievement of results towards the objectives of the Facility?</i>	<i>What are the main results of the inception phase? To what extent and how did the inception phase guide the implementation of the (ongoing) main phase?</i>	Project document Progress reports UNIDO PM PM of related projects Sida	Content analysis Interviews
		<i>Results based learning and knowledge sharing platform (output 1): to what extent was a monitoring system developed/introduced and are monitoring data available to allow for results based learning? To what extent are these data used and by whom? Which knowledge products are developed and available so far and to what extent are they used/by whom?</i>	Progress reports/other documents/materials produced UNIDO PM PM of related projects Sida	Content analysis Interviews
		<i>Top-management training (output 2): which management training activities were undertaken and to what extent did these activities generate results so far?</i>	Progress reports/training reports/other documents/materials produced UNIDO PM PM of related projects Managers of partner VTCs and trainers	Content analysis Interviews
		<i>Project development facility (output 3): to what extent has the project development facility led to the expansion of the PPDP industrial skills development projects or is likely to do so?</i>	Progress reports Project documents of new PPDPs (approved/pipeline) UNIDO PM	Content analysis Interviews

			PM of related projects	
	<i>To what extent and how did the LKDF evolve in terms of business and other international partners involved in the facility?</i>	<i>Who are the current partners and how does this compare to the initial partners of the facility? How did the new partners get involved?</i>	Progress reports SC meeting reports UNIDO PM PM of related projects Sida	Content analysis Interviews
		<i>What is the mechanism for taking in new partners to the facility? What are the criteria and procedures and how do they relate to the project outcome? How do/should new partners contribute to the intended results?</i>	Progress reports/ SC meeting reports UNIDO PM PM of related projects Sida	Content analysis Interviews
		<i>What are the benefits and risks involved in taking in new partners to the facility?</i>	Business partners	
5. Efficiency	<i>How do the outputs achieved so far relate to the inputs made into the Facility?</i>	<i>Which inputs have been provided by the core partners so far? Have these inputs been provided as planned and were they adequate in terms of timing, value, process issues, responsibilities etc. to meet requirements?</i>	Progress reports/budget and expenditures details SC meeting reports UNIDO PM PM of related projects Sida	Content analysis Interviews
	<i>How well has the LKDF been managed and steered?</i>	<i>To what extent have project management and steering mechanisms been in place and efficient?</i>	Business partners Participating VTCs	
		<i>To what extent was reporting, monitoring and steering based on measuring progress with respect to indicators as defined in the logical framework?</i>		
	<i>To what extent and how was this project linked to the related PPDP projects funded by SIDA (Erbil/Iraq with Scania; Ethiopia with Volvo)?</i>	<i>To what extent did these projects (Iraq/Ethiopia) benefit from and/or contribute to the development and implementation of the LKDF, particularly as regards outputs 1 and 2?</i>	Progress reports/other documents/materials produced UNIDO PM PM of related projects	Content analysis Interviews

	<i>Are there synergies so far with other interventions (UNIDO/Sida/other) in the field of industrial skills development/PPDP?</i>	How does the facility relate to and feed into other initiatives on skills development for poverty reduction?	UNIDO PM PM of related projects Sida	Content analysis Interviews
Impact so far and likely sustainability	<i>To what extent did the facility generate development effects so far</i>	To what extent did the facility enhance shared learning between partners so far? To what extent have the participating training centres become more market-oriented?	UNIDO PM PM of related projects Sida Business partners Participating VTCs	Content analysis Interviews
	<i>To what extent is the facility likely to be sustainable beyond the current project?</i>	How can sustainability and wider spread of the lessons learned be ensured given the structure and funding of the facility?		
Cross-cutting issues	<i>To what extent are gender equality issues addressed</i>	To what extent and how have gender equality issues been addressed in the design and implementation of the project?		
	<i>To what extent are environmental sustainability issues addressed?</i>	To what extent and how have environmental concerns been reflected in the design and implementation of the project?		

Annex D: List of main documents consulted

Title	Year
LKDF Project Document	June 2012
Trust Fund Agreement Sida-UNIDO pertaining to LKDF	June 2012
Report of inception workshop	Nov. 2012
LKDF Inception Report and exchanges Sida-UNIDO prior to approval by Sida	June 2013
ToR of LKDF Steering Committee	
LKDF Semi-Annual Report 1	Nov. 2013
LKDF Semi-Annual Report 2	Feb. 2014
LKDF Semi-Annual Report 3	Sept. 2014
LKDF Semi-Annual Report 4	Feb. 2015
Minutes of the meetings of the LKDF Steering Committee 1	9 July 2013
Minutes of the meetings of the LKDF Steering Committee 2	26 Feb. 2013
Minutes of the meetings of the LKDF Steering Committee 3	18 Sept. 2014
Minutes of the first Annual Partners Learning Workshop	Feb 2014
Letters of Intent so far signed: Festo, Scania, World Skills Foundation	
List of (19) Key Performance Indicators/LKDF	agreed upon in 2014
LKDF, Management Training Programme Handbook	2013; updated in 2014
LKDF, Process for new partner requests	2014
LKDF “How to” guide “ Developing and implementing a vocational training public-private development partnership	2015
PPDP Toolkit	LKDF web site
Project document and progress reports of PPDP in Ethiopia (Selam-Volvo-Sida-UNIDO)	2012 +
Project documents of new PPDPs in Zambia and Morocco	2014
Project Fact Sheets	LKDF web site
List of links to related initiatives	LKDF web site
LKDF – donor data base (donors active in the field of PPP/TVET)	
Needs assessment/market analysis - Kurdistan	2013
Needs assessment/market analysis - Ethiopia	2013
LKDF, G. Martin-Mehers, consultant, recommendations on the learning and knowledge management system	
Back-to-Office Report, participants / ILO Turin VTC management training and survey/feedback	Dec. 2013
LKDF, P. Blue, consultant, progress reports and field visit reports (Iraq; Ethiopia)	2013/2014

LKDF, P. Blue, consultant, RoI methodology	Jan. 2014
LKDF, C. Knobloch, consultant, status quo of M&E system and ideas for improvement of the LKDF	2014
ToR for the IT solution	2014
LKDF Communication Strategy	May 2014
Project brochure/flyer	
LKDF Newsletters	LKDF web site
Sida, Stellenbosch Business School, Case Story on Scania projects in Iraq and Columbia	Not dated
UNIDO Evaluation Group, Independent Thematic Evaluation of UNIDO's Public-Private Partnerships	2014
ENDEVA/BMZ, C. Tewes-Gradl et al., Proving and improving the impact of development partnerships – 12 good practices for results measurement	2014

Annex E: LKDF Budget Information

1. Expenditures by output

Expenditures by output (Sida budget)

Outputs	2012		2013		2014	
	€	%	€	%	€	%
<i>Inception</i>	37,839.61	100	47,919.48	53	4,840.47	3
<i>Output 1 (learning platform)</i>	-	-	24,679.19	27	106,587.51	78
<i>Output 2 (mgt training)</i>	-	-	17,780.11	20	11,042.02	8
<i>Output 3 (project dev.)</i>	-	-	-	-	15,015.00	11
<i>Other/misc.</i>	-	-	-	-	-	-
<i>Total</i>	37,839.61	-	90,378.78	100	137,485.00	100

Expenditures by output (UNIDO budget)

Outputs	2012		2013		2014	
	€	%	€	%	€	%
<i>Inception</i>	-	-	-	-	-	-
<i>Output 1 (learning platform)</i>	-	-	17,630.48	100	14,747.78	32
<i>Output 2 (mgt training)</i>	-	-	-	-	31,453.66	68
<i>Output 3 (project dev.)</i>	-	-	-	-	-	-
<i>Other/misc.</i>	-	-	-	-	-	-
<i>Total</i>	-	-	17,630.48	100	46,201.44	100

2. Expenditures by budget line

Expenditures by budget line (Sida budget)

Outputs	2012		2013		2014	
	€	%	€	%	€	%
<i>Intl. cons.</i>	23,279.49	62	33,157.05	37	42,928.38	31
<i>Local travel</i>	-	-	9,719.34	11	16,998.95	12
<i>Staff travel</i>	-	-	2,446.83	3	5,599.43	4
<i>Nat. cons.</i>	1,578.39	4	22,547.04	25	22,706.21	17
<i>Subcontracts</i>	-	-	3,220.00	4	22,783.02	17
<i>Training/study tours</i>	-	-	18,474.49	20	8,226.73	6
<i>Intl. meetings</i>	12,981.73	34	471.45	-	7,214.65	5
<i>Equipment</i>	-	-	-	-	9,826.71	7
<i>Other</i>	-	-	342.58	-	1,254.46	1
<i>Total</i>	37,839.61	100	90,378.78	100	137,485.00	100

Expenditures by budget line (UNIDO budget)

Outputs	2012		2013		2014	
	€	%	€	%	€	%
<i>Intl. cons.</i>	-	-	16,187.00	92	36,377.33	79
<i>Local travel</i>	-	-	1,443.48	8	-97.52	
<i>Staff travel</i>	-	-	-		6,983.26	15
<i>Nat. cons.</i>	-	-	-		-	
<i>Subcontracts</i>	-	-	-		2,870.40	6
<i>Training/study tours</i>	-	-	-		-	
<i>Intl. meetings</i>	-	-	-		-	
<i>Equipment</i>	-	-	-		-	
<i>Other</i>	-	-	-		67.97	
Total		-	17.630.48	100	46,201.44	100

3. Planned LKDF budgets of Business Partners

Business Partners	Items	2012/13	2014	2015	2016	Total (€)	%
SCANIA	<i>Participation in PC meetings and annual partner meetings</i>	11,900	15,000	15,000	15,000	56,900	26
	<i>Hosting of visit/Scania training centre , 6 people (local costs only)</i>	5,000	5,000	5,000	5,000	20,000	9
	<i>Training of trainers</i>		22,500	22,500	22,500	67,500	31
	<i>Transfer of knowledge – training manuals</i>		25,000	25,000	25,000	75,000	34
SCANIA total		16,900	67,500	67,500	67,500	219,400	36.2
VOLVO	<i>Participation in PC meetings and annual partner meetings</i>	18,090	18,090	18,090	18,090	72,360	60
	<i>Hosting of visit/Volvo training centres , 6 people (local costs only)</i>		12,060			12,060	10
	<i>Legal consultancy (support to SC)</i>	6,030	6,030	6,030	6,030	24,120	20
	<i>Consultancy by Volvo regards</i>			12,060		12,060	10

	<i>methods and material</i>						
VOLVO total		24,120	36,180	36,180	24,120	120,600	19.9
FESTO	<i>Participation in PC meetings and annual partner meetings</i>	24,100	22,000	22,000		68,100	26
	<i>Management and expert manpower</i>	6,000	12,000	12,000	6,000	36,000	14
	<i>Learning systems and e-learning programmes</i>	12,000	18,000	24,000		54,000	20
	<i>Seminars</i>		24,000	36,000	48,000	108,000	40
FESTO total		42,100	76,000	94,000	54,000	266,100	43.9
GRAND TOTAL BUSINESS PARTNERS						606,100	100

Annex F: Logical framework

F1: Logical Framework

(version included in the approved inception report)

LKD Facility Level Logical Framework				
	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
Overall Development Objective	Contribute to establishing efficient market oriented vocational training centers by facilitating knowledge sharing and supporting a wider innovative approach for PPP in skills development	<ul style="list-style-type: none"> Additional sponsorship of VTCs by multinational companies, based upon the LKD facility model, measured by x new partnerships A closer involvement and symbiosis of multinational companies in vocational training in the target regions 	<ul style="list-style-type: none"> Official statistics collected by Governments, agencies and the project Number of projects engaged in the knowledge and learning facility 	<ul style="list-style-type: none"> Significant gap between demand and supply of heavy machinery operation and maintenance skills National VTC systems are responsive to changes Companies are willing to accept new partners
Outcome	Institutional change initiated in selected vocational training centers leading to a stronger performance oriented culture, adoption of	<ul style="list-style-type: none"> Number of graduates from the supported projects in gainful and relevant employment Number of training curricula and certificates jointly 	<ul style="list-style-type: none"> Reporting from the projects Verification from the partner companies through questionnaire/interview, eg, on productivity levels and imported labor Local business surveys LKD facility online portal usage 	<ul style="list-style-type: none"> Significant gap between demand and supply of heavy machinery operation and maintenance skills National VTC systems are responsive

	<p>best practices and better adjustment to changing labour market demands.</p>	<p>developed by companies and governments</p> <ul style="list-style-type: none"> • Income levels • Productivity levels • Companies' reduced requirement for importing labor or specialist trainers • Best practice sharing between VTCs increased 	<p>statistics</p> <ul style="list-style-type: none"> • Face-to-face post-meeting questionnaires • VTC in-depth interviews 	<p>to changes</p>
<p>Outputs</p>	<p>1. A results-based learning and knowledge sharing platform established for the development of technical skills in Africa and elsewhere</p>	<ul style="list-style-type: none"> • Number of participating companies in the LKD. • A harmonized M&E framework established for all PPP projects. • Monitoring systems with gender balanced related data. • Number of methods used by the LKD Facility participants to share knowledge outside the LKD facility • # of users / frequency of use • # of Lessons- 	<ul style="list-style-type: none"> • Participating PPP projects reports and M&E frameworks • Participating PPP projects collect gender disaggregated data • Enrollment statistics • Post-meeting surveys • Online portal usage statistics • Reports from the knowledge and learning facility • Project monitoring reports • Project evaluations • Partnership evaluation <ul style="list-style-type: none"> • Interviews with coaches • Interviews with VTC teachers and 	<ul style="list-style-type: none"> • Existing PPP projects M&E framework can be revised • Governments and VTC commitment <ul style="list-style-type: none"> • Managers have

	<p>2. Top-management training carried-out - addressing constraints in vocational training and covering all PPP skills development projects</p>	<p>Learned Workshops</p> <ul style="list-style-type: none"> • # of Face-to-Face sessions • # of training needs assessments conducted • # of trainings jointly organized by national VTCs and multinational companies • Frequency of lessons being applied in new contexts 	<p>students</p> <ul style="list-style-type: none"> • Financial figures of the centre • Student and teacher retention • Assessment of the skills gaps identified at the competency framework assessment prior and after training. • Project reports • Annual partners' meetings 	<p>support to implement changes</p> <ul style="list-style-type: none"> • Donors are interested in funding further PPP projects • New partners not willing to join the facility
	<p>3. Project Development Facility: expansion of the PPP skills training programme in heavy duty vehicles operations and maintenance to other countries in the developing world</p>	<ul style="list-style-type: none"> • Changes in VTC management skills levels • # of business plans (addressing VTC sustainability) developed • Number of participating women in Top-management training. <ul style="list-style-type: none"> • # of new PPP projects 		

		<p>developed</p> <ul style="list-style-type: none"> • # of new PPP projects funded • # of new partners joining the LKD Facility • A documented model for the participation of multinational companies in training delivery within national VTCs 		
<p>Cluster of Activities</p>	<p>Result-based learning and knowledge development system: (1) Collect baseline data and information; (2) Design the structure of the system; (3) Define quantitative and qualitative objectives; (4) Define and agree on performance indicators; (5) Establish and launch the learning and knowledge development system for all country projects; (6) Organize training on its use; (7) Bi annual reporting by project; (8) Sharing of lessons learned including all projects.</p> <p>Management training: (1) Assess management skill-gaps; (2) Develop training programme accordingly; (3) Organise management training session for target beneficiaries; (4) Monitor results of training and undertake corrective measures.</p>	<ul style="list-style-type: none"> • LKD facility monitoring data • LKD facility monitoring reports • LKD facility evaluations 	<ul style="list-style-type: none"> • Commitment of partner institutions • Commitment of multinational companies 	

<p>Project Development Facility: Expansion of the PPP skills programme: (1) Jointly with Sida and interested companies, determine priority countries for potential expansion; (2) Conduct a supply and demand study (including, e.g. chambers of commerce and industry, manufacturers and service providers, public sector, etc.) concerning vocational training needs for heavy duty equipment and vehicle in the selected countries; (3) Initiate project preparation in two countries by UNIDO and partner companies, business associations and other companies, with local counterparts and in consultation with Sida and Swedish embassies; (4) Submission of two project proposals to Sida.</p>		
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F2 Logical Framework

(Suggestions for amendment)

Main “flaw” in the current logframe: mixing interventions and performance measurement thereof at the level of country level PPDP projects with the interventions of LKDF as support/umbrella project.

LKD Facility Level Logical Framework				
	Intervention Logic	Objective Indicators	Means of Verification	Assumptions & Risks
				There is no special mention of risks in this column, but this can however be deducted from the assumptions; if an

				assumption is not in place, it could become a risk
<p>Overall Development Objective</p> <p>Comment: need to bring out the precise goal of the facility: a support platform for PPDPs</p>	<p>Provide support to ongoing and new PPDPs that focus on industrial skills development in Africa and elsewhere that aim at contributing to the establishment of efficient market oriented vocational training centres (VTCs), by facilitating learning and knowledge sharing</p>	<ul style="list-style-type: none"> • Ongoing and new PPDPs in the targeted field(s) follow a harmonized approach, based on lessons learned/good practices and are recognized as model PPDP projects in industrial skills development • Additional co-sponsorship of PPDPs in the field of industrial skills development through VTC upgrading (increase in PPDPs; increase in the number of business partners; thematic expansion of PPDPs in terms of the fields of industrial skills development covered) 	<ul style="list-style-type: none"> • Document review (to analyze if the design and implementation of the projects reflect the lessons/follow good practice principles) • Number of PPDP projects and number of business partners engaged as members of the umbrella platform • Coverage of these projects (number of countries; number of VTCs; range of industrial skills covered) 	<ul style="list-style-type: none"> • The LKDF stakeholders - donor(s), UNIDO, business partners, participating VTCs - have a common understanding of the purpose, coverage and boundaries of the LKDF including the division of work between the LKDF as support project and the PPDPs themselves (country projects) • LKDF stakeholders agree on the principle of sharing of lessons, tools and use harmonized approaches, with a clear definition of roles and responsibilities • Business partners in the ongoing PPDP projects are willing to accept

				<p>new business partners (new PPDPs)</p> <ul style="list-style-type: none"> • Adequate number of operational PPDP projects serving as 'foundation' for collecting lessons and introducing monitoring tools etc.
<p>Outcome</p> <p>Comment: the prior formulation is the outcome of a PPP project in this field, not of the support facility</p>	<p>An umbrella platform in place that facilitates joint learning, harmonized approaches, and collective efficiencies in PPDPs in the field of industrial skills development through the upgrading of VTCs</p>	<ul style="list-style-type: none"> • Evolution in LKDF membership (participating companies, donors/agencies). • Evidence of good practice sharing between PPDP projects/VTCs / trends therein • Indication of use of common approaches, sharing of tools, methodologies in (new) PPDPs • Indication of external interest in/reference to the work of LKDF (enquiries; invitations to present the facility; reference to LKDF in other TVET/PPDP related fora) 	<ul style="list-style-type: none"> • Document review • Minutes of meetings (Steering Committee meetings; Partners meetings; reports of other events organized by LKDF) • LKD facility online portal usage statistics • Face-to-face post-meeting questionnaires • Business partners and VTC in-depth interviews 	<ul style="list-style-type: none"> • as above
<p>Outputs</p> <p>Would avoid twice the label ('platform'); the LKDF as such is a support platform with different</p>	<p>1. A results-based learning and knowledge sharing repository established for PPDPs in the field of industrial skills development through VTC upgrading in Africa and elsewhere</p>	<ul style="list-style-type: none"> • Agreement among the LKDF stakeholders on the list of common KPIs (PPDP projects) • A harmonized M&E system established for all existing and new PPP projects (including measurement and reporting on the 	<ul style="list-style-type: none"> • Minutes of SC • Document review (participating PPDPs) • reports and M&E system adopted • PPDP reporting on gender equality 	<p>The LKDF partners agree on common KPIs for PPDPs in a timely manner (at the start of the main phase)</p> <p>Commitment of the PPDP stakeholders</p>

<p>"windows"</p>	<p>2. Top-management training carried-out - addressing constraints in the management of VTCs and covering all PPDP skills development projects developed with Sida <i>(note: a limit is to be set here; doubtful that Sida wants to fund top mgt training for non-Sida funded PPDPs)</i></p> <p>3.A Project Development Facility resulting in the</p>	<p>commonly agreed upon KPIs)</p> <ul style="list-style-type: none"> • Gender disaggregated data collection and reporting being integral part of the above M&E system • Type and number of learning events organized by the LKDF (i) for LKDF members and (ii) for outside parties and appreciation of these events by participants <p>Indication of interest in tools/lessons by parties external to LKDF (through portal or other means)</p> <ul style="list-style-type: none"> • Number of VTC managers participating on top-management training activities • Range of top management training organized (course participation; coaching/mentoring /other) • Appreciation of VTC managers of each of the training activities • Indications of follow-up taken based on management training, such as: # of business plans (addressing VTC sustainability concerns) developed # of events organized to share lessons/foster institutional changes in wider ranges of VTCs in 	<p>related indicators based on data collection</p> <ul style="list-style-type: none"> • Post-meeting surveys • Online portal usage statistics • LKDF progress reports • Project evaluations (mid-term/final) • Partnership evaluation <i>(is this foreseen? Is meant: evaluation of the implementation of the Lols after x period?)</i> • Interviews with participating VTC managers (before and after training activity) • Project reports • Reports of annual managers and partners meetings 	<p>to introduce the common M&E system, apply rigour in data collection and related reporting</p> <p>IT solution is introduced to support and facilitate harmonized data compilation and reporting</p> <p>The LKDF partners agree on the priority knowledge products expected to be prepared and shared through the LKDF, allowing for different stakeholders putting emphasis on different products</p> <p>Assessment of priority needs of VTC managers</p> <p>Managers have support to implement changes</p> <p>Clear complementarity between management training organized through LKDF and management training organized through the PPDP with involvement of</p>
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	<p>expansion of the portfolio of PPDP focused on industrial skills development projects in Africa and elsewhere, as a start those focused on the operation and maintenance of heavy duty equipment/vehicles, with possible expansion to other fields of industrial skills (note: latter, provided there is agreement on this thematic expansion)</p>	<p>the country (steps towards systemic change, with active involvement of line Ministry/TVET authority)</p> <ul style="list-style-type: none"> • number of women participating in the different top-management training activities. • model template developed for PPDP project documents • # of new PPDP projects developed • # of new PPDP projects funded • # of new business partners engaged in PPDPs# of new donors involved in the PPDPs • Range of PPDP thematic focus (other fields of industrial skills development through VTCs) 	<ul style="list-style-type: none"> • Reports of scoping missions • Project concepts • Project documents • LKDF progress reports 	<p>the business partner</p> <p>Current donor (Sida) is interested in funding further PPDP projects in this field</p> <p>New partners are willing to join the facility</p> <p>More donors are interested to fund PPDP projects developed following the LKDF approach</p>
<p>Cluster of Activities</p>	<p>Result-based learning and knowledge development system:</p> <p>A. M&E:</p> <ul style="list-style-type: none"> • Define and agree on performance indicators; • Establish and launch the M&E system for all country projects; • Organize training on its use; • Bi annual reporting by project; • Sharing of lessons learned including all projects. <p>B. Design and agree upon the knowledge products</p> <ul style="list-style-type: none"> • Define and agree upon the knowledge products to be compiled and shared by the LKDF (prioritized list) • Prepare and diffuse the products 		<p><i>Need for separate indicators, means of verification and assumptions here? Could be done if activities were clustered under each of the outputs (now combined at bottom of logframe)</i></p>	

- Discuss lessons learned/suggested for future knowledge products

Management training: (1) Assess management skill-gaps; (2) Develop training activities (*note: could be a range of different activities; attending an existing course, preparing a course oneself as LKDF, coaching, mentoring, other*) programme accordingly; (3) Organise management training in joint fashion for target beneficiaries; (4) Monitor results of training and undertake corrective measures.

Project Development Facility: Expansion of the PPP skills programme: (1) Jointly with Sida and interested companies, determine priority countries for potential expansion; *note: based on assumption that only Sida funded projects are covered ; seems not the boundary as defined in the prodoc – which is more open in terms of who can join* (2) Conduct a supply and demand study (including, e.g. chambers of commerce and industry, manufacturers and service providers, public sector, etc.) concerning vocational training needs for heavy duty equipment and vehicle in the selected countries; (*note: is such indepth study systematically envisaged or is it rather a rapid scoping mission, with deepening during the inception of the PPDP project?*) (3) Initiate project preparation in *?two?* (*number needs to be updated*) countries by UNIDO and partner companies, business associations and other companies, with local counterparts and in consultation with Sida and Swedish embassies; (or others, if Sida is not interested in funding the project) (4) Submission of *? two?* project proposals to Sida.