DC dVET
DONOR COMMITTEE FOR DUAL VOCATIONAL EDUCATION AND TRAINING
GEBERKOMITEE FÜR DUALE BERUFSBILDUNG

Measuring transformation of just and green transition in dual VET

DC dVET Discussion Note

Austrian Development Agency
Federal Ministry for Economic Cooperation and Development
LED LIECHTENSTEIN DEVELOPMENT SERVICE
Schweizerische Eidgenossenschaft
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1 INTRODUCTION

Purpose of the Input Paper

Development partners today are under increasing pressure to report on impact and sustainability of their projects. There is also an increasing interest in measuring how projects can create lasting transformative social and environmental change. Results-based management systems typically support these efforts by ensuring the availability of timely information to guide decision-making, enhance transparency and accountability, and contribute to organizational learning, including knowledge management.

What is special about this input paper: Rather than offering prescriptive solutions, this discussion note serves as a practical compass and initial ideas for translating Just and Green Transition (JGT) principles into action within dual VET projects and their systems. It supports the current dialogue and provides pathways for transformative change, equipping practitioners with tools and guiding questions to critically reflect, design, implement, and monitor projects through a JGT lens. By addressing the complexity of measuring cultural and systemic shifts, the note introduces approaches for assessing whether partners consistently integrate GESI and environmental practices—ultimately fostering visible and lasting institutional change. In this regard, it contains among others practical **guidelines** for critical reflection on the integration of just green transition (JGT) during the design phase of a project as well as **further tools to assess and monitor progress** and impact. Check a series of guiding questions and tools which can be applied for systematic assessments and monitoring of change.
The discussion note has been piloted by the GIZ GESIT project in Indonesia Green-Jobs-for-Social-Inclusion and their valuable inputs & contributions have been considered in this final version.

Environmental and social inclusion in project portfolios

UN member states worldwide are committed to achieving the Sustainable Development Goals (SDGs) and advancing a just and green transition (JGT) within their national contexts and globally. In parallel, donor agencies are increasingly integrating both environmental sustainability and social dimensions—such as social inclusion and gender equity—into their project portfolios. The 2015 Guidelines of the International Labour Organization (ILO) highlight the need for a shift towards a just transition, which is defined as “greening the economy in a way that is as fair and inclusive as possible for everyone, creating decent work opportunities and leaving no one behind" (ILO 2015).

Building on this foundation, the concept of transformative change has gained prominence in development cooperation. It emphasizes the importance of addressing not only immediate challenges but also the underlying structural inequalities and discrimination that sustain multiple forms of exclusion and vulnerability people face. In response, development actors have increasingly adopted more gender-responsive and transformative approaches to project design and implementation. Amongst others, the Canadian and the Swedish International Development Agencies (GAC 2017; SIDA 2018), as well as the Swiss Development Cooperation (2017) and the German Federal Ministry for Economic Cooperation and Development (BMZ, 2023) are guided by their feminist development policies (GAC 2017; SIDA, 2014; BMZ, 2023).

DC dVET’s initiatives in GESI and JGT

With this discussion note, the DC dVET fosters a dialogue and offers donors and project partners initial ideas on how gender equality, inclusion and just green transition can be mainstreamed and institutionalized in vocational training policies, systems and institutional practice at VET Centre level. It aims to explore how projects can be designed, implemented, and monitored from a transformative perspective.

The note draws on insights from a series of previous DC dVET events and related work. Building on this foundation, DC dVET has also published thematic pages and policy briefs on Gender Equality and Social Inclusion (Thematic

page and Policy Brief GESI) and the Just and Green Transition (JGT, Thematic page and Policy Brief JGT), which summarize discussions and implementation experiences shared through a series of webinars.

A first panel discussion on measuring transformative change on gender equity and social inclusion in dual VET projects was held in early 2024 to gauge and touch the pulse of the debate. Donors such as BMZ and SDC, together with implementing partners like GFA, Swisscontact, and GIZ, shared their current practices for measuring impact and results. A follow up event in March 2025 featured a keynote by the World Benchmarking Alliance (WBA) and interactive discussions with GIZ, Global Affairs Canada (GAC) and its implementing partner, as well as the German Green TVET School. These engagements showcased practical approaches to measuring progress and change—some of which are highlighted in the sections that follow.

As a result of the sessions and discussion, it was observed that designing projects and evaluating their impact through a GESI and JGT lens, while building evidence for transformation, is a complex and challenging task. For instance, for GESI, empowering marginalized groups often requires multifaceted interventions and measures, which may fall beyond the scope of dual VET and labour market integration projects. Similarly, assessing the extent to which VET projects result in measurable greener practices, reduced waste or emissions in VET institutions or enterprises, thereby creating a lasting impact, seems difficult. Likewise, it is difficult to quantify the extent to which VET projects result in improved and more equitable access to decent work, better and more equitable incomes, reduced wage gaps or sustainable livelihoods for their graduates.

2 COMMITMENT AND COMPETENCES NEEDED FOR AN INCLUSIVE AND JUST GREEN TRANSITION

Just green transition in VET with sustainable impact is not achieved when measuring increased participation of women in VET alone but through **systemic change** — when *policies, budgets, institutions, and data systems* work together to ensure equal opportunities for men and women to graduate and find gainful employment in both traditional and emerging (green and digital) sectors. Therefore, two levels of results and indicators are important for assessing the effectiveness of development cooperation and progress toward gender equality and just green transition.

1. **Policy dialogue and reform at country and sector level.** These outcomes and indicators may be included in regional, country, or sector strategies and performance frameworks, or in national policies. Results and indicators at this level should be aligned, wherever possible, with existing national commitments and reporting obligations of partner countries on gender equality and just green transition.
2. **Program and project level at institutional level.** These results and indicators may be used in design, monitoring, and evaluation frameworks for programs and projects. They describe the deliverables expected from programs and projects.

2.1 Competences to be strengthened at policy level

A precondition for transformative change is a shared commitment by policy-makers, **skills and** sector bodies, and industry associations to build the structural conditions that turn gender equality **and just green transition of VET** from aspiration into practice. Their leadership and joint vision are essential for establishing enabling frameworks through inclusive laws, national VET and skills policies, qualification standards, and just transition strategies that integrate gender objectives. When policy-makers and associations work together, they can translate commitments into inclusive curricula, standards, and workplace learning pathways that expand opportunities for women in green and digital sectors. Sustained progress depends on allocations of budgets and funds, higher transparency and institutional accountability, and robust data systems — ensuring that just transition becomes an inherent feature of how skills systems are governed, financed, and evaluated.

2.2 Competences to be strengthened at institutional level and leadership level

An other pre-condition for transformative change at outcome and impact level is that learners, instructors and enterprises gain **awareness and competences** in how to address GESI and Environmental Responsibility within a dual VET project (see table). A learner/ultimate beneficiary is competent if he/she is aware and can apply learning in work and life effectively and in various contexts and situations. Similarly, enterprises, governments, training providers and other service providers need to be competent to be able to apply and train these in day-to-day practice.

Table 1: Competencies that are built for ultimate beneficiaries, VET and Service Providers and Enterprises when addressing GESI and Environmental Responsibility through dual VET initiatives (Source: External author's own elaboration)

Goal	GESI Competences/Skills	Green Competences/Skills
Ultimate Beneficiary	Can identify prejudices/stereotypes and inequalities and knows about own rights and responsibilities. Knows how to apply these at work and in life (home and community) after graduating from any VET training.	Can apply environmental practices and green skills (environmental protection, resource efficiency, waste management etc.) at workplace and in life after graduating from any VET training.
Enterprises, business sector	Know and can practice inclusive business practices, free from discrimination, harassment, and barriers, reflected in: - Policy and strategies - Incentives for HR-recruitment and promotions - Sensitized management and staff - Barrier free environment, accommodation for PWDs and women - Supervision of group dynamics in team	Can optimize environmental practices in the enterprise/workplace through Resource management, minimizing greenhouse gases, reduction of waste/pollution, Occupational Safety and Health (OSH), reflected in: - Policy and strategies - Sensitized and trained management and staff
Training and labour market service providers	Know how to ensure equitable access free from discrimination and stereotypes, reflected in: - Policy and strategies - Incentives for inclusive recruitment of learners and their retention - Sensitized management and staff on gender equity and inclusion. - Barrier free environment - Adapted curricula and training materials - Supervision of group dynamics in class	Knows how to promote and optimize environmental practices in the centre/campus reflected in: - Policy and strategies - Sensitized management and staff - Resource management - Minimizing greenhouse gases - Reduction of waste/pollution - OSH - Adapted curricula and training materials - Training of Teachers (ToT)

Experience also shows that acquiring competences alone does not lead to transformation. Projects need to ensure that changes in training or workplace culture translate into behavioral shifts among teachers, mentors, and learners—particularly in how they apply principles of equality, green training, and sustainable work practices in their daily activities (outcome level). Therefore, projects should assess behavioral change not only through the number of learners graduating but also by examining their learning outcomes and employability and how they apply gender equality and just green transition principles. Similarly, attention must be given how such practices have become institutionalized within training centres and enterprises at the outcome level of interventions. Self-assessment tools and quality improvement plans can be explored such as e.g., checklists for inclusive campus/enterprise, Occupational Safety and Health /OSH, barrier-free access, gender sensitive facilities, anti-harassment policy, inclusive recruitment policy, adapted curricula etc. (refer Annex).

3 HOW DO DUAL VET PROJECTS CURRENTLY MEASURE IMPACT AND REPORT RESULTS?

Project logic impacting system actors and ultimate beneficiaries

Many donor-funded development projects in VET today follow a three-level intervention approach. As illustrated in figure 1, a dual VET project typically operates at the macro-, meso-, and micro- levels. Project partners, including system actors such as government departments, business associations, enterprises, training institutions, and other service providers, receive technical assistance and capacity building so that they ensure more inclusive training, labour market insertion, entrepreneurship support and access to loans and finances. Similar strategies are applied for greening VET.

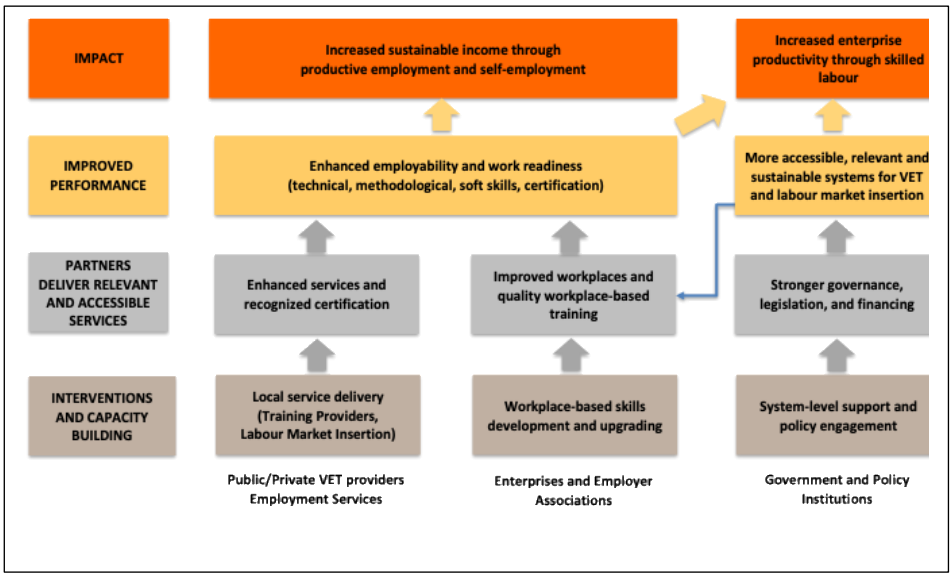

Figure 1: Impact logic in dual VET projects (Source: adopted from Swisscontact, 2021, p. 5)

These projects address policy-related barriers affecting people willing to get trained, while actors act as multipliers, expected to change their behavior and practices (improved pedagogy, revised curricula, including green and other future skills, flexible training delivery) through improved capacity and closer collaboration with the private sector. The ultimate beneficiaries or target group often consists of diverse learners who form a wide range of the workforce, including VET and college graduates, employees willing to upskill or re-skill, job seekers and marginalized groups who are particularly vulnerable to technological change, exploitation, discrimination and increasingly climate change. Dual VET projects increasingly work with enterprises as training partners, supporting them in adopting better Human Resource and safer business practices, ensuring that training aligns more closely with enterprises' skill needs.

Measurement practices for dual VET projects in JGT: a GESI and Green skills lens

Many donors and implementing agencies report project success at the outcome and impact levels in their log frames, as highlighted in the project logic above. Using a GESI and green skills lens, projects usually measure whether there is a higher representation of women or specific target groups accessing and graduating from training and labour market insertion as well as employment services, and whether they benefit from gainful employment and self-employment and higher income. This is achieved by disaggregating data by men and women. In women-focused initiatives, this is typically tracked through the number of women graduating and getting certified, and successfully accessing gainful employment. Green skills projects often measure the percentage of graduates who completed relevant VET programmes and transition into productive employment or self-employment, preferably related to the 'green' VET programme. An income increase is expected.

Three observations on current measurement practices:

1. *At the level of ultimate beneficiary:* Currently, most projects focus their reporting on the number of individuals graduating or receiving certifications but **overlook the quality aspect**—whether the training has genuinely improved learners' employability and capacities to learn and adapt and be a productive resource in the world of

work. A qualitative indicator could measure the relevance and quality of the training by conducting satisfaction surveys for both learners and enterprises.

Similarly, projects report income increase, however, fall short in assessing quality, safety and wage gaps in employment or self-employment (unequal pay for same work, number of days, social protection and health insurance, status, paid leave) or workplace safety deficits at impact level, which are important indicators for measuring decent work. *Finally, projects rarely address intersections by disaggregating data to ask the following questions:* ***to what extent do groups equally benefit from training, employment and self-employment? Are women or disadvantaged groups increasingly accessing decent work? Are wage inequalities between men and women, or between men/women and people with disabilities decreasing as a result of a dual VET initiative?***

2. *At the level of enterprises:* Over the last years, a growing number of dual VET projects have integrated human resource development and upgrading of enterprises to deliver relevant training and upskilling/re-skilling and provide more inclusive and safer workplace practices. It is expected that enterprises which benefit from capacity building in training and workplace improvement (HR or greening practices, Occupational Safety and Health-OSH) attract a more adaptable and skilled workforce, which leads to higher job satisfaction, lower attrition, and higher productivity of the workforce. This in turn would lead to higher profitability of the enterprise and potentially the generation of additional jobs. However, very few projects currently measure or report **changed practices, productivity gains** made due to a more diverse workplace or safer and green practices; or change at the impact level, which could be **higher profitability**.
3. *At the level of service providers and policy level:* Very few projects imply but do not measure or monitor **changed behavior and capacities at partner institution or system level** resulting from capacity building and institutional change interventions. Can we really assume that at the end of the project, service providers continue with the interventions that were introduced during the project?

While these measurement practices remain central, they often fall short of disaggregating data by sex, other socio-economic criteria and trades which could assess the project's effectiveness on gender equality, and more importantly intersectionality**.** In addition, these actual numbers capture status quo and not actual change and transformation. Increasingly, projects are aiming to foster transformative change and are now tracking indicators such as quality of employment, women's empowerment, and impact-level outcomes like decision-making within the household and control over financial resources. Recent efforts have been made at the beneficiary level to measure women's empowerment based on which projects have been designed, monitored and evaluated. Donors such as GAC, BMZ, and SDC have adopted multi-dimensional measurement frameworks—also in VET initiatives—that go beyond traditional indicators (see table).[1]

[1] See CIDA's measurement framework uses 10 dimensions.

Table 2: Some examples how donors address GESI and green skills and jobs in their projects2

	GAC practice across VET projects	BMZ / GIZ (W4DD)	SDC's Vocational Skills Development Projects
Access to skills for employment/VET	Scholarships/stipends Gender-responsive policies addressing access and safety in VET institutes and learning places (incl. governance)	Gender responsive policies addressing access and safety in VET institutes and learning places (incl. governance)	Gender responsive policies addressing access and safety in VET institutes and learning places (incl. governance)
Addressing stereotypes and norms	Leadership, confidence and empowerment programmes Community sensitization Non-traditional jobs in high growth sectors	Leadership development Mentorship Non-traditional jobs in high growth sectors	Mentorship Non-traditional jobs in high growth sectors
Transition to the world of work: employment and self-employment	Employer sensitization Barriers and division of work Safe workplaces	Employer sensitization Barriers and division of work Safe workplaces	Employer sensitization Barriers and division of work Safe workplaces
Decent work/ income	Increased income Decision making power	Increased income Working conditions - Paid Sick/Leave - Flexibility in working hours - Increased participation in decision making	Minimum income Agency

Source: Policy documents, interviews and presentations in DC dVET event

A truly integrated approach that combines green skills, employment, and GESI—while also measuring transformative change—addresses relative change, such as 'increased representation and women's voice', improved gender parity within specific trades, reduced wage gap between men and women for same work, higher women ratios in VET and the labour market at entry and leadership levels etc. A first attempt to measure just transition and transformative change has been made in the section 4 below. It should serve as basis for further discussions.

4 APPROACHES TO MEASURING TRANSFORMATIVE CHANGE

Integration of GESI and green skills

A green and just transition in dual VET refers to newly emerging skills and the integration of sustainable practices (greening practices and new green skills practices, new dual VET programmes for green sectors) and social equity in VET training. It emphasizes equipping learners with skills relevant for newly emerging qualifications and jobs or to remain relevant in trades which undergo significant changes and adaptations through re- and upskilling. It also addresses barriers to ensure that access to VET and Lifelong Learning and transition into the labour market are fair and inclusive (ILO, 2015).

To achieve these goals, development cooperation requires the integrated application of both design implementation and monitoring through **green skills, gender equity and social inclusion lens** at various levels of targeted interventions and address mainstreaming in existing and emerging qualifications. This includes adapting

[2] **GAC-Alinea Foundation**: WEE-North (Women's Economic Empowerment North) seeks to empower young women (18–35) across 55 districts in Northern Ghana through training in male-dominated trades like welding, solar installation, and plumbing. It combines skills training, industry attachments and support for self-employment through WEE-Groups and a regional network. The project promotes gender equality, green skills, and social inclusion. PPT_060325_BarCamp_WEE-NORTH
BMZ-GIZ: The WE4D (Employment promotion for women for the green transformation in Africa) project promotes women's employment in Africa's green transformation by integrating gender equality, social inclusion, and green skills across its work in eight African countries. It tracks women's employment outcomes, income, and training access using gender-sensitive criteria like flexible hours and mentorship. Social inclusion is supported through disability-disaggregated data and disability inclusive design. PPT_060325_BarCamp_WE4D

and addressing transformation in skills policies and strategies, training infrastructure, teachers' and trainers' competences, training materials and curricula of existing occupations, and providing support measures to address the specific barriers faced and intervention needs of marginalised communities, ethnic groups, or people with disabilities.

Operational framework

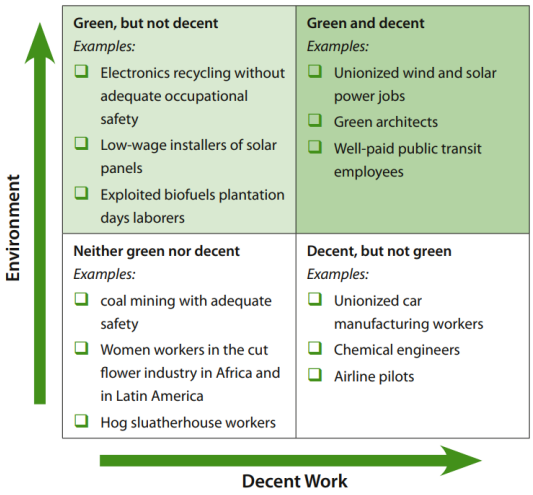

Figure 2 Green and decent jobs? A schematic overview (Source: UNEP, ILO, IOE & ITUC, 2008, p. 40)

When planning and designing future skills initiatives and policy reforms, it is essential that potential risks and harms are anticipated and mitigated so that groups are not excluded from the process.

Neither are green jobs gender neutral; and many emerging well-paying jobs remain in science and engineering-related sectors and occupations (e.g., solar technicians). Nor are they automatically quality jobs, unless they are regulated. Projects should promote decent work and environmental practices in parallel, for which a baseline mapping is a helpful guide (Figure 2) for design and implementation of projects. Resources need to be put aside to ensure that evidence is provided through monitoring of results and assessment of impact on ultimate beneficiaries.

Some practical guidelines for the identification of specific occupations / sectors in the design phase of a project can be found in **Annex 1.** A series of guiding questions is provided.

5 INDICATORS AND MEASUREMENT TOOLS

Quantitative and qualitative data together provide valuable insights into project performance, policy reform, inclusiveness, system and VET provider effectiveness. Measuring policy reform progress and related programmes and projects require a combination of structural and behavioral indicators that capture how gender equality and inclusion are integrated into laws, policies, governance mechanisms, budgeting, and implementation systems (see ADB and Australia Aid, 2013). For a just and green transition, multidimensional approaches are key to evaluating whether policy frameworks create enabling conditions for gender-responsive and equitable VET and skills systems.

While sex-disaggregated data are the minimum standard for gender monitoring, measuring transformation requires analysing outcomes for women and men and how women's relative share evolves over time. The UNESCO Guide for Measuring Gender Equality in TVET (2022) emphasizes the combined use of Gender Parity Index (GPI) and qualitative indicators to assess both participation and policy-level transformation for Gender Equality.[3] Because women and other disadvantaged groups are not homogeneous, data must also be disaggregated by socio-economic status, trade, and target group to capture intersecting barriers. The UN Women Resource Guide and toolbox on Intersectionality offers practical tools to analyse how multiple factors—such as poverty, disability, or rural isolation—compound exclusion**.** For example, women's enrollment in STEM-related green skills training is often hindered by multiple barriers, including gender biases within families, training providers, and enterprises. These disadvantages are compounded when women also have physical disabilities, have limited schooling or live in remote rural areas. Addressing these multiple complexities is thus essential and needs to be monitored and assessed.

[3] Ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females. UNESCO-UNEVOC.

Indicators and ways to measure transformative change at ultimate beneficiary and institutional level

Dual VET projects can assess **transformative change** of ultimate beneficiary and partnering institutions. Behavioral change, however, is a slow and complex process and depends on many factors, including awareness, competences and most importantly, the willingness of donors to make resources available for participatory project development, monitoring and reporting of change. When designing projects, the participation and capacity building of partner organisations are usually not part in the process of defining feasible goals and milestones, which repeatedly has shown to affect partners' ownership and quality and effectiveness of implementation. Partners are multipliers and in the end service providers who should continue with practices that were introduced. Similarly, ensuring that voices of beneficiaries are reflected in the process is critical to understand the effectiveness of improved training on employability and labour market outcomes as well as to assess transformative change.[4]

The following section illustrates some ideas how change for learners and enterprises as the main beneficiaries of a dual VET project could be measured, at impact and outcome levels. Though the amount of the listed indicators below can be overwhelming, we would like to encourage project representatives to consider this as an indicative list to be selected by the projects as per their context and applicability.

1. Impact level indicators

Ultimate beneficiary level: Access to decent work and economic and environmental resilience and well-being can be used at impact level for learners and disadvantaged groups seeking access to training and employment/self-employment. Concrete indicators should be agreed upon with the project partners and key stakeholders. Indicators to measure well-being and resilience might vary as they depend on the project focus and political and national context.

The GAC (Global Affairs Canada) takes economic empowerment as an indicator, which seems feasible within the scope of VET and labour market insertion projects. Economic empowerment can be measured by a) economic empowerment (increased income, ownership over assets and resources, and by b) improved social status/autonomy in family and the community (decision making power). For ultimate beneficiaries (including women and marginalised groups), this includes:

Economic Empowerment:

- Having decent work, in all job categories, including brown and green jobs as defined by the ILO:
  - Employment
  - Self-Employment (non-discriminatory, equal pay etc.)
- Experiencing environmental and economic resilience, particularly when self-employed

Experiencing empowerment:

- more autonomy and control over time and resources in family
- more participation in the community.

The table below lists various indicators, based on which implementing partners and evaluators can collect data to assess the impact on ultimate beneficiaries (learners and enterprises benefiting from a dual VET project). When considering personal empowerment at a broader impact level, it is recommended to measure categories such as increased well-being and safety during both training and work. Measuring transformation at individual level would require the measurement of change as suggested below.

Enterprise level: Increased enterprise profitability and potential job creation can be envisaged as a measurable impact indicator. Similarly, additional indicators like reduced carbon footprint could be added to assess environmental impact. Economic resilience and faster adaptability can be explored at a wider impact level. However considering the reluctance of enterprises to share sensitive financial data, projects could opt to use proxies? (e.g., Productivity-related proxies: Value added per worker, Cost-saving proxies : Energy cost savings etc

[4] See GAC (2017); MENA (2018)

Table 3: Indicators and ways measuring impact and outcome performance (Source: Author's own elaboration, based on Global Affairs Office Canada (2022): Gender Equality and Empowerment Measurement Tool).

Categories	Ultimate Beneficiaries	Enterprises
Wider impact	**Increased empowerment of women and disadvantaged groups**	**Enterprises with more resilience**
	Social: - Increased social status and acceptance - Increased participation and visibility - Increased resilience and reduced vulnerability to climate and market shocks due to green and future skills - Increased job opportunities and higher employability due to future skills - Income diversification in green sectors	- Competitiveness of enterprise - Cleaner neighborhoods, impacting quality of life of families and workforce
	Household: - Role of men in supporting household chores, childcare - Joint financial decision making - Control over own resources - Reduced costs and improved food security through sustainable practices - Improved health from cleaner energy and safer work environments	Enterprises adopt faster to changing environment and regulations Reduced carbon footprint
Impact level	**Increased well-being due to decent work (safe, clean, fair wages, healthy environment, flexible working hours) according to ILO definition.**	**Increased profitability**
	% increased employment opportunities (with growing demand in emerging green sectors) % increased and more regular income % reduced wage gap % changing of GPI towards more equality % increased quality of employment (e.g. access to social & health insurance, higher position etc.) % safety at work % satisfaction at work	% Productivity increase Net job creation where possible % of enterprises adopting green practices due to skilled workforce Reduced carbon footprint and waste

2. Outcome Level Indicators

At the outcome level, implementation partners—including skills providers, career guidance centres and employers' associations—demonstrate improved delivery of inclusive, accessible, and need-based training and services, with increasing integration of green skills and practices. Indicators reflect higher share of disadvantaged groups in certification, internships, employment, and enterprise start-ups. To understand intersections, data needs to be disaggregated by sex, trade, disability, age, and other characteristics. Satisfaction levels among learners and enterprises can serve as qualitative measures of relevance and effectiveness. Other indications for change also include that implementing partners also expand collaborations with specialized organisations and enterprises and offering targeted, need-based services and matching mechanisms for higher effectiveness. Meanwhile, employers show improved workplace inclusion, reduced attrition, and growing engagement in addressing skills gaps and mainstreaming just green transition (JGT) principles.

Table 4: Indicators and ways how to measure outcome performance for development partners. Indicators can assess behavioral change and levels of ownership towards change. (Source: Author's own elaboration)

Partners	Skills providers	Service Providers BDS/Career guidance	Employers' Industry Bodies
Outcome Level Implementation Partners: measuring changed behaviour	**Increased delivery of more accessible, inclusive and need-based training and upskilling opportunities, which also includes green competencies**	**Increased delivery of more accessible, inclusive and need based services, and green skills**	**Increased capacity to deliver relevant training/support services to more enterprises** **Safer, more inclusive workplace**
# increased learners accessing services	- Increased number of certain groups of learners graduated/certified - Increased number of learners with green skills placed in internships / apprenticeships/up- and reskilling (disaggregated by trade, sex disability, age, ethnicity, religion and other characteristics)	Increased use of services by disadvantaged groups Increased job placements/start-ups etc. (also in green jobs and enterprises) increased share of disadvantaged groups (disaggregated by trade, sex, disability, age, ethnicity, religion and other characteristics)	Increased number of certain groups of learners in internships/ apprenticeships/ up- and reskilling programmes Increased number of certain groups of learners in jobs Increased number of certain groups upskilled and promoted or retained (disaggregated by trade, sex disability, age, ethnicity, religion and other characteristics)
Satisfaction surveys to assess quality related information	% learners satisfied with training services % enterprises satisfied with competences of graduates (disaggregated by trade, sex, other characteristics) % learners able to apply green skills to fill gaps in workplaces	% learners satisfied with support services (disaggregated by trade, sex, other characteristics) % enterprises satisfied with services	Enterprise studies assessing - Reduced % attrition rate in enterprises - increased grade of diversity in member enterprises - Staff satisfaction
Institutional collaborations and Practices	Increased number of courses and income generated from new (future-oriented, green skills) training offers (incl. up- and reskilling) to meet skills gaps (disaggregated by trade) Increased number of collaborations with enterprises Increased number of collaborations with specialized partners (e.g. NGOs, women's organizations)	Increased number of services offering need-based information and matching services Increased number of collaborations with enterprises Increased number of collaborations with specialized partners (e.g. NGOs, women's organizations)	Increased satisfaction from enterprises on meeting skills gaps Increased number of enterprises on mainstreaming JGT Increased number of collaborations with specialized partners (e.g. NGOs, women's organizations)

As per the experience of our test user from the GIZ GESIT project in Indonesia[5], the above mentioned indicators can also be structured into two sub-indices: Ecosystem sub-index and competence sub-index.

3. Elements when you develop a Theory of Change

The Theory of Change for achieving a Just and Green Transition through a GESI-responsive lens is grounded in systemic transformation across training institutions, enterprises, and policy frameworks. Governments and donors differ in their reform needs and commitments, which makes it impossible to define generic SMART indicators or develop a valid generic theory of change. Definition of performance and results should be discussed together with stakeholders involved so that commitment and accountability increase. The following section should be used as some ideas and inputs for discussions based on which decisions are made when designing programmes:

- At the **output level**, interventions will aim to create inclusive and green learning and working environments through capacity building, curriculum reform, and service provision that integrates gender and environmental considerations. Training providers and service actors are expected to deliver need-based, accessible services, while enterprises foster

[5] https://www.giz.de/de/downloads/giz2024-de-Green-Jobs-for-Social-Inclusion.pdf

safer, greener workplaces through Occupational Safety and Health (OSH) training, waste and emission reduction practices, and gender-responsive and inclusive work culture.

- At the **outcome level**, indicators capture behavioral and institutional change, including increased enrollment and graduation rates of marginalized groups in green and future-oriented sectors, rising diversity in management, reduced workplace harassment and attrition, and enterprise-level improvements in social and environmental standards. Policy-level outcomes include the adoption of gender- and climate-responsive strategies, budgeting mechanisms, and incentive systems.
- At the **impact level**, the focus shifts to broader systemic change: closing gender wage gaps, moving towards gender parity (GPI=1) in VET, increasing labour force participation of underrepresented groups overall, ensuring net job creation, also in newly emerging green sectors and in non-green sectors, improved enterprise productivity, and contributions to national SDG targets such as emission reductions. Together, these indicators form an integrated measurement framework to assess how just green transformation can be realized across skills and labour market systems.

Table 5: Alternative indicators and ways to measure impact and outcome performance in a dual VET project (Author's own elaboration, based on the Just Transition Methodology by the World Benchmarking Alliance, 2021, GAC-BMZ, ILO 2025).

Level	**Social Inclusions, Gender equality with empowerment focus Green transition**		**System change focus Just and Green transition**
Wider Impact	Aggregated positive social and environmental impact contributing to achieving SDG goals - Reduction in CO2 emissions - Increased resilience in enterprises and inclusive job creation - Increased labour market participation of women and disadvantaged groups - Increased labour market participation of women in male dominated STEM jobs. - Increased number of female graduates in male-dominated STEM Training and Education. - Reduced Wage and Gender Gap in jobs and labour markets		
Impact	% increased and more regular income % reduced wage gap % increased quality of employment (e.g. higher position, but also connected to decent work criteria and GESI such as child care etc.) % safety at work % satisfaction at work	Improved productivity Net job creation	
	Training/service providers	Enterprises/Associations	Policy environment-system level
Partner Outcome: *Note: disaggregated by group, sex and trade/green jobs*	% increase of participants with employability skills (green, digital, higher-level thinking, soft and GESI sensitive skills): Enrollments, graduation, certification, placement in internships and jobs: absolute and relative Improved institutional practices which ensure - % increase in diversity in management/staffing at various levels of organization - % decrease in waste - % decrease in emissions	% increase of enterprises with improved social and environmental practices % diversity increased % reduction of sexual harassment % reduced attrition rate and improved job satisfaction % waste reduction % emission reduction	Policies: enabling environment for GESI and green skills and jobs: # Policies passed # National and provincial and local development plans and budgets # Guidelines # Programmes developed with JGT targets Budgeting of JGT at local, federal and national levels. # Pro-active incentive and financing system for GESI and environment promoting training/upskilling initiatives
Output: *Note: Evidence based approaches, pro-active, need based services….*	JGT learning environment - Training providers deliver accessible and inclusive training and green skills - Service providers ensure accessible and inclusive and green/ future job services for optimal employment and self-employment (BDS, ES)	JGT learning and work environment Enterprises deliver training for OSH/Waste/Emission reduction to ensure safer and 'greener' training and working environment	- Integration in Policies - Policy guidelines, programming, earmarking of funds.
Interventions	- GESI & Green campus initiatives - GESI & Green training delivery (TOT, curricula, assessment, change management) - GESI & Green Career guidance/ Insertion/ BDS	Capacity building of Associations Enterprise sensitisation/OSH/ GESI targets	Just transition in policies and programme adjustment Capacity building of stakeholders Coordination and policy dialogue

An interesting guide for implementing an inclusive Theory of Change in VET was developed by the EU and can be accessed. **Further Guides and tools to measure transformative change** regarding GESI and JGT in dual VET are presented in **Annex 2**.

6 RECOMMENDATIONS AND CONCLUSION

Resources are required for effective monitoring and evaluation

Development partners highlight that transformation and empowerment occur gradually and cannot be achieved overnight. While perceived as critical, projects tend to be underfunded for monitoring and evaluation and documentation. It requires dedicated resources, including solid data collection and monitoring systems to assess change. **Integrating data collection for measuring change in GESI and green practices into national surveys, institutional monitoring and the project design and M&E system from the start makes the process easier and more cost-effective.** Project related systems should be linked to partners' existing systems who report on their performance as part of their administrative procedures. This integration ensures that data collection is regular, with both recipients and partners being trained and capable of building their capacities.

Building capacities is central for data collection, analysis and adaptive management

Very few projects collaborate with their partners to develop measurement frameworks and allocate sufficient funding for building institutional capabilities in monitoring, detailed data collection, and analysis. While broadly, projects collect base line data and disaggregate data by sex for reporting, they fail to analyse these data for a deeper understanding of intersections which show up when disaggregating data by trade, graduation and labour market outcomes. Consequently, monitoring and data collection practices rarely reach a level of maturity, since they tend not to continue beyond the project due to lack of resources available. When it comes to GESI and implementing environmental practices, systematic capacity building within partner institutions to measure and reflect on progress as part of project management is rare. For effective implementation, it is essential that projects allocate human and financial resources to build the research capacities of partners and their affiliates. This requires joint design and long-term partnerships, allowing for various rounds of funding and continuous improvement. Baseline surveys, tracer studies should be common practice and disaggregation of data by specific groups, trade and other factors relevant to a project.

Beyond standard M&E reporting, **detailed documentation of pilot projects has also proven to be highly valuable. Allocating resources to action research**—which combines qualitative practical implementation with systematic data collection—supports both innovation and evidence-based learning. In the context of VET, action research is a collaborative, participatory, and reflective approach that enables practitioners to continuously improve their methods by solving problems in real-time (see VSO, 2020).[6]

Likewise, **process documentation in VET** involves the structured recording of activities, decisions, experiences, and on progress made throughout the implementation of initiatives. **This practice enhances learning, ensures accountability, and provides a foundation for scaling or replicating initiatives.** It also offers critical insights for partners to assess progress and impact, and where necessary, adjust strategies and interventions accordingly.[7]

[6] See comprehensive guide by VSO (2020): https://www.vsointernational.org/sites/default/files/2020-04/vso-cambodia-action-research-guidebook-english.pdf

[7] Key steps typically include: (1) defining objectives by establishing the purpose and scope of the documentation; (2) identifying specific processes to be documented; (3) gathering information through observations, interviews, and existing records; (4) recording details

Collaborative research partnerships to assess effectiveness and change can strengthen the ecosystem

Building partnerships with academic institutions and research institutes to jointly monitor and conduct applied research can be key steps toward strengthening evidence-based VET policy development, financing, and effective implementation. Examples include SDC funded dual VET project in Nepal (QualiTY), which gets technical backstopping and research support from the academic consortium CoSoed, comprising of ETH Switzerland and Kathmandu University. Similarly, the GIZ project WE4D collaborates with several research institutes in 8 African project countries. The following monitoring guidelines have been developed: Green-Jobs-Guideline-WE4D; WE4D_Inclusion-Guide; WE4D-Gender-Equality-Guide.

systematically at each stage; (5) analyzing and interpreting the data to assess effectiveness and efficiency; (6) compiling findings into a comprehensive and accessible report; and (7) disseminating the documentation to relevant stakeholders to support continuous improvement and informed decision-making.

7 ANNEXES

Annex 1

CHECKLIST FOR PROJECTS AND PRACTITIONNERS: GREEN SKILLS, GESI, AND DECENT WORK INTEGRATION

The following sets of questions can be used for a critical reflection whether policy makers, institutions and projects are integrating JGT when they design, monitor or implement VET courses or VET projects. These questions can also be used for baselines, where you are at or for benchmarking to see how well you score against a fixed standard:[8]

1 ASSESS REGULATORY AND ENABLING ENVIRONMENT OF VET AND LABOUR MARKET INSTITUTIONS

	Question	Yes	Partially	No	Note
1.	Have policy reforms for gender and social inclusion VET and green VET been put in place?				
2.	Have directives from government been made towards GESI and green VET which affect your institute?				
3,	Have provisions been made which improve capacities of government and business associations and trade unions and VET managers and trainers built on GESI and green VET?				
4.	Have provisions been made which enable revisions of curricula, TOTs, assessment and training materials?				
5.	Have you received additional budgets, training or resources to address GESI or green VET in your institute?				
6.	Have provisions been made to collect data, monitor gender parity and green transition to monitor progress at national and institute level?				

2 ANALYSIS AND IDENTIFICATION OF SKILLS NEEDS AND GAPS

	Question	Yes	Partially	No	Note
1	Have directives from government been made towards GESI and green VET which affect your institute?				
2	Have you received additional budget, training or resources to address GESI or green VET in your institute?				
3	Can emerging and green job opportunities been systematically analysed by your VET institute?				
4	Was a sector-specific skills gap analysis done in close collaboration with industry, trade unions and training partners?				
5	Do you have the capacities to integrate emerging green skills into continuous learning pathways and lifelong learning — offering flexible and age-independent training opportunities (in VET institutes, on-the-job, or in universities)?				
6	After identifying green or future occupations with job potential, was a GESI lens applied to assess barriers and additional requirements (e.g., age-related, inflexible training delivery)?				
7	When identifying emerging job potential in certain sectors, have environmental sustainability aspects been addressed so that dual VET can create a positive 'green' impact? (e.g., Are				

[8] ILO's guidance note provides an interesting framework to measure just green transition and provides tools and guidelines for operationalisation (ILO 2025).

	enterprise/sector-level initiatives included to promote greener practices and decent work?)				

3 DESIGN AND M&E FRAMEWORK

2A. ULTIMATE BENEFICIARY LEVEL

	Question	Yes	Partially	No	Note
1	Do you have a defined measurable indicator for 'decent work'? (e.g., paid leave, fixed working hours, national minimum wage, safe workplace)				
2	Which specific measures did the project take to support marginalised or discriminated groups in enhancing capabilities and labour market empowerment?				
3	Does the project ensure that specific groups (e.g., people with disabilities, women from ethnic minorities) gain access to decent employment/self-employment?				
4	Do green jobs/competences lead to more decent employment opportunities or self-employment? Is there evidence that green jobs are more 'decent' than brown jobs?				

2.B ENTERPRISES

	Question	Yes	Partially	No	Note
1	Have partner enterprises integrated capacity building into daily practice post-project? Are policies in place? Incentives for management?				
2	Has HR management taken to build a more inclusive, gender-friendly recruitment and workplace practice				
3	do women and disadvantaged groups feel treated equally by colleagues and management?				
4	Have diversity and non-discrimination become part of organisational culture?				
5.	Have green practices been institutionalised in the enterprise?				

2C. SERVICE PROVIDER LEVEL (TRAINING PROVIDERS, EMPLOYMENT SERVICES, BUSINESS DEVELOPMENT SERVICES, ETC.)

	Question	Yes	Partially	No	Note
1	Is there evidence that service providers proactively reach and select more women, people with disabilities, or ethnic minorities — leading to more inclusive VET beyond the project period?				
2	Is there evidence that service providers proactively reach and select more women, people with disabilities, or ethnic minorities — leading to more inclusive VET beyond the project period?				
3	To what extent is learned GESI content applied in daily VET or labour market services? Similarly, are trainers applying green competences in practice?				
4	Was a KAB (Knowledge, Attitude, Behaviour) study conducted to evidence learning transfer?				
5.	Have green practices been institutionalised in the enterprise?				
6.	Have efforts made to measure and report impact and transformative changes?				
7.	Have GESI and green practices become day-to-day teaching and learning norms influencing learner competences				
8.	Have instructors and trainers changed their way of teaching/training?				
9.	have learners' awareness and attitudes changed? (These institutions act as multipliers for transformative change.)				

Annex 2

Some interesting impact measurement tools

Behavioral change is a gradual process that unfolds over time, typically through incremental steps. Utilizing general tools to assess and monitor progress—especially to determine whether implementation partners are consistently integrating GESI (Gender Equality and Social Inclusion) and environmental practices into their institutional culture—can be valuable for collaborative reflection on advancements. Many countries have already introduced tools and have started GESI and green skills in their VET and labour market reforms, however, many countries struggle in roll out and institutionalization as well as transforming the system in a sustainable way. Here are some interesting examples which offer systematic assessments and monitoring of change, which could be tried out; however, they need to be adopted to the local context:

1. *UNESCO-UNEVOC Guide to Greening TVET (2017)*

The UNESCO-UNEVOC Guide to Greening TVET (2017) provides a practical, step-by-step framework for transforming VET institutions using a comprehensive, whole-institution approach, aligning them with the shifting needs of a green economy and sustainable society. The guide has been tested globally and is easy to adapt to local contexts and has various tools for self-assessment, institutional assessments, progress monitoring against set goals and Key Performance Indicators, contributing to building a culture for continuous improvement of VET institutes towards development of green competences.[9] Further, a spider diagram, which is part of an institutional self-assessment visualises progress made in certain aspects, as shown in the case of greening a campus (see figure below). The tool however, is for self-reporting and internal reflection. The results should have some consequences for the VET institute to remain credible. This might need some independent set up.

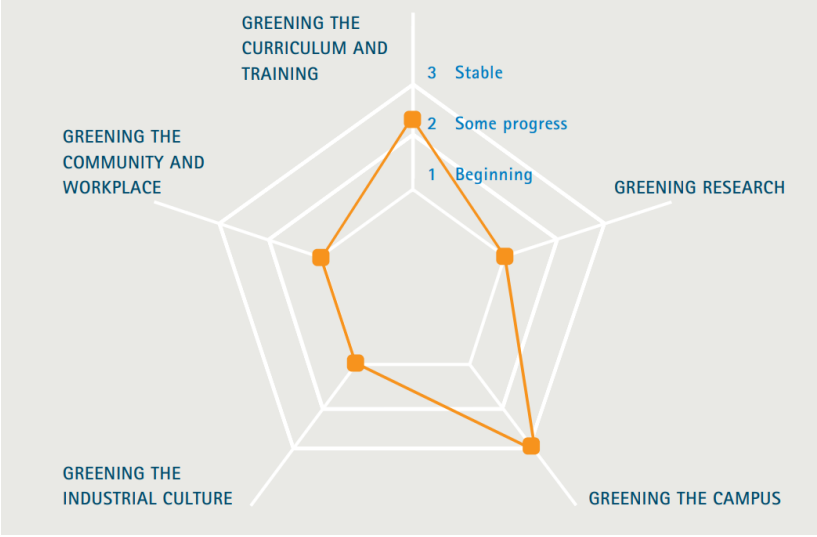

Figure 3: Example of a spider chart to monitor and assess greening VET progress and outcomes (Source: UNEVOC/UNESCO, 2017: p. 68)

2. *The Gender Progress Marker Tool*

[9] The guide includes the following examples: The Sustainability Tracking, Assessment & Rating System (STARS) provides a comprehensive framework for self-assessment; an institutional self-assessment tool tailored to specific goals. Additionally, progress reflection workshops encourage participatory review among stakeholders, while Environmental Management Systems (EMS) like ISO 14001 offer structured oversight of environmental practices. Finally, action plans with built-in monitoring ensure that greening strategies include clear timelines, responsibilities, and measurable outcomes for continuous improvement (UNESCO-UNEVOC, 2017: p. 65 ff and a greening monitoring progress framework).

The Canadian Government has developed the GEM Progress Marker tool, a participatory instrument for joint data collection and progress reflection, has been successfully tested across various development projects, including EU and BMZ funded projects. Gender Progress Markers are tools that help track changes toward gender equality in programs or projects. They show what progress looks like at different levels—from small first steps ("expect to see") to bigger changes ("like to see") and major improvements ("love to see"). These markers help teams see what's working, adjust their approach, and make sure gender issues are being properly addressed. They're often used in areas like education, training, and community development to support fair and inclusive results. The implementation manual provides a stepwise approach how to define and monitor progress and gender-based transformation and empowerment (see Gender Progress Markers: Implementation Manual, MEDA, 2021). However, it is important to mention, that GEM use should not overlap with existing markers, but rather be aligned in view to demonstrate that GEM is just a 'shortcut score' to summarize what the Government is already tracking through their existing tools.

3. *The World Benchmark Alliance (WBA)*

Another perspective worth mentioning is the World Banchmark Alliance (WBA), a global, non-profit initiative with a mandate to accelerate progress toward the Sustainable Development Goals (SDGs) engages with the 2000 most influential companies globally by benchmarking and monitoring their contributions to systems transformation in 7 key transformation areas.[10] It's Just Transition Methodology is grounded in globally negotiated standards (with UN Agencies, civil society, Trade Unions) and measures not just company intentions, but concrete actions and outcomes to progress on social transformation[11] (social dialogue, decent work, upskilling and re-skilling, gender equality and diversity) and climate & energy to ensure that transition is fair and sustainable. Progress and transformative change are evaluated through sector-specific frameworks and public scorecards that highlight where companies stand, enabling stakeholders—including civil society, investors, and policymakers—to drive accountability and improvement. By making this data accessible and comparative, WBA fosters a "race to the top," encouraging companies to align with sustainability and equity goals through transparency, peer comparison, and multi-stakeholder engagement.

4. Measuring changed Behaviour through KAB studies

Knowledge, Attitude, and Behavior (KAB) studies assess how individuals' knowledge and attitudes influence their behaviors and are widely used in fields like healthcare and environmental science in small surveys, however not as yet in VET and not yet for large scale surveys. For large VET reform projects, introducing such surveys could be interesting to assess effectiveness of interventions and their sustainability, since they provide evidence on whether knowledge and attitude really changed behaviours of learners, teachers and enterprises. See WHO's KAB survey guide (2008).

5. CIDA, BMZ and SDC

All three agencies work with their implementing partners on the use of mixed method approaches, combining qualitative and quantitative data to assess transformative change through qualitative case studies and feedback from the beneficiaries. Ideally, quantitative and qualitative analysis is undertaken. Qualitative data is necessary to better understand why certain groups fare better in a project and to what extent the expected change truly manifests. Methods such as focus group discussions and in-depth interviews with beneficiaries or project partners can offer deeper insights into persistent barriers that could negatively affect project outcomes. The following questions can be asked:

[10] These include: **Food and Agriculture**, aiming to build sustainable and equitable food systems; **Decarbonisation and Energy**, promoting a shift to clean and just energy; **Digital**, ensuring inclusive and ethical digital ecosystems; **Social**, which centers on human rights, decent work, gender equality, and social inclusion; **Financial**, aligning financial systems with sustainability goals; **Nature**, focused on protecting biodiversity and restoring ecosystems; and **Urban**, which supports sustainable, inclusive, and resilient urban development. Each transformation area represents a critical system where business plays a pivotal role in driving large-scale, measurable change. See https://www.worldbenchmarkingalliance.org/benchmarking/

[11] https://www.worldbenchmarkingalliance.org/research/social-transformation-framework/

- When can we really say that women or other disadvantaged groups were able to increase their well-being or resilience by a project initiative?
- Have we asked the right in-depth questions to monitor to what extent women or other disadvantaged groups have been able to develop more agency, have control over their resources, and access safer training and work environments?
- To what extent do staff in VET training centres feel empowered and competent in providing inclusive and green VET training?
- While quantitative data may reflect good performance, interviews and focus group discussions can reveal a different perspective, as they capture the unique realities of various groups. This information can inform targeted actions within the project to overcome specific barriers. For example: "In total, 6 out of 10 women in the focus groups shared examples of mobility barriers. Younger women (under 20 years old) were more likely to face these challenges than older women. Five out of six women, who cited unsupportive family members were 20 years of age or younger."

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IMPRINT

Editor: Donor Committee for Dual Vocational Education and Training DC dVET
Hardturmstrasse 123, 8005 Zurich
www.dcdualvet.org

Publication: 1st Edition, Zurich, November 2025

Photo (Cover): Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Registered offices Bonn and Eschborn, Germany
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3 rd Floor, HR Building Jl. K.H. Wahid Hasyim No. 5
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The content of this policy brief is based on existing work of the DC dVET and work of an external author (Dr Sandra Rothboeck) which does not necessarily reflect the opinion of the Donor Committee and its members. Gender-specific terms and formulations apply in principle to both genders.