

Annex 1

The following questions might be asked when identifying specific occupations/sectors and designing a project:⁶

1. At the level of analysis and identification of skills needs and gaps

- a) Have emerging green job opportunities been analysed? Was a sector specific skills gap analysis done in close collaboration with industry, trade unions and training partners?
- b) Can these emerging green skills be integrated in continuous learning pathways, promote lifelong learning and offer flexible and age independent training opportunities in TVET institutes, on the job or in universities?
- c) After green or future occupations with job potential have been identified, was a GESI lens applied to assess potential barriers and additional requirements for an intervention to be addressed so that the outcome ensures inclusion and equal access and opportunities? This can also include age related barriers, inflexible training delivery etc.
- d) Similarly, in the case of green transition requirements: When identifying emerging job potential in certain sectors, have environmental sustainability aspects been addressed and identified which are required so that dual VET can create a positive 'green' impact? A dual VET intervention would henceforth also need to address enterprise/sector level initiatives, which progress on 'greening' enterprise practices and decent work.

2. At the level of design and M&E frameworks, evidence should be gathered to address the questions:

- a) At ultimate beneficiary level:
 - i. *Women and disadvantaged groups*
 - What do we define as 'decent work'? (e.g. paid leave, fix working hours, minimum wage, safe work place)
 - Which specific measures did the project take to support marginalised / discriminated groups enhance their capabilities which also empowered them in the labour market?
 - How does the project ensure that specific groups (people with disabilities or women from ethnic minorities or other disadvantaged groups) increase access to decent employment/self-employment?
 - To what extent do green jobs / competences lead to more decent employment opportunities/self-employment? Is there evidence that green jobs are more decent work than 'brown' jobs in the project?
 - ii. *Enterprises:*
 - To what extent have partner enterprises integrated their capacity building into day-to-day practice post project interventions? Are policies in place? Have incentives been offered to the management?
 - Which steps has the HR management taken towards building a more inclusive, gender friendly recruitment and workplace practice?
 - To what extent do women and other disadvantaged groups feel treated equally by colleagues and the management?
 - To what extent have diversity practices and non-discrimination become has a culture within the organisation?
 - To what extent have green practices been institutionalised?
- b) At the service provider level (Training Providers, Employment Services, Business Development Services etc.):

⁶ ILO's guidance note provides an interesting framework to measure just green transition and provides tools and guidelines for operationalisation ([ILO 2025](#)).

- Is there evidence that service providers pro-actively reach out and select more people with disabilities or more women from ethnic minorities are leading to more inclusive TVET beyond the project period?
- To what extent can we ensure that learned content on GESI is applied in day-to-day practice in VET and in labour market insertion services? Similarly, how can we ensure that green competences are really being thought after by trainers and instructors who have been trained? Was a KAB study made to get proof of evidence?⁷
- To what extent have green practices been institutionalised and efforts made to systematically measure and report impact and transformative changes?
- To what extent can we ensure that GESI and green practices in teaching and learning have become day-to-day practice and impact competences of learners? Have instructors/trainers trained really changed their way of training/teaching?
- And in the case of learners, to what extent has their awareness and attitude changed? This is a shortcoming, since these institutions act as multipliers and actors responsible for transformative change.

⁷ 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, however not as yet in TVET. However, for large TVET reform projects, such surveys could be interesting evidence to assess effectiveness of interventions on behaviours of learners, teachers and enterprises. See WHO's [KAB survey guide \(2008\)](#).