

## Annex 2

### Further 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. Here are some interesting examples which offer systematic assessments and monitoring of change:

#### 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 TVET institutions using a comprehensive, whole-institution approach, aligning them with the shifting needs of a green economy and sustainable society. The guide includes 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 TVET institutes towards development of green competences.<sup>8</sup> 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).

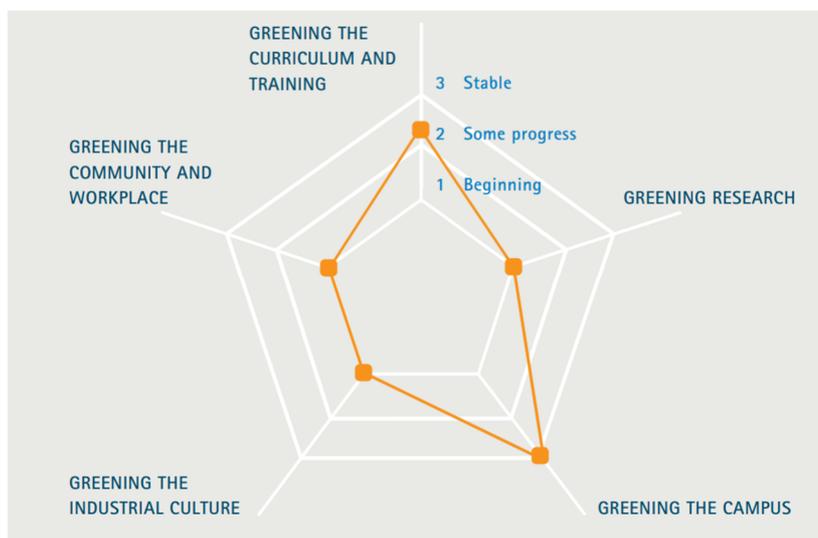


Figure 3: Example of a spider chart to monitor and assess greening TVET progress and outcomes (Source: UNEVOC/UNESCO, 2017: p. 68)

#### 2. The Gender Progress Marker Tool

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. 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).

<sup>8</sup> 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).

### 3. The World Benchmark Alliance (WBA)

Another perspective worth mentioning is the World Benchmark 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.<sup>9</sup> Its [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<sup>10</sup> (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, however not as yet in TVET. However, for large TVET 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. 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:

- 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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<sup>9</sup> 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/>

<sup>10</sup> <https://www.worldbenchmarkingalliance.org/research/social-transformation-framework/>