

Annex 1 Logical Framework GP2

Outcome	Indicator Actual	Indicator Target
<p>The political and legal framework for promoting a sustainable and inclusive VET sector with qualified and functioning structures is strengthened at national level through contributions of stakeholders in the field of technical vocational education and training.</p>	<ul style="list-style-type: none"> ● Management of vocational training systems not sufficiently employment-orientated, not integrative, often one-sidedly state-run, inefficient 	<ul style="list-style-type: none"> ● Examination and certification systems in the area of Recognition of Prior Learning (RPL) will be tested and introduced at national level in three countries within the project duration ● Two professions in the emerging thematic areas of ICT and green skills will be introduced, replicated and officially accredited in Rwanda and the Democratic Republic of Congo within the project period. ● At least five countries (including the Democratic Republic of Congo, Nigeria, Malawi and Madagascar) have developed and implemented national guidelines or frameworks for quality management systems (QMS) and quality assurance in TVET within three years, supported by the involvement of multi-stakeholder working groups comprising the private sector, civil society organisations and government representatives

		<ul style="list-style-type: none"> ● At least five implemented policies on gender equity and inclusion in TVET in at least 5 countries, as well as the number of educational institutions implementing these policies and the reported participation and satisfaction levels of marginalised groups (women, persons with disabilities) ● At least 40 stakeholders from public authorities, institutions, the private sector and civil society who are regularly involved in policy development have contributed to the development and implementation of at least five new or improved directives, guidelines or laws that directly lead to improved policy and legal support for VET in the participating countries within the project period.
Subgoal 1		
Systematic cooperative relationships between VET stakeholders are institutionalised at national level. The	<ul style="list-style-type: none"> ● Participation opportunities for non-state actors are structurally limited or there is little knowledge about participation opportunities 	<ul style="list-style-type: none"> ● New cooperation frameworks and the establishment of working groups at national level to better integrate the contributions of non-state

<p>participation of non-state actors in the development of guidelines for the implementation of VET policies at national level is possible.</p>		<p>actors in the development of guidelines for the implementation of vocational education and training policies in at least five countries.</p> <ul style="list-style-type: none"> ● At least five working groups in the participating countries meet regularly and publish at least three documented results or recommendations each, which relate specifically to improving the implementation of vocational training policies. These results contain concrete measures to improve vocational education and training for marginalised groups and are publicly accessible. ● At least five guidelines or directives have been drawn up by the end of the program at national level that deal with funding, the implementation of VET programs, quality assurance and improved access to VET.
Subgoal 2		
<p>Vocational training services are structurally and institutionally strengthened.</p>	<ul style="list-style-type: none"> ● Vocational training institutions are not very needs-oriented and future-proof. 	<ul style="list-style-type: none"> ● Introduction and certification of modern curricula in Internet and communication technology and green skills

	<ul style="list-style-type: none"> ● Governance and management often inadequate ● The sector is not resilient to disruptive factors and outdated teaching/learning methods ● Qualification opportunities limited and dual approaches not widespread 	<p>have been introduced by the end of the program period in Rwanda, Burkina Faso, Burundi, Nigeria, the Democratic Republic of Congo and Kenya.</p> <ul style="list-style-type: none"> ● Availability of a binding framework for anchoring governance and management within the framework of quality assurance by the end of the program period in at least 5 countries. ● Availability of a binding framework for the more efficient design (digitalization) of vocational learning in Rwanda and the DRC, also with regard to disruptors. At least two new e-learning programmes will be created, tested and published via DBTA's Learning Management Platform by the end of the project and used by trainees and administrative staff. ● At least five new or expanded qualification programmes and dual training programmes have been established in at least five countries during the project period.
--	--	--

Subgoal 3		
<p>Strategic networking and joint learning activities between national and local structures of the DBTA network members will be strengthened in order to disseminate and multiply successful experiences.</p>	<ul style="list-style-type: none"> ● The exchange between the national partners has not yet been sufficiently systematized and institutionalized by DBTA. Regularity has not yet been established and the existing capacities are not yet being used efficiently. <p>The learning experiences of the organizations involved in the program are usually shared with other organizations on an ad hoc basis, and only in a few cases do they work together in joint initiatives, leaving many opportunities to improve the quality and impact of their work untapped.</p>	<ul style="list-style-type: none"> ● The annual exchange is systematized and monitored, and cooperation between 15 partners takes place regularly in the target countries. ● 15 partners in each of the target countries integrate the knowledge gained and best practices into their structures and concepts by the end of the program period. The results are documented and made available. ● An M&E system for joint learning activities will be set up and established at DBTA level by June 2025. The evaluation takes place at annual network meetings, at which decisions are made on how to proceed, which are utilised and implemented by all relevant stakeholders.

Module 1: Institutional capacities

Outcome	Indicator Actual	Indicator Target
<p>Providers, governmental institutions and other key stakeholders apply improved, generally applicable sectorial standards that are supportive of TVET and building sustainable and inclusive TVET programs.</p>	<ul style="list-style-type: none"> Progress in the development and application of generally applicable standards and concepts dealing with new topics in vocational education and training is limited. 	<ul style="list-style-type: none"> 5 applied and scaled standards and concepts at national level in at least six countries in the areas of quality assurance, dual approaches, green skills, ICT are developed and implemented by the end of the program period Establishment of three national working groups to reach agreements on the development of examination and certification systems in the area of Recognition of Prior Learning (RPL) within the first 12 months. At least two strategies for digital and ICT transformation are introduced and implemented at national level in at least two countries by the end of the program period.
Subgoal 1		
<p>Capacities of the institutions responsible for the</p>	<ul style="list-style-type: none"> Missing or inadequate standards and concepts as 	<ul style="list-style-type: none"> Five standards, concepts and curricula in the areas of

<p>regulation, management, financing, implementation and quality assurance of vocational education and training are enhanced through improved qualification standards, updated occupational profiles, refined examination standards, and revised framework curricula tailored to green and digital skills.</p>	<p>well as curricula with regard to the increasingly important topics of green vocational education and training and digitalization.</p> <ul style="list-style-type: none"> ● Lack of or inadequate standards for examination and certification systems for the recognition of prior learning and entrepreneurship ● The JSO standard is available at Don Bosco level and has been extended sporadically, e.g. in Madagascar. Job placement services are still not established as a means of labor market policy. 	<p>green VET, digitalization and dual training are developed and exchanged in sectoral working groups and adopted by the VET authority in at least 2 countries by the end of the program period. They will benefit at least 12,000 students.</p> <ul style="list-style-type: none"> ● The developed RPL standards are accredited and are being developed and tested in two countries in collaboration with at least five stakeholders in Burkina Faso and Malawi by the end of the program period; RPL is being implemented in 5 centers in Kenya by the end of the program period. ● The JSO Quality Manual is digitized and available online by the end of the second program year and is demonstrably used in at least 70% of the DB vocational schools in the programme countries through the introduction of
--	---	---

		<p>the standards defined in the manual; By the end of the programme period, at least 80% of the state vocational training institutions participating in the round tables have successfully integrated the 'JSO' model and are applying successful practices in their programmes. The application is monitored by the M&E system. The JSO concept will be adopted by national governments in at least three countries by the end of the programme.</p> <ul style="list-style-type: none"> ● 90% of Don Bosco vocational schools in 11 countries have introduced the recording of tracer studies with quantitative and qualitative information until the end of June 2025 and have submitted initial job placement rates. By the end of the program, the placement rates have increased by at least 10%.
--	--	---

Subgoal 2		
<p>Teacher training is strengthened, with a focus on green skills, digital skills (ICT trades, e-commerce) and dual training.</p>	<ul style="list-style-type: none"> ● Lack of structured training of trainers, including lack of standardization of training approaches for teachers, lack of specific pedagogical TVET training skills, insufficient continuous professional development for TVET teachers and insufficient contacts and links with industry 	<ul style="list-style-type: none"> ● By the end of 2026, 220 teachers will have been trained in technical/digital skills/green skills/dual approaches in Rwanda, Burkina Faso, Burundi, Nigeria, Kenya and the Democratic Republic of Congo in cooperation with the private sector and will be applying the acquired knowledge safely in the classroom. The application of the course content is checked by the M&E system as part of the programme. ● A digital e-learning programme on entrepreneurship, enterprise development and e-commerce will be created, tested and rolled out by the end of the first half of 2026. ● 165 teachers will receive further training in entrepreneurship, enterprise development and e-commerce by the end of 2026 and at least

		80% will apply the acquired knowledge in the classroom. The application of the course content is checked by the M&E system as part of the programme.
Subgoal 3		
Strategies and frameworks to promote inclusive and integrative approaches in vocational education and training are developed and adopted.	<ul style="list-style-type: none"> • Missing or inadequate standards and concepts for important cross-cutting issues such as equality and inclusion, resulting in a huge gender gap in vocational education and training and low participation of people with disabilities in training. 	<ul style="list-style-type: none"> • Gender & Inclusivity Frameworks are being developed and implemented by the end of the program period at national level in Chad, the Democratic Republic of Congo, Kenya, Malawi and Nigeria. Implementing authorities and institutions report an increasing number of applications from people from the relevant target groups for training places in the vocational training centres by the end of the program period. • An inclusion strategy with a focus on gender and persons with disabilities in Chad, Dem. Rep. Congo, Kenya, Malawi and Nigeria

		<p>is being developed until the end of 2026 to implement the framework and will be tested and adapted in 30 vocational schools by the end of the project period. The schools report increasing numbers of trainees from the relevant target groups.</p> <ul style="list-style-type: none"> ● Protection concepts (child and vulnerable persons safe-guarding) finalised and validated in 9 countries by the end of 2025. 10 people are trained as multipliers and pass on the knowledge to at least 50 stakeholders in their countries. 70% of relevant stakeholders apply the standards by the end of 2027 ● By the end of 2026, 176 teachers will have been trained as Life Skills Facilitators and will be confidently applying the skills they have acquired. The application is reviewed as part of the M&E system.
--	--	--

Module 2: Modernization

Outcome	Indicator Actual	Indicator Target
<p>The ability to innovate and react is improved and the feedback effects between the implementation and policy levels are strengthened in order to effectively contribute to the promotion of a future-oriented and sustainable economy.</p>	<ul style="list-style-type: none"> There is little innovation and responsiveness in areas that contribute to national economic change and are emphasized by governments in national development plans. VET institutions have made commendable attempts to align their offerings with the needs of industry and the labor market. However, the revision of curricula has not kept up with the pace of technological progress and the emergence of new topics, e.g. green VET and digitalization. Both require a targeted approach to digital innovation, digital adaptation and digital acceleration. 	<ul style="list-style-type: none"> Three approaches in emerging economic sectors (Electrical, Plumbing) will be tested and piloted by the end of the program period with the involvement of government agencies and the private sector in at least two countries in DB schools to ensure feedback effects between the implementation and policy levels. At least one sector and one approach will be replicated and scaled up at national level in four countries by the end of the program period. Context-related, applicable step-by-step approaches for quality management and quality assurance will be developed by DBTA by the end of 2026. The instruments and procedures will be accredited in at least five

		countries by the end of the project term.
Subgoal 1		
Innovative technical vocational training programs are tested and applied for a future-oriented and sustainable economy	<ul style="list-style-type: none"> ● In most of the 11 countries, technical vocational education and training programs meet the traditional needs of the labor market and do not contribute significantly to the country's economic transformation in the wake of the new problems. Although the use of ICT in TVET is widely accepted in all countries, its integration faces many challenges, including the lack of supporting infrastructure, high equipment costs, a lack of adequate and skilled human resources, and a lack of supportive policies. The digital divide and unequal access to equipment, tools and skills continue to undermine the digitalization of VET and skills systems. <p>When centers stick to traditional TVET courses and teaching approaches, there is often a mismatch between the skills required for an effective transition to a green economy and society</p>	<ul style="list-style-type: none"> ● By the end of 2025, two specialised ICT labs in one vocational school each in Kenya and Nigeria will have been developed into fully functional e-hubs that are regularly used for training in areas such as electronic information and engineering technology, artificial intelligence, mechatronics, e-mobility and digital media. The e-hubs are fully equipped with industry-standard hardware and software. The successful implementation and use of the e-hubs is monitored through regular reports and the programme's M&E system. ● By the end of 2026, the curricula for electrics and plumbing in Rwanda and the DR Congo were supplemented with green and digital approaches,

	<p>and the way they are developed through existing teaching and training content.</p>	<p>three manuals were developed, the curricula were digitised and translated into two languages. The use of the teaching materials is monitored by the M&E system. By the end of the project period, the curricula have been fully introduced and adopted / replicated and recognised by the state in Rwanda and the Democratic Republic of Congo.</p> <ul style="list-style-type: none"> ● 1,200 students newly enrolled or participating in the newly introduced or modernized vocational training programs in selected DB vocational training centers in Rwanda and the Democratic Republic of Congo by the end of the program period. ● By the end of the first half of 2026, a practice-oriented e-commerce handbook containing entrepreneurship and
--	---	---

		<p>business start-up modules has been developed and is available to teachers and learners as a digital resource as part of the corresponding e-learning programme. At least 80% of teachers who receive the handbook regularly use it to teach e-commerce and entrepreneurship content in 55 vocational schools in 11 countries.</p> <ul style="list-style-type: none"> ● By the end of 2026, the curricula for electricians and plumbing in Burkina Faso, Burundi, Nigeria and Kenya will have been adapted to national occupational standards and revised occupational profiles. The updated curricula include green and digital approaches.
Subgoal 2		
<p>Adapted Quality Management Systems are integrated into administrative and educational organizational structures.</p>	<ul style="list-style-type: none"> ● The administrative and educational staff of the vocational training centers and other important stakeholders are hardly informed about quality 	<ul style="list-style-type: none"> ● Don Bosco partners in Burundi, Rwanda, South Sudan, Chad and Malawi have anchored QMS in their vocational training strategies within 18

	<p>management processes and are hardly trained in them. Implementation remains low due to a lack of knowledge about quality assurance in vocational education and training.</p> <ul style="list-style-type: none"> • Where systems and procedures are in place at the respective education authorities or accreditation bodies, compliance with existing legal requirements and standards remains low. 	<p>months of completing training courses and workshops. 25 vocational training centres have successfully implemented a QMS by the end of the first half of 2027.</p> <ul style="list-style-type: none"> • At least 80% of the 165 participants (55 of them from Don Bosco) from 11 countries actively apply the course content of the new e-learning course on the management of vocational schools and implement measures to improve management. Implementation will be reviewed at the latest with the final evaluation.
--	---	---

Module 3: Lobbying, networking and joint learning

Outcome	Indicator Actual	Indicator Target
<p>The needs and perspectives of the most important non-state actors are included in the policy and reform strategies in the area of vocational education and training.</p>	<ul style="list-style-type: none"> • Despite the important role that vocational education and training plays in sustainable development, it is underfunded in all the countries surveyed. 	<ul style="list-style-type: none"> • By the end of the project period, at least three governments and five private sector actors had made specific budget commitments for vocational training

	<ul style="list-style-type: none"> ● State actors consider other actors as less important interlocutors and there is little cooperation between actors at the meso level, with mostly informal coordination structures that are limited and irregular and mostly led by the government. ● Missing or inadequate standards for quality management and quality assurance in this sector. The existing standards usually overburden those implementing them and are not easy to apply due to gaps in knowledge. 	<p>initiatives that can be traced back to the project activities through the documentation of meetings, negotiations or funding decisions.</p> <ul style="list-style-type: none"> ● National dialogues, round tables and campaigns have been shown to contribute to the participatory assessment of key obstacles to the participation of non-state actors in VET and to the adoption and implementation of solutions in at least 7 countries by the end of the project period. ● By the end of the project period, 100% of the Don Bosco partners involved will have contributed to the development or adaptation of policies and reform strategies in all 11 countries that can be proven to be attributable to the project activities through the
--	--	--

		documentation of meetings, negotiations or funding decisions.
Subgoal 1		
<p>Sectoral networks in the field of technical vocational education and training have been set up and are actively working to improve vocational education and training policy and reform strategies.</p>	<ul style="list-style-type: none"> ● In many countries, with a few exceptions such as Kenya, there are still obstacles to the participation of stakeholders in VET planning. There are only a few sectoral networks that enable participatory planning. The influence of non-state actors is limited to the local level. Advocacy efforts are not sufficiently coordinated by a fragmented group of stakeholders. 	<ul style="list-style-type: none"> ● At least 80% of participants in decent work dialogues report an increased awareness of the principles of decent work within 3 months of the events and demonstrate this, e.g. through public statements or actions. ● At least 80% of the 250 participants in round tables on quality management report increased commitment and concrete measures to maintain high standards in vocational education and training within 3 months of the events. ● A total of 33 one-day national stakeholder forums will be organised in 11 countries between 2025 and 2027. At least 80% of the 1,650 participants (50 per event) will report on improved cooperation and the exchange of best

		<p>practices in governance and quality management within 3 months of the forums.</p> <ul style="list-style-type: none"> ● In 33 centres (3 per country), three events are held annually to celebrate Women's Day and the Day for People with Disabilities. At least 80% of the centres report on the establishment of new collaborations with relevant stakeholders to promote an inclusive VET environment within 3 months of the events. ● In 33 centres (3 per country), three events are held annually to celebrate Women's Day and the Day for People with Disabilities, as well as 33 campaigns on topics such as gender equality in vocational education and training, the image of vocational education and training, dual training and vocational education and training as an economic driver. At least 80% of the
--	--	--

		<p>centres report within 3 months of the events on the establishment of new collaborations with relevant stakeholders and the implementation of awareness-raising activities that promote the topics mentioned.</p> <ul style="list-style-type: none"> ● By the end of the project period, at least ten new partnerships between sectoral networks and relevant stakeholders (e.g. governments, NGOs, private sector) for the implementation of advocacy measures will be established and evidenced by agreements or Memoranda of Understanding (MoUs). At least five advocacy measures initiated by the new partnerships lead to concrete policy changes or reforms in technical vocational education and training. This is evidenced by official documents, policy decisions or public announcements.
--	--	--

		<ul style="list-style-type: none"> ● By the end of the project period, at least ten non-governmental, non-Don Bosco actors (e.g. NGOs, professional organisations) have actively participated in and publicly supported the implementation of advocacy actions to improve technical vocational education and training policy. The advocacy actions in which these actors are involved lead to at least three concrete policy or systemic changes in technical vocational education and training that have a positive impact on the target groups. These changes are evidenced by official documents, policy decisions or public announcements, participation of non-state actors is initiated by the activities and commitment of the project partners. This is evidenced by minutes of meetings, documentation of
--	--	---

		workshops or trainings and official correspondence.
Sub goal 2		
The local partner organizations are strengthened institutionally through better networking and joint learning.	<ul style="list-style-type: none"> Increasing success was achieved in networking and joint learning in the first phase: Peer-to-peer learning, South-South exchanges and occasional efforts to replicate and scale up approaches. However, joint learning initiatives were not carried out frequently and regularly. 	<ul style="list-style-type: none"> Best practice examples and knowledge sharing during an annual stakeholder meeting between 2025 and 2027 for at least 60 Don Bosco stakeholders representing the entire Africa-Madagascar region will lead to at least five joint, sectoral or thematic learning initiatives that also include countries that are not part of the Global Program by the end of the program period. By December 2027, at least five local partner organisations that are not part of the programme have started to integrate best practices into their programmes for vocational training. Proof is provided in the form of reports, project applications or implementation plans. By the end of the programme period, the DB stakeholders from 11

		<p>countries have established and systematically expanded networking and advocacy activities with key stakeholders in the field of vocational education at national level on the basis of an advocacy plan. Proof is provided by documented successes in the area of policy formulation, joint statements and joint declarations from the advocacy and networking measures. In South Sudan, a two-day conference with 35 stakeholders (government, civil society, PLWD, NGOs and vocational schools) will be organised within a year. At least one new guideline for the harmonisation of vocational training policy will be developed and adopted within 6 months of the conference.</p>
--	--	---