



Meta-report | Mid-term evaluation VIA DB 07/2019

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Acronyms

BDE	Bureaux d'emploi
BPD	bureaux de planification et de développement
CFP	Centre de Formation Professionnelle or Centro de Formación
ET	Evaluation Team
JPO	job placement offices
OIL	Oficinas de inserción laboral
OPD	oficina de planificación y desarrollo
PDO	Planning and Development Office
ToC	Theory of Change
VTC	vocational training centre

Contents

1	INTRODUCTION	5
2	OVERALL CONCLUSIONS SUMMARY	5
3	PURPOSE AND OBJECTIVES OF THE EVALUATION	8
1.1	UNDERSTANDING OF THE TOR AND THE PROGRAM LOGIC	8
1.2	AIM OF THE EVALUATION	8
1.3	SCOPE OF THE EVALUATION	9
1.4	THEORY OF CHANGE	9
1.4.1	TOC RDC, MALI, PERU AND ECUADOR.	9
1.4.2	PARTNERSHIP STRUCTURE IN RDC, MALI, PERU AND ECUADOR.	15
1.4.3	TOC CAMEROON.	16
1.4.4	PARTNERSHIP STRUCTURE CAMEROON	16
4	EVALUATION QUESTIONS (EVALUATION MATRIX)	18
5	ANALYTICAL FRAMEWORK FOR PARTNERSHIP EVALUATION.	20
6	METHODOLOGY	21
1.5	OVERVIEW DATA COLLECTION METHODS WITH REFERENCES TO EQS	21
1.6	EVALUATION TEAM AND MISSION DATES.	22
1.7	SCORING METHODOLOGY META-REPORT	23
1.8	LIMITATIONS	23
7	FINDINGS	24
1.9	RELEVANCE	24
1.10	EFFICIENCY	25
1.11	EFFECTIVENESS	26
1.12	SUSTAINABILITY	27
1.13	COMPLEMENTARITY/SYNERGY	28
1.14	EVALUATION OF THE PARTNERSHIP	29
1.15	EVALUATION OF THE TOC AND HYPOTHESIS	31
8	RECOMMENDATIONS	33
9	LESSONS LEARNT	34
10	ANNEX DRAFT QUESTIONNAIRE ONLINE SURVEY	35

<u>11</u>	<u>ANNEX INTERVIEW PROTOCOL FOR BPD/OPD</u>	<u>40</u>
<u>12</u>	<u>ANNEX. INTERVIEW PROTOCOL FOR BDE/OIL</u>	<u>43</u>
<u>13</u>	<u>ANNEX. INTERVIEW PROTOCOL FOR CFP`S (CENTRO DE FORMACION)</u>	<u>46</u>
<u>14</u>	<u>ANNEX. GUIDELINE FOCUS GROUP DISCUSSION WITH STUDENTS (MORE THAN 1 ADULT SHOULD BE PRESENT DURING THE FGD`S!!!!!!)</u>	<u>49</u>

1 Introduction

The VIA DB mid-term evaluation covered two DGD-funded programs in Latin America (Peru and Ecuador) and three in African countries (RD Congo, Mali and Cameroon). The country specific findings, conclusions and recommendations can be found in separated country specific reports.

In this meta-report the main overall findings are presented. Findings, conclusions and recommendations which can be considered as overall findings and recommendations, regardless country programme context can be found in this meta-report.

Besides that, the report gives an overview of the overall approach of the program and the methodology of the evaluation approach.

The first part of the reports describes the overall conclusions. Subsequent chapters are describing the scope, aim and objectives of the evaluation, the evaluation matrix, the evaluation methodology, the overall findings per evaluation criterium, the recommendations and lessons learnt. Data collections tools can be found in the annexes.

2 Overall Conclusions | Summary

Relevance

1. The relevance of the programme is proven in all five country programmes. The added value of VIA DB is recognized by partners and the ToC is considered as a valid starting point for programme implementation. The Cameroon programmes is facing a tremendous challenge: Proceffa considers VIA DB exclusively as financial donor. The developed ToC, which is different from the ToC in the four other countries, is considered invalid and not supported by the partners
2. In general terms, the country programmes are based on a robust diagnosis of the needs and country contexts. The architecture of the programme as well as its ToC are very well articulated, easy to understand and thus implementable for local partners. There is room to further development of country specific ToCs, considering the national and sub-national context.
3. The programme targets the vulnerable youth and the partners are committed to enrolling children most exposed to poverty and delinquency. Such attitude however does not compromise the quality of the programmes offered (e.g. no complacency on graduation level, partners will prefer to provide scaffolding courses or prolong the training than lower the level).

Efficiency

4. In two out of the five countries, the efficiency of the program is considered as good, thanks to a high commitment and good knowledge and division of responsibilities. In RDC, Cameroon and Peru the efficiency is considered low because a lack of trust (Cameroon and Peru) and a lack of instruments to solve disputes among partners (all 3 countries)

5. The quality of implementation of activities is considered, in general terms, as good: the quality of teaching (which is evidenced in the focus groups with students, graduates, etc.); the successful reinforcement of the practical skills that is carried out (confirmed by the companies); the variety of specialties; the infrastructures available thanks to the funding of the program; the values that are taught (highly appreciated by students and by employers); the modest price of the courses; the inclusion of the topic of entrepreneurship in a transversal way in all the educational actions (also visible in the focus groups with the students), the success of the word of mouth of the courses, the fact that a very interesting percentage of the students come from neighborhoods far away to the center, etc.
6. However, it was not so evident during the evaluation process that the centers (managers, teaching staff, etc.) are taking advantage of these comparative advantages when they market the courses. And in the near future this could be crucial for their sustainability.
7. The M&E of VIA-DB programme is often judged bureaucratic by local partners. Partners find it challenging to comply with the basic rules (e.g. late in reporting, incomplete reporting forms).

Effectiveness

8. The effectiveness of the program is considered good in 4 out of 5 countries. The difficult political and economic context and the limited management resources in RDC resulted in a low effectiveness of the program considering the results matrix as formulated at the beginning of the program.
9. Target groups appreciate the work developed by the partners, and the effectiveness in terms of employability, inclusion are well demonstrated, in particular in Latin America. Attitudes of actors change accordingly (upstream/downstream of the training).
10. Some issues should be reinforced in the future: updating some hypothesis to the current socio-economic environment and full implementation of planned activities might not always lead to the achievement of the specific objectives of the programme. A refinement of the ToC might be relevant, to better specify the steps to go through before attaining the expected impacts.
11. IGA`s (Income generating activities) should be carefully analysed. Few are likely to secure funding. It is a myth to think that IGA`s will compensate for the lack of public or programme-specific funding.
12. Improving the leadership and managerial capacities of CFPs remains a challenge. The CFPs are committed to solve a wide range of daily problems with learners, teachers and equipment. Little time and resources are devoted to reflection and strategy.

Sustainability

13. The sustainability of the Programme in RDC is considered very low due to a lack of financial resources and the lack of national vocational training policy. An exit strategy is absent. In three other countries the sustainability of the programme is considered low. Exit strategies are not well developed and a profound analysis to develop an exit strategy is absent. Due to close collaboration between partners in Mali, a long-term strategy (including an exit-strategy) has been developed. The sustainability of the Malian program is considered as good.

Complementary/Synergy

14. The synergy between partners is considered low in Cameroon due to PROCEFFA's fragile structure and the absence of clear strategy on the partnership cooperation. For the four other countries the complementarity and synergy is considered good. For all countries no evidence could be found that the VIA DB program is overlapping with other programs or activities of other donors.
15. VDB appears to be the unique NGO operating on VET in its areas of intervention.
16. VDB has accumulated a vast experience (specifically in ground-rooted practice) and has gained a valuable expertise in the following areas: contribution to the implementation of VET strategies, mobilization of local stakeholders, building partnerships, interacting with national authorities. VDB does not make full use of its international span to cross-fertilize practice, share knowledge and good practices. Bridging Belgium-based experience with south located programs might be relevant to explore.
17. Despite excellent reputation amongst families and decision-makers, the CFPs Don Bosco struggle in designing an efficient strategy for advocacy on VET. VIA DB has not the same legitimacy as a UN Body, but its reputation and its uniqueness in the sector (VET for vulnerable population) places the NGO as a key actor.

Partnership Structure

18. The partnership structures varies strongly among the 5 countries. For RD Congo and Mali the four dimensions (clear goals, trust, clear roles and commitment) of partnership are considered good. Trust among partners in Peru and Ecuador is considered low, while the partnership structure in Cameroon should be considered problematic. On three out of the four dimensions were scored low or very low. Trust among partners seems to be absent while goals and roles are not commonly shared by the partners. In general terms, VIA DB should invest in the development of activities which creates trust among partners.
19. In general terms, the breakdown of responsibilities amongst CFPs, BPDs and BDEs is articulated and sufficiently understood by the partners, although there is room for improvement. BDEs play a role that any organization or service played before the programme. They however lack of recognition compared to the CFP, which benefit from long-lasting reputation of Don Bosco training.
20. The implication of religious staff who share the same values and work within their community is not always an asset for the programme meant to harness the VET education in the corporate world.
21. The role and added value of VDB are unevenly understood by the partners and ignored by stakeholders external to the programme. In many cases, VIA DB is considered as an NGO instrumental to access funding.
22. Strategic alliances are challenging for the BPDs and CFPs (most remain informal, when they occur). They however can be instrumental to the quality of the programme by better connecting the learners to the potentialities of the region. Some BPDs play a role in local development, that serves the quality of the training programmes. Likewise, there is still room to conclude partnerships with companies.
23. The commitment of the Salesian and Salesian directors is unequal, handovers to laity remain complex, lack of trust that later on result in a lack of commitment.

3 Purpose and Objectives of the evaluation

1.1 Understanding of the ToR and the Program Logic

The specific objective is for all country programmes of VIA DB identical: *“Vulnerable girls and boys (aged 15-25 and 15-29 for Peru) are inserted professionally and socially into society thanks to high-quality skills development services delivered by partner organizations (and to contribute to local sustainable development, Cameroon)”*.

The three first results of the log-frame are identical for the countries Mali, RDC, Peru and Ecuador and are slightly adapted in the case of Cameroon:

Result 1: The quality of the education and learning process has improved. *For Cameroon: Les CEFFAs+/IFERs maîtrisent et appliquent les outils de la pédagogie de l’alternance pour une formation de qualité.*

Result 2: The management capacities of all partner organizations have been reinforced. *For Cameroon: Les CEFFAs+/IFERs sont cogérés par les organisations promotrices, les associations des parents et acteurs du milieu dans une logique d’autonomisation.*

Result 3: The accompaniment towards decent work and entrepreneurship has improved. *For Cameroon: Les CEFFAs+/IFERs travaillent dans le cadre d’alliances stratégiques avec des acteurs locaux pour promouvoir le développement local et l’insertion socio-professionnelle des jeunes.*

For the three African countries a fourth result area has been developed:

Cameroon: Les Ministères reconnaissent et soutiennent CEFFAs+/IFERs et l’insertion des apprenants.

RDC: L’autonomie financière de tous les CFP a été améliorée à travers l’installation des écoles-entreprise respectueuses à l’environnement

Mali: Young people are formed into world citizens (with a specific focus on gender, environment and peace)

Indicators at all levels have been carefully developed and described in the log-frame. It has been understood by the ET that Peru and Ecuador are two exit countries (2021). Special attention is be paid to exit strategies (sustainability). This is reflected in the evaluation matrix and the tools (interview protocols, see annexes).

1.2 Aim of the Evaluation

The objective of the evaluation is clearly defined and includes:

- Testing the hypothesis of ToC for reorientation of the working methodology and for replicating good practices and lessons learnt.

- Clarify the perspective of improvements of the partnership structure
- Identify the type of interlinkages and challenges between the partners in order to achieve the specific objective.
- Answering to the accountability requirement of DGD.

During the inception phase meetings, the evaluation objectives have been confirmed again. It has been reported by the programme managers that the programmes often face challenges in terms of linkages and efficient and effective cooperation between the partners (VIA DB, BPD, BDE and CFP's). It has been understood that the hypothesis testing of the ToC should be focus on the system of “cogwheels (rouages)” between the partners. This focus is reflected in the evaluation matrix and tools.

In the next paragraph, the (generic) Theory of Change and the partner structure is described. Subsequently a refined and adjusted evaluation matrix is presented. In a third paragraph the data collection process has been further elaborated with specific details for each of the 5 countries which will be visited within the framework of this evaluation. In a final paragraph the annexes with tools for data-collection are presented. During the inception phase, the diverse approach between RDC, Mali, Ecuador and Peru on the one hand and Cameroon on the other hand has been confirmed. The diverse approach has been reflected in the paragraphs below in the sense that the evaluation team (ET) paid special attention to the specific challenges of the Cameroon programme. As a result, the ET would like to propose a slightly different Cameroon mission approach.

1.3 Scope of the Evaluation

The mid-term evaluation is covering 5 country programmes: RD Congo, Mali, Cameroon, Peru and Ecuador.

1.4 Theory of Change

1.4.1 ToC RDC, Mali, Peru and Ecuador.

VIA DB would like all young people in the target countries to **live with dignity** and to help **build a sustainable future**. VIA Don Bosco and its partner organizations want to join forces in making a significant contribution to convert this dream into reality. In order to live with dignity and to be adequately trained and prepared to be able to join and to build a sustainable future, it is essential that young people **integrate** both professionally and socially into society. That is the objective or change that VIA DB envisage with their programs. The young people who are faced with the most obstacles are the **most vulnerable young people** in the society.

Young people must have the necessary skills at their disposal to be able to professionally and socially integrate into society. They can acquire these skills by means of **integrated training and education**. For the purposes of tapping into the needs of the most vulnerable young people, VIA Don Bosco is concentrating on a specific form of training, namely **high-quality and integrated vocational training or skills development**. The integrated nature of vocational training, to VIA DB, is essential to bring about the change that they envisage. VIA DB assumes (hypothesis) that integrated training where attention is paid to life skills, increases the chance of socio-professional integration.

In order to be able to offer integrated vocational training, **well organized schools or training centres** are needed which can sustainably guarantee **high-quality training** that is adjusted to the particular

needs of the target group and to the needs of the world of work. In addition to training, high-quality service-provision is also necessary to ensure that young people do find proper work after they have been trained.

In order to fill this void, VIA Don Bosco concludes **partnerships with Salesian training centres and organizations**. VIA DB opts for Salesian partners, because they also endorse the importance of integrated training and they target the most vulnerable young people, which are two important elements in VIA DB's theory of change. VIA Don Bosco concludes partnerships with **3 types of actors**, which will collaborate as three inseparable cogwheels and reinforce each other to be able to offer high-quality training and services. VIA DB assumes (hypothesis) that the combination of and the collaboration between these actors are in fact aimed at achieving this.

The first type of actor consists of the **vocational training centres (VTCs) (Centre de Formation Professionnelle, CFP's or Centro de Formación)**. Their role is to provide high-quality vocational training courses to the most vulnerable young people

The job placement offices (JPOs), Bureaux d'emploi (BdE), Oficinas de inserción laboral (OILs) constitute the second type of actor. They assume responsibility for guiding pupils to the world of work. In this way, they must build bridges between the training course and the world of work by offering high-quality service provision and training. A number of changes are needed to improve their service provision. In this regard, VIA DB is thinking primarily of orientation and raising pupils' awareness and of the quality of the traineeships. Furthermore, sound preparation for entrepreneurship is important to pupils with entrepreneurial talent. All these changes will improve the guidance that pupils are given on their way to the world of work. VIA DB makes three assumptions in this regard. Firstly, (hypothesis) that the input by a JPO is the appropriate way to work with young people to guide them on their way to the world of work. Secondly, VIA DB assumes (hypothesis) that there are sufficient job and entrepreneurial opportunities for pupils who have finished school, which are in line with their training. In order to guarantee this, the JPOs conclude partnerships with employers and companies, the purpose of which is for as many young people as possible to find work immediately after they have been trained. In addition, the VTCs will attempt to tune their supply of training courses to the needs of the labour market as much as possible.

The third type of actor is the Planning and Development Office (PDO), bureaux de planification et de développement (BPD), la oficina de planificación y desarrollo (OPD). The PDO/BPD/OPD is the direct partner of VIA DB in the four countries. The PDO assumes responsibility for support by the VTCs and the JPO rendering adequate results, so that they can fulfil their role qualitatively and can achieve the essential changes necessary to do so. To this end, they play various roles. Firstly, the PDO is a knowledge sharer and facilitator. On the one hand, this concerns sharing knowledge with VIA Don Bosco to jointly raise program relevance and efficacy. On the other hand, this concerns facilitating improved mutual knowledge-sharing between the VTC and the JPO. The PDO does this by organizing meetings between the various actors. Secondly, the PDO builds bridges. They actively and purposefully go in search of joint ventures with other organizations or sectors, with a view to improving the quality and efficacy of the work done by the various partner organizations. Finally, they also guide (ongoing) processes and, in this way, they assume a coordinating role vis-à-vis the other partner organizations.

Besides the three types of actors referred to above, there are many other small cogwheels which also jointly determine the quality of the training courses and of the service provision.

The role of VIA Don Bosco. VIA Don Bosco is seen as a source of energy that is necessary to make the system of cogwheels run smoothly. It is self-evident that VIA Don Bosco will provide the necessary financial resources to be able to bring about the change trajectories. But what is considered even more

important is the role that VIA Don Bosco plays vis-à-vis the PDO, VTCs and JPOs with the view to reinforcing capacity. Two important roles are the roles of a high-quality facilitator and knowledge sharer, on the one hand, and the role of a bridge builder, on the other. The third role is the one of innovator. VIA DB wants to stimulate partner organizations to think out of the box and to set up innovative initiatives. VIA DB does this by personally keeping up to date with new trends and evolutions, by initiating focused searches for innovative success stories and by sharing these. In addition, we offer targeted financing by way of a stimulus fund, namely the 'Innovation and Synergy Fund'. The fourth role that VIA Don Bosco wants to play is that of analyst. By this VIA DB means that VIA DB must be able to analyse (the needs of) a situation or organization and, based on such analysis, to suggest a plan of action to improve the situation or organization. VIA DB also developed self-evaluation tools with which partner organizations are in a better position to analyse and improve their own performance. Finally, VIA Don Bosco plays the role of process supervisor. As expert in managing the project cycle, VIA DB supports partner organizations in formulating, implementing, monitoring and evaluating the program at hand. When playing these different roles, VIA DB assumes (hypothesis) that partners implement the knowledge and skills acquired during capacity reinforcement initiatives and that they apply the lessons learnt to improve their own functioning. VIA DB also assumes (hypothesis) that there is continuity in the program management at VIA Don Bosco. To excellently fulfil its role, VIA Don Bosco will afford adequate attention to its own institutional performance and to the development of its own organizational and personal capacities.

Several general principles will provide the necessary solar energy to feed VIA DB's theory of change. They are indispensable to be able to bring about sustainable change. **The first principle** is the importance that we attach **to high-quality partnerships**. We conclude long-standing relationships with local partner organizations that are based on *mutual respect and trust*. *Active participation by partners and ownership during all the stages of the program cycles* are important keys to success. **The second principle is sensitivity to gender** in everything that we or our partners do. VIA DB assumes (hypothesis) that a gender-sensitive approach and policy lead to more opportunities for girls to integrate socio-professionally. In addition, VIA DB is convinced that this will eventually have a positive impact on the society as a whole and on the country's development. The **third principle** is that the partners and VIA DB must be conscious of the **environment**. The actions must contribute to a sustainable world and may in no manner whatsoever be an obstacle in achieving other development objectives. This automatically leads us to the **last principle, namely sustainability**. We aim to bring about technical, financial and social sustainability for our program and for the interventions accompanying it.

The theory of change for RDC, Mali, Ecuador and Peru are visualized below.

Figure ToC for Mali and RDC

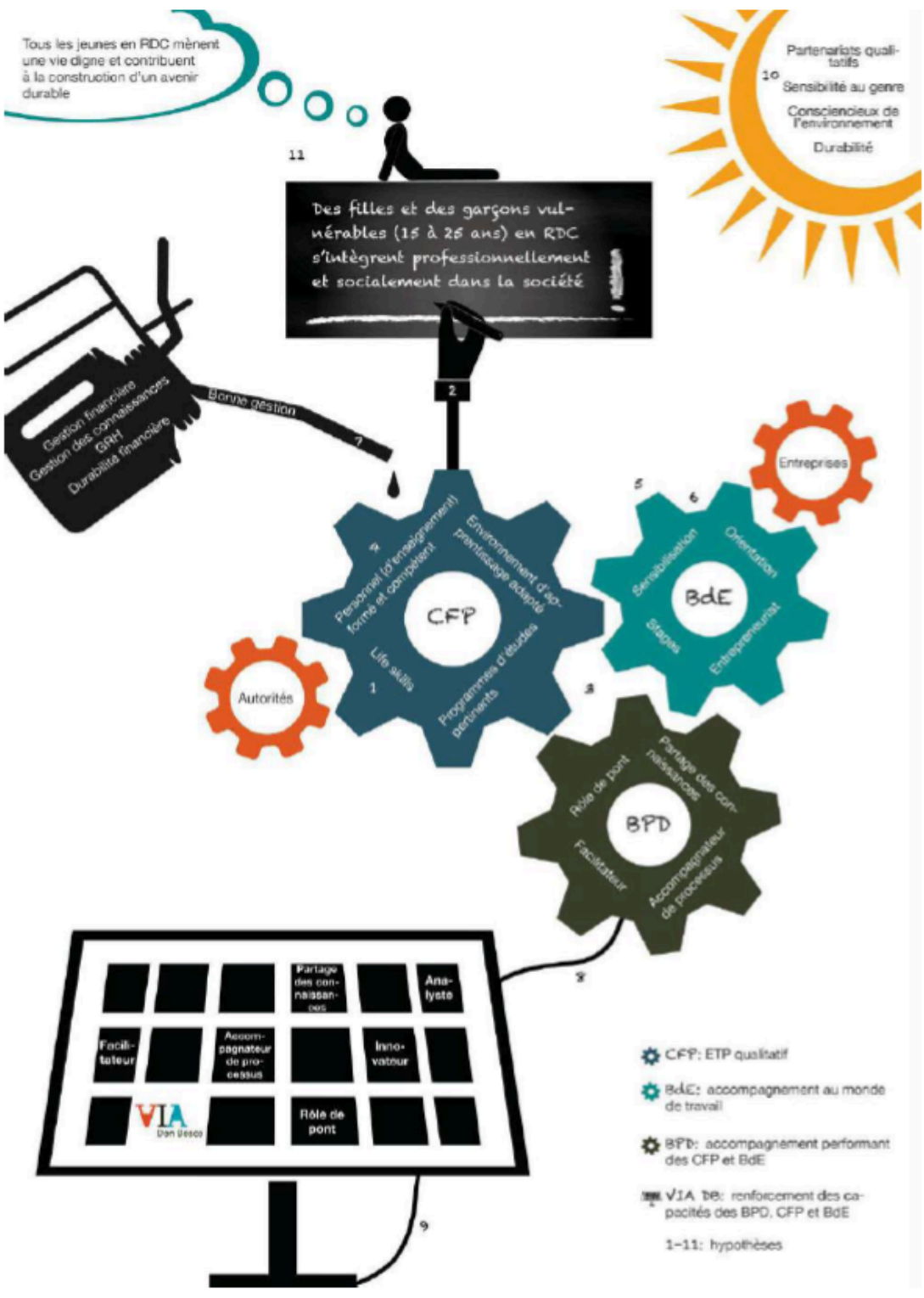
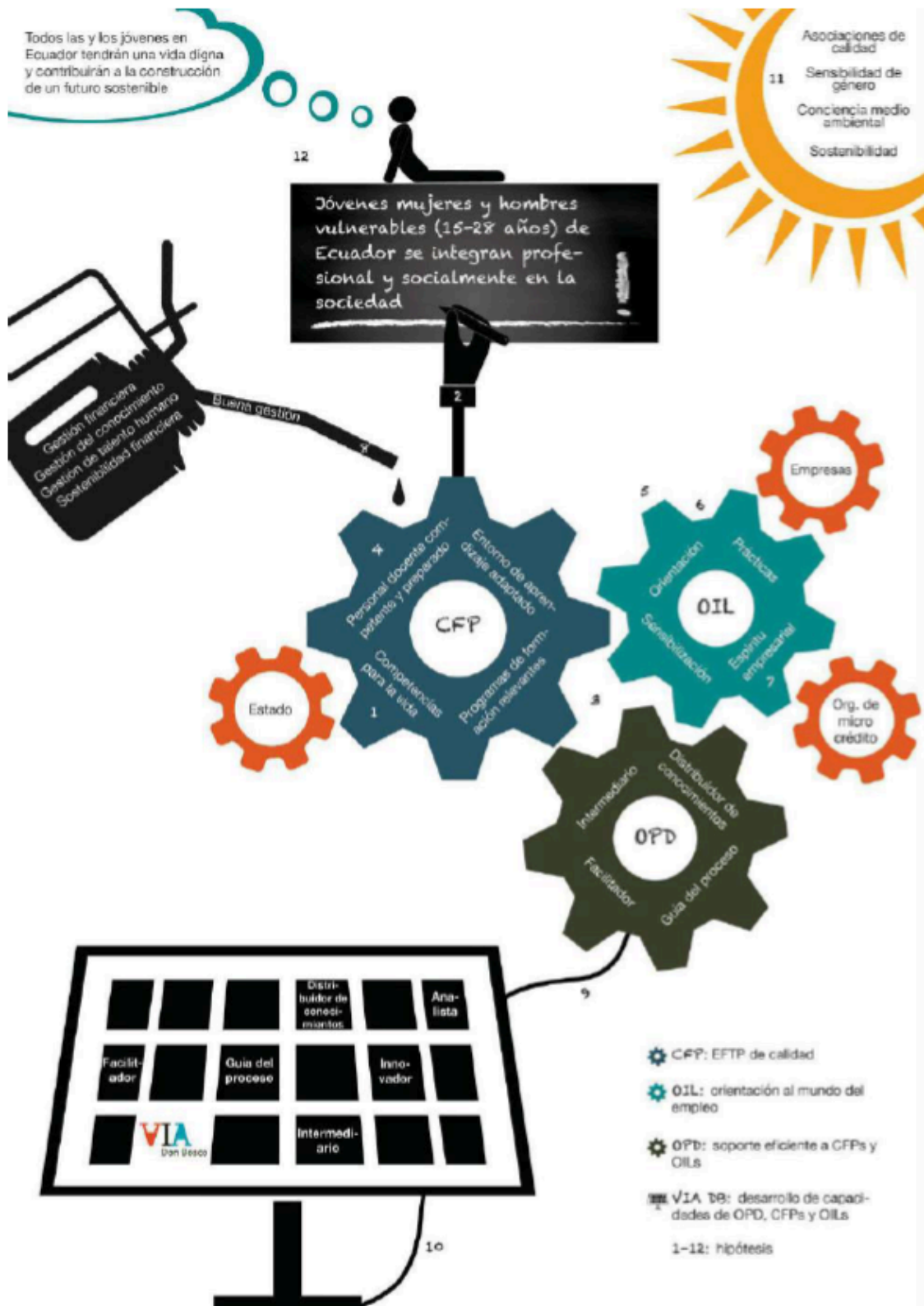


Figure ToC for Peru and Ecuador.



1.4.2 Partnership structure in RDC, Mali, Peru and Ecuador.

RDCongo			
Réseau	Partenaires	Localisation	Type
SDB	Bureau de Planification et Développement Bureau Salésien de Projets (BSP)	Lubumbashi/Kinshasa	BPD
SDB	Bureau d'Emploi Maïsha Don Bosco	Lubumbashi	BDE
SDB	Centre de Formation Professionnel SAVIO	Lubumbashi	CFP
SDB	Centre de Formation Professionnel Masina	Kinshasa	CFP
SDB	Centre de Formation Professionnel Don Bosco Bukavu	Bukavu	CFP
FMA	Bureau de planification et de développement Maïn	Lubumbashi	BPD
FMA	Bureau d'Emploi BECIAS	Mbuji Mayi	BDE
FMA	Centre de Formation Professionnel (CFP) Anuarite	Mbuji Mayi	CFP
FMA	Centre de Formation Professionnel (CFP) Mazzarello	Mbuji Mayi	CFP
FMA	Centre de Formation Professionnel (CFP) Gombe	Kinshasa	CFP
FMA	Centre de Formation Professionnel (CFP) Sanga Mamba	Kinshasa	CFP
Mali			
Réseau	Partenaires	Localisation	Type
SDB	Antenne de Développement Afrique Francophone Occidentale (ADAFO) au Mali	Bamako	BPD
SDB	Bureau d'Emploi Sikasso	Sikasso	BDE
SDB	Centre Père Michel de Bamako (CPM Bamako)	Bamako	CFP
SDB	Centre de Formation Professionnel Saint Jean Bosco de Sikasso (CSJB Sikasso)	Sikasso	CFP
SDB	Complexe Scolaire Saint Jean Bosco de Touba (CSSJB Touba)	Touba	CFP
Peru			
Réseau	Partenaires	Localisation	Type
SDB	Bureau de planification et de développement (BPD) Fundación Don Bosco de los Salesianos de Don Bosco (SDB)	Lima	BPD/OPD
SDB, FMA	Bureau national de l'emploi (BDE)	Lima	BDE/OIL
SDB	Centre technique de l'enseignement professionnel (CETPRO) polytechnique - SDB	Lima	CFP
SDB	Centre technique de l'enseignement professionnel (CETPRO) Santo Domingo Savio - SDB	Lima	CFP
SDB	Centre technique de l'enseignement professionnel (CETPRO) Bosconia - SDB	Piura	CFP
FMA	Bureau de planification et de développement (BPD) Solidaridad Mazzareliana (SOLIMAZ)	Lima	BPD/OPD

	de las Hijas de María Auxiliadora (FMA)		
FMA	Centre technique de l'enseignement professionnel (CETPRO) María Auxiliadora - FMA	Lima	CFP
FMA	Centre technique de l'enseignement professionnel (CETPRO) María Mazzarello - FMA	Piura	CFP
FMA	Centre technique de l'enseignement professionnel (CETPRO) Candelaria Velarde de Muñoz	Arequipa	CFP
Ecuador			
Réseau	Partenaires	Localisation	Type
SDB	Bureau de Planification et de Développement Inspectoriel (OPLADI) des Salésiens de Don Bosco (SDB).	Quito	BPD/OPD
SDB	Office national pour l'intégration du travail (OIL)	Cuenca	BDE/OIL
SDB	Formation spéciale pour les vendeurs Programme Artisan (PACES)	Cuenca	CFP
SDB	Tainate Huasi	Cayambe	CFP
SDB	Atelier de l'école San Patricio (TESPA)	Quito	CFP
SDB	Nuestros Hijos	Guayaquil	CFP
SDB	Casa Don Bosco	Guayaquil	CFP

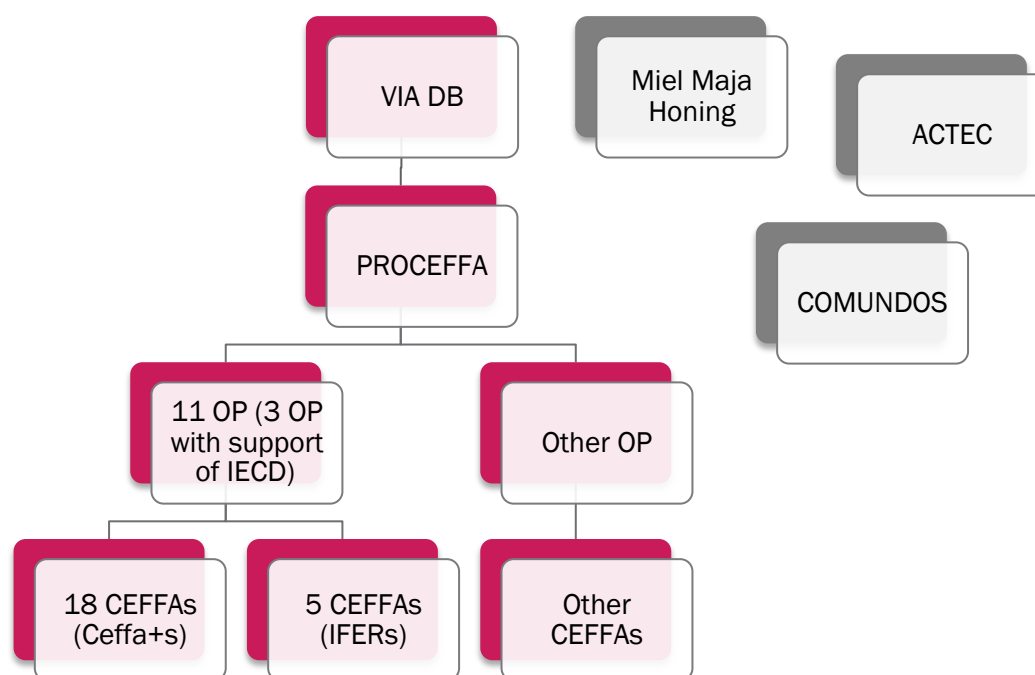
1.4.3 ToC Cameroon.

The theory of change for the Cameroon programme differs substantially from the other countries, which can be explained by the fact that this programme originated from a DISOP programme. As DISOP was not accredited by the Belgian Ministry of Foreign Affairs and Development Cooperation in 2017, the programme has been transferred to VIA DB. It has been reported that the original ToC, as formulated in the programme documents, should be adapted to the daily practice of implementation. During the evaluation process it has been demonstrated repeatedly that a common approach between all partners was problematic (see further findings and see country report Cameroon).

1.4.4 Partnership Structure Cameroon

The first important dissimilarity is the partner structure in Cameroon. Partners are not embedded in the Salesian network. The direct partner of VIA DB is PROCEFFA (Plateforme pour la Promotion des Centres Educatifs Familiaux de Formation par Alternance au Cameroun) which is platform of promotor organizations (OP's, Organisations Promotrices). The OP's are considered as the organizers/co-managers of the CEFFAs (Centre Educatifs Familiaux de Formation par Alternance). Each school has its own School Principal ('independant' from the promotor organization). The OP's are listed below. Among 16 OP's who are member of PROCEFFA, 11 are supported by the VIA DB programme. Three out of these 11 are also supported by the French organization IECD.. PROCEFFA's mission is to support the OP's. These 11 OP's are managing/supervising/supporting a total of 23 CEFFA's. 18 of the CEFFA provide

three-year training programmes (CEFFA+), the other 5 provide four-year programmes (IFERs). Most of the schools organize agriculture education programmes. The CEFFA's are characterized by a strong participatory approach: parents, students, teachers and school principals, OP's, and local entrepreneurs are all involved in school management. The CEFFA's are very often boarding schools. Schools are funded by parents (and through the funding of VIA DB). All schools were established by DISOP since 2014. The CEFFA's are characterized by high level of dual or twin-track learning methodology which has been introduced by DISOP. It has been reported that the VIA DB programme created synergies with Miel Maja Honing (apiculture), ACTEC (entrepreneurship | ESIC Business and Marketing school Brussels) and COMUNDOS (digital storytelling).



Cameroon		
Partenaires	Localisation	Type
Comité Diocésain de Développement, Diocèse de Maroua-Mokolo – CDD Maroua	Région de l'Extrême- Nord	Org pr
Conseil Régional des Organisations Paysannes de la Partie Septentrional du Cameroun – CROPSEC Maroua	Région de l'Extrême- Nord	Org pr
Centre Optionnel pour la Promotion et la Régénération Economique et Sociale Secteur Afrique – COPRESSA Maroua	Région de l'Extrême- Nord	Org pr
Comité Diocésain de Développement et des Activités Sociales et Caritas Diocèse de Ngaoundéré – CODAS Caritas Ngaoundéré	Région de l'Adamaoua	Org pr
Coordination Diocésaine de Développement et des Activités Socio Caritatives Archidiocèse de Bertoua – CODAS Caritas Bertoua	Région de l'Est	Org pr
Association d'Assistance au Développement – ASAD Bertoua	Région de l'Est	Org pr
Ape Assistance Cameroun – APAS Cameroun	Région de l'Est	Org pr
Alternatives Durables pour le Développement – ADD Mbalmayo	Région du Centre	Org pr
Social Welfare Department of the Diocese of Kumbo – CODAS Caritas Kumbo	North-West Region	Org pr
Afoni Children of Hope Foundation – ACOHOF	North-West Region	Org pr
Association pour le Développement de la Femme et de l'Enfant (ADEFE – NLATI)	Région du Littoral	Org pr
PROCEFFA	Yaoundé	
Miel Maya Honing asbl	België/Yaoundé	Part pr
Comundos vzw	België	Part pr

4 Evaluation Questions (Evaluation Matrix)

Based on the inception phase interviews and a first document review, a refined and adjusted evaluation matrix has been developed. The number of evaluation question has been reduced from 14 to 10. The evaluation questions focus predominantly on the partnership structure and the contribution of the partnership to the intended results of the programmes.

The evaluation matrix includes question, sub-questions and evaluation indicators. These indicators are guiding principles to collect and analyse data. Below we present the adjusted evaluation matrix. The bold questions refer to the questions formulated in the ToR, the other questions are additional questions formulated by the evaluation team. Subsequently we present an overview of the hypothesis of ToC, which have been tested.

Evaluation Matrix

Evaluation Question (Q)	Sub-questions	Indicator/judgement criterion
Relevance		
Q1. To what extent is the programme (intervention, Specific Objective, results) relevant to needs and priorities?	Q.1.1. Are the specific objective (and results) supported by the partners and how? Q.1.2. Does the programme address the challenges that the partners/stakeholders are facing?	Indicator 1.1.1. Partners internalised the specific objective. Indicator 1.1.2. Partners internalised the intervention logic (ToC) Indicator 1.2.1. Challenges of the partners are identified Indicator 1.2.2. Match of the needs of partners and the support of the network
Q2. Have the implementation modalities of the programme proven to be appropriate?	Q.2.1. Are the ToC and hypotheses considered as valid and correct?	Indicator 2.1.1. ToC and the hypotheses are (still) considered as valid and correct by the partners. Indicator 2.1.2. The approach of network partners is considered as appropriate/relevant for the achievement of the specific objective by the partners
Q3. Does the programme translate VIA DB comparative strengths with respect to the partners (network)?	Q3.1. Are the roles (of facilitator, kennisdeler, bruggenbouwer, innovator, analyst, procesbegeleider) taken up?	Indicator 3.1.1. VIA DB is applying several roles. Indicator 3.1.2. Partners confirm the strengths of VIA DB in most of the roles.
Efficiency		
Q4. Has the capacity of partner institutions been adequate to the task of implementation?	Q.4.1. The partnerships have demonstrated efficient use of resources across their partnership network Q.4.2. Is the collaborative partnership successful? (How does the partnership work?)	Indicator 4.1.1. Absorption capacity of partners Indicator 4.1.2. Timely delivery of outputs and attainment of milestones Indicator 4.2.1. The goals of the partnership are well (partners know why they are forming a partnership) Indicator 4.2.2. Clear roles among the partners are defined. (What will each of us do? Who is in charge of what?) Indicator 4.2.3. There is trust among the partners (Are

Evaluation Question (Q)	Sub-questions	Indicator/judgement criterion
Effectiveness		
Q.5. To what extent have the results set for the programme have been achieved effectively (or on the way to be achieved, taking into account that this a mid-term evaluation, indicator values for 2019 of the logframe, programme document)	Q.5.1. Have the majority of the mid-term results have been achieved?	we willing to depend on one another? Is the decision-making transparent?) Indicator 4.2.4. There is commitment of the partners. (Are we all similarly investing in the partnerships success.) (see evaluation of partnership model)
		Indicator 5.1.1. Indicators of log-frame (SO and results). + Indicator 5.1.2. Partnerships have been effectively established Indicator 5.1.3. Capacity development activities have been implemented effectively Indicator 5.1.4. Effective interlinkages have been established among partners & key stakeholders Indicator 5.1.5. Other stakeholders facilitate the process (not obstructing).
	Q.5.2. Are monitoring activities effectively used to inform the process of implementation?	Indicator 5.2.1. Effective monitoring systems (Three step M&E approach) have been deployed Indicator 5.2.2. Results of monitoring have been analysed and mediating actions taken where required
Q6. To what extent have the partnerships established effectively?		Indicator 6.1. The partners are all effectively mobilised to obtain the specific objective Indicator 6.2. The network partners consider the network as the best solution to realize the specific objective Indicator 6.3. The youth considers the relations with and between partners as the best solution to fulfil their education and employability needs
Q.7. Have cross-cutting issues been addressed effectively by the Actions?	Q.7.1. Is Gender Mainstreaming effectively implemented?	Indicator 7.1.1. Gender mainstreaming has been integrated in the content of activities Indicator 7.1.2. Gender equality has been promoted actively during the course of implementation.
Sustainability and Ownership		
Q.8. Have effective plans and procedures put in place to ensure sustainability and the development of ownership?	Q.8.1. Are the attainments achieved under the programme internalised?	Indicator 8.1.1. Cooperation among the partners has become a regular practise Indicator 8.1.2. The skills and knowledge acquired by partners has been systematised and internalised in the partner institutions
Q.9. After the completion of the programme, what will continue to exist of the 'travail en rouage' ("the wheels")?	Q.9.1. How do the partners perceive the future of the collaboration?	Indicator Q9.1.1. Perception of future collaboration by the partners Indicator Q9.1.2. The exit strategy is well defined and realistic (important for Peru & Ecuador)
Complementarity / Synergy		
<i>Q.10. What has been the synergy/complementarity of the programme compared with programmes of relevant initiatives of other donors and/or stakeholders</i>		Indicator 10.1. There is low level of occurrence of overlap/clashes between the programme and the activities conducted by other donors/stakeholders Indicator 10.2. Donor/stakeholder coordination among organisations has been conducted effectively

The evaluation exercises will focussed as well on some of the hypothesis of the generic Theory of change of VIA DB. An overview of the hypothesis that have been tested during the field missions are presented below. Only those hypothesises which are considered as vital for the partnership structure are selected.

Hypothesis 1: VIA assumes that integrated training where attention is paid to life skills, increases the chance of socio-professional integration.

Hypothesis 2: VIA DB assumes that enough of young people appreciate professional training and will enroll to the CFP's

Hypothesis 3: VIA DB assumes that the combination of and the collaboration between the 3 main actors (BPD, BDE and CFP's) are extremely beneficial as coherent cogwheels to provide high quality education and services.

Hypothesis 4: VIA DB assumes that the input by a JPO (BDE, OIL) is the appropriate way to work with young people to guide them on their way to the world of work.

Hypothesis 5: VIA DB assumes that there are sufficient job opportunities for pupils who have finished school, which are in line with their training. To guarantee this, the JPOs (BDE, OIL) conclude partnerships with employers and companies, the purpose of which is for as many young people as possible to find work immediately after they have been trained.

Hypothesis 6: Good governance at the level of the partners is considered a precondition to provide better services to the students. Good governance is considered as the oil for cogwheel approach.

5 Analytical framework for partnership evaluation.

In this paragraph, evaluation question 4 and 5 are further elaborated. These questions are directly related to efficiency aspects of the VIA DB partnership approach. The main objective of the evaluation is analysing several aspects of the partnership structure/network approach of VIA DB. The large body of social science literature about partnerships reveals certain fundamental characteristics of a solid and functional partnership: strong management; well-defined goals; carefully-considered membership and representation; open lines of communication; core processes for monitoring and evaluation; and strategies to overcome obstacles and adjust policies and tactics when necessitated by the external environment. Drawing from this literature and seeking to distil a few easily measures of collaborative partnership success, four partnership principles can be isolated: clear goals; clear roles; trust; and commitment, as presented in the figure below. These principles were used to develop interview protocols and questionnaires, which can be found in the annexes.



6 Methodology

1.5 Overview Data Collection Methods with references to EQs

In the table below an overview of the data collection methods is presented, referring to the evaluation questions. Data collections tools (interview and focus group protocols and have been prepared during inception phase and have been approved by the VIA DB-team. All data collection tools can be found in annexes. The methodological data collection methodology has been discussed in detail with the VIA DB staff during inception phase.

Evaluation Questions	Data Collection Methods
Q.1	<ul style="list-style-type: none"> • Interviews with BPD, BDE and CFP`s
Q.2	<ul style="list-style-type: none"> • E-survey • Interviews with BPD, BDE and CFP`s
Q.3	<ul style="list-style-type: none"> • Satisfaction Surveys • E-survey • Interviews with BPD, BDE and CFP`s
Q.4	<ul style="list-style-type: none"> • E-survey • Interviews with BPD, BDE and CFP`s • Performance scores + narratives • VIA DB Monitoring data like ResuMoni, Narra-Moni
Q.5	<ul style="list-style-type: none"> • E-survey • Interviews with BPD, BDE and CFP`s • Performance scores + narratives • VIA DB Monitoring data like ResuMoni, Narra-Moni
Q.6	<ul style="list-style-type: none"> • E-survey • Interviews with BPD, BDE and CFP`s • Performance scores + narratives

	<ul style="list-style-type: none"> VIA DB Monitoring data like ResuMoni, Narra-Moni Focus group discussions with students
Q.7	<ul style="list-style-type: none"> Interviews with BPD, BDE and CFP's VIA DB Monitoring data like ResuMoni, Narra-Moni Focus group discussions with students
Q.8	<ul style="list-style-type: none"> E-survey Interviews with BPD, BDE and CFP's
Q.9	<ul style="list-style-type: none"> Interviews with BPD, BDE and CFP's +other stakeholders + use of the satisfaction surveys
Q.10	<ul style="list-style-type: none"> Interviews with BPD, BDE and CFP's +other stakeholders
Hypothesis 1	<ul style="list-style-type: none"> Focus group discussions with students Interviews with BDE and CFP's +other stakeholders
Hypothesis 2	<ul style="list-style-type: none"> Focus group discussions with students Interviews with BDE and CFP's +other stakeholders
Hypothesis 3	See Q.4 & 5
Hypothesis 4	<ul style="list-style-type: none"> Focus group discussions with students Interviews with BDE and CFP's +other stakeholders
Hypothesis 5	<ul style="list-style-type: none"> Focus group discussions with students Interviews with BDE and CFP's +other stakeholders
Hypothesis 6	See Q.4 & 5

1.6 Evaluation Team and Mission Dates.

In the table below the evaluation team is presented. The specific country mission agendas can be found in the country reports. In three out of the five countries local experts have been engaged. In Peru and Cameroon, the ET has been supported by representatives of VIA DB headquarters.

Team Leader Supervisor	Dr. Patrick Vander Weyden
RD Congo 20-24/05/2019	
International Expert RD Congo	Fabrice Hénard
Local Experts RD Congo	Laurent Bujiriri (Lubumbashi)
	Grace Rubambura Bahati (Kivu)
Cameroon 15-19/04/2019	
International Expert Cameroon	Fabrice Hénard
	VIA DB Representative Aurélie Vanossel

Mali 01-05/04/2019	
International Expert Mali	Fabrice Hénard
Local Expert Mali	Nicodème Condé
Peru 01-05/04/2019	
International Expert Peru	Dr. Roberto Escarre
Local Expert Peru	Alicia Gonzalez
Ecuador 08-12/04/2019	
International Expert Cameroon	Dr. Roberto Escarre
VIA DB Representative	Steven De Craen

1.7 Scoring methodology Meta-report

For the purpose of the meta-report, a scoring system has been developed in order to visualize our appreciation for each of the evaluation criteria for each of the countries. The findings and scoring can be found in the paragraphs below.

Scores	Definition Scores
Excellent	Excellent. Excellent result. No additional measures are requested
Good	Good result. There is room for improvement, but limited
Low	Low result. There is room for improvement that could impact the programme
Very Low	Poor result. Urgent measures are needed to change the situation

1.8 Limitations

The online survey has been launched in all VIA-DB countries, including the countries not directly targeted in this evaluation. The results of the survey research are presented in a separate report. Although the response rates have been very high, it has been difficult to interpret the results for those countries who were not targeted with a field mission. This experience is showing again that a mixed method approach is necessary requirement to interpret results.

7 Findings

1.9 Relevance

RD Congo	Mali	Cameroon	Peru	Ecuador
Good	Good	Good	Good	Good

General Findings

The relevance of the programme is proven in all five country programmes. The added value of VIA DB is recognized by partners and the ToC is considered as a valid starting point for programme implementation. The Cameroon programmes is facing a tremendous challenge: Proceffa considers VIA DB exclusively as financial donor. The developed ToC, which is different from the ToC in the four other countries, is considered invalid and not supported by the partners.

Country-Specific Findings

RDC. The 3 entities play their role, there is no overlap in responsibilities. The diagnose of the needs is relevant and the program meet the needs of young people and identified economic sectors. The program was designed to structure activities, some of which pre-existed. Business schools have shown their full relevance in involving learners in real life situations. The added value of VIA DB for the direct partners is obvious and evidenced. But for other local actors, which are not directly linked to VIA DB (e.g. teachers, the added value is hardly perceived as support other than financial support.

Mali. The relevance of the program is proven. This 2017-2021 program was built on the evaluation of the previous program from which lessons learned are included. The Theory of Change is known, implemented and appreciated for its utility by the different types of actors (CFPs, BDEs, BPD). The dynamics of change implied by this program are valued by these actors: it is not only a matter of implementing training courses, acquiring equipment, but actually changing the approach to economic integration and the development of the environment. The added value of VDB is obvious. The program did not yet achieve some objectives: technical support in terms of monitoring and evaluation, exchange of practices (e.g. on gender), support of VDB to the regional BDP, the creation of links between actors including beyond Salesian circles, the advocacy and a (relevant) attempt to anchor this program in a more global reflection on vocational training in Mali.

Cameroon. There is clearly no equivalent of such a program in Cameroon. Work-study training remains a poorly developed educational approach in Cameroon. CEFFAs are pioneers in alternation. The added value of VIA DB is variously perceived. The roles of analysts, bridge builders, facilitators, innovators, are not necessarily perceived or observable - which does not imply that these roles are not real. But they are diluted. There is an underutilization of the VIA DB expertise by PROCEFFA (BDP) which is in great need of it.

Peru. The program (intervention, specific objective, results) is relevant to the needs and priorities of the target groups. However one of the hypothesis (access to microcredit) is not validated because of the current legal and economic context of the country. Besides that, the role of VIA Don Bosco is clear and

appreciated by the local partners. Nevertheless the network approach is not fully developed at the macro level; only at the micro level.

Ecuador. The logic of intervention is internalized by the partners, but more at the institutional level than at the program level. 10 of the 12 initial hypotheses are still valid because the context of the population has not changed substantially (need for social and professional integration). The network approach is developed but in some issues it can be improved / intensified to obtain better results.

1.10 Efficiency

RD Congo	Mali	Cameroon	Peru	Ecuador
Low	Good	Low	Low	Good

General Findings

In two out of the five countries, the efficiency of the program is considered as good, thanks to a high commitment and good knowledge and division of responsibilities. In RDC, Cameroon and Peru the efficiency is considered low because a lack of trust (Cameroon and Peru) and a lack of instruments to solve disputes among partners (all 3 countries).

Country Specific Findings

RDC: The partners share the same Salesian spirit. However, this asset hides the difficulty of expressing disagreements. It corresponds to a relational mode that befits the Salesians. It appears, however, that when arbitrations have to be made, the Salesian network relies on VDB Brussels to do it for them.

Mali. The efficiency of the program is based primarily on the establishment of a strategy common to all local actors with a promoter organization. Working within the same strategic framework lays out common principles, displays the division of responsibilities and accountability. We observe the search, by the actors of this program, of a good balance between the capacities of expertise (ADAFO), impulse of the CFPs (for the implementation of the program and their strategy of improvement) , and quality of services rendered to create bridges (teachers + BDE)

Cameroon : Activities are running at a good pace, there are few delays. On the other hand, monitoring of these activities is very slow. In terms of efficiency, the role of VIA DB seems absent in the articulation between the wheels, because of its underutilization by PROCEFFA and its difficulty to find the appropriate positioning in this partnership architecture inherited from the program with DISOP.

Peru. The objectives are clear and evident for the different participants and the role of each of the actors (OPDs, CETPRO, OIL) is also defined. However there is no trust among some actors and network activities are limited (or non-existent). The institutional focus (by partner organization) is imposed to the network approach. The commitment of the Salesian and Salesian directors is unequal, and asymmetries in the association occur on this issue. In the same sense, in the handover from Salesians to laity, problems are identified due to a lack of trust that later on result in a lack of commitment.

Ecuador. The objectives are well-defined and evident for the different participants. Each partner knows the strategy of the association, and the different approaches of the partnership. The role of the partners is also defined; each knows its attributions and the attributions of the rest. There is a general framework of collaboration between partners, where transparency plays an important role. In spite of the above, some evidences of lack of confidence are identified, although they do not affect the project in a crucial way. The commitment is high and there are no asymmetries in the contribution of each partner to the work model, beyond those inferred by differences in context.

1.11 Effectiveness

RD Congo	Mali	Cameroon	Peru	Ecuador
Low	Good	Good	Good	Good

General Findings

The effectiveness of the program is considered good in 4 out of 5 countries. The difficult political and economic context and the limited management resources in RDC resulted in a low effectiveness of the program considering the results matrix as formulated at the beginning of the program.

Country Specific Findings

RDC. The level of achievement of the objectives is satisfactory but varies according to the results, especially if one takes into account the difficulties specific to the economic and political context of the DRC. the program manages to create a dynamic of perfection, between people, whatever their role, and their hierarchy. The improvement of the quality of training and the follow-up of learners by the BDEs lead them to the wage-earner, to self-employment or to entrepreneurship. However, this positive observation must be qualified by equipment in CFPs (and business schools) that are sometimes obsolete, subject to frequent breakdowns and maintenance needs that CFPs are struggling to cover. The management capacity building of all the organizations involved in this process will not be achieved: Very few strategic plans have been concluded, nor an HR plan, nor a knowledge management strategy. The improvement of the financial autonomy of all the CFP through the installation of environmentally friendly business schools should be reached at the end of the program, but the CFPs are chronically financially fragile. IGAs are not enough to cover their deficit.

Mali. The level of achievement of expected results is correct, despite some delays initially. The program should end at a good level of attainment of the specific objectives, particularly in terms of quantification. The actors of the program make full use of the capacities which are reinforced by the activities implemented. There is indeed a direct link between training activities (CPFs, teachers, BDE, BDP) and their application in the field. The weak points are: The capacity of the BDEs to ensure the role assigned to them in the program is not clear for teachers or students; Entrepreneurship (also linked to BDEs) is a concept that is variously understood by teachers, CFPs leaders, BDEs, companies; The training-employment relationship. It remains difficult to gather enough evidence - at the intermediate evaluation stage - to demonstrate that these links are very strong.

Cameroon. More than half of the activities planned for 2018 were finalized by the end of 2018. There has been significant progress in the structuring of work-study agents. The support model that

PROCEFFA is developing with Ops raises questions. This support is currently positive by being extremely contextualized. But this model requires a strong investment from the staff of the PROCEFFA based in Yaoundé, to know the specificities of the territories. The program is more conducive to employability than to insertion.

Peru. The indicators and results are successful in a high percentage and the associations have been established effectively. Also monitoring systems are implemented, although with delays after constant reminders. Results are analyzed and corrective measures are implemented when needed, sometimes also with some delays but which do not affect the final result. Although the partners consider the network scheme as the best solution to achieve the objective, it is not implemented effectively.

Ecuador. Indicators and results are successful, in a high percentage. Partners have established effective links with other key stakeholders (JNDA, Ministry, companies, etc.), and those stakeholders positively value the work of the program and facilitate the development of activities. The monitoring systems are implemented effectively, with the help of the OPLADI, although there are sometimes dysfunctions that affect the project. The partners consider the network scheme as the best solution to achieve the objective. Despite this, the network model could be improved substantially.

1.12 Sustainability

RD Congo	Mali	Cameroon	Peru	Ecuador
Very low	Good	Low	Low	Low

General Findings

The sustainability of the Programme in RDC is considered very low due to a lack of financial resources and the lack of national vocational training policy. An exit strategy is absent. In three other countries the sustainability of the programme is considered low. Exit strategies are not well developed and a profound analysis to develop an exit strategy is absent. Due to close collaboration between partners in Mali, a long-term strategy (including an exit-strategy) has been developed. The sustainability of the Malian program is considered as good.

Country Specific Findings

RDC. The financial fragility of CFPs, and other players (BDEs and BPDs) is a drag on sustainability. The lack of a national vocational training policy does not anchor the program in terms of development or institutional support. There is no exit strategy supported by BPDs or by VDB.

Mali. The main achievement is the robustness and effectiveness of the BPD / CFPs partnership. The CFPs' strategy, which has made good progress in a few years, allows them to know which long-term objectives are targeted. This provides a stable and well-considered framework that can attract donors looking for projects to finance. An exit strategy is being discussed internally with Malian partners (CFPS, BPD, BDEs).

Cameroon. The uncertainty surrounding the future of PROCEFFA (both institutional and financial) is paralleled by uncertainty over VIA DB's involvement after the end of the program in 2021. PROCEFFA

is already seeking to diversify the sources of financing, anticipating the possible withdrawal of Belgian cooperation. Due to the many activities carried out by a relatively small staff in volume, we understand that little time is spent on the post-VIA DB program.

Peru. Cooperation between partners has some limitations that do not seem to be resolved over time. The skills and knowledge obtained through the activities (teacher training, etc.) are systematized and internalized in a positive way in the institutions. However the perception of collaboration is seen individually by the institutions, and not as a program. Different sustainability studies are being carried out at institutional level, but their degree of maturation is low. It is still pending to perform an analysis of what works and what does not work.

Ecuador. Cooperation between partners is a common practice, although asymmetries have been developed due to different contexts, greater or lesser experience, etc. The skills and knowledge obtained through the activities (training, etc.) are systematized and internalized in a positive way in the institutions, although network scheme is not fully used. The perception of collaboration is seen individually, by the institutions / headquarters, and not as a program. The degree of maturity of the sustainability is low.

1.13 Complementarity/Synergy

RD Congo	Mali	Cameroon	Peru	Ecuador
Good	Good	Low	Good	Good

General Findings

The synergy between partners is considered low in Cameroon due to PROCEFFA’s fragile structure and the absence of clear strategy on the partnership cooperation. For the four other countries the complementarity and synergy is considered good. For all countries no evidence could be found that the VIA DB program is overlapping with other programs or activities of other donors.

Country Specific Findings

RDC. Despite the distances, the BPDs manage to provide a quality service to CFPs and BDEs. Without the BPDs, the CFPs and BDEs would be powerless to implement the VDB program correctly and at the right pace.

The partnership with VDB could be deepened. This would require a joint discussion with the Salesian Congolese parties, including the provincial stakeholders. No data available that allow to identify overlaps with other programs and donors.

Mali. The role of ADAFO (BPD) is essential. It could not, however, be a substitute for VDB. The Belgian organization is indeed providing support, other than financial support, for the consolidation of ADAFO at the same time as its evolution - essential in these countries in crisis like Mali, where pragmatism is needed and the notion of risk remains very high. The ADAFO-VDB cooperation proves to be very productive, and requires VDB to be "a step ahead" to support the BPDs like ADAFO in their search for

efficiency with actors like CFPs and BDEs. VBD brings technical expertise to the BPD, according to co-operation modalities that are appreciated by both sides. No data available that allow to identify overlaps with other programs and donors.

Cameroun :There is an umbrella organization that links the different OPs (PROCEFFA). This is a good opportunity to build partnerships. However, PROCEFFA remains a very fragile structure, with no clear strategy yet. The relationship between PROCEFFA on the one hand and Ops and VIA DB on the other hand could be much more intense. No data available that allow to identify overlaps with other programs and donors.

Peru. The skills and knowledge obtained through the activities (teacher training, etc.) are systematized and internalized in a positive way in the institutions. However the perception of collaboration is seen individually by the institutions, and not as a program.No data available that allow to identify overlaps with other programs and donors. Potential complementarities and synergies with other actors is considered by the different participants.

Ecuador. Cooperation between partners is a common practice, although asymmetries have been developed due to different contexts, greater or lesser experience, etc. The skills and knowledge obtained through the activities (training, etc.) are systematized and internalized in a positive way in the institutions, although network scheme is not fully used. No data available that allow to identify overlaps with other programs and donors. Some evidences of good practices in collaboration with other donors (VLIR) are identified, and synergies are used.

1.14 Evaluation of the partnership

	RD Congo	Mali	Cameroon	Peru	Ecuador
Clear goals	Good	Good	Low	Excellent	Excellent
Trust	Good	Good	Very low	Low	Low
Clear Roles	Good	Good	Low	Good	Good
Commitment	Good	Good	Good	Low	Good

General Findings

The partnership structures varies strongly among the 5 countries. For RD Congo and Mali the four dimensions (clear goals, trust, clear roles and commitment) of partnership are considered good. Trust among partners in Peru and Ecuador is considered low, while the partnership structure in Cameroon should be considered problematic. On three out of the four dimensions were scored low or very low. Trust among partners seems to be absent while goals and roles are not commonly shared by the partners. In general terms, VIA DB should invest in the development of activities which creates trust among partners.

Country Specific Findings

RDC: Partners have clear roles and commit themselves at equal level. Trust is inherent to the Salesian values of the community. The partners follow specific objectives and taken different actions to achieve them. There is a fair level of complementarity.

The role of the pilot BDE is not convincing: some BDEs have more maturity that the supposed lead.

Mali: The partners know each other very well, share the same Salesian values. The model in Mali could not possibly be replicated in all contexts where VDB intervenes. BDEs are not partners as observed for ADAFO (BPD). Two out of three are CFPs services, without any autonomy.

Cameroun : The role of VIA DB headquarters and VIA DB Cameroon is not clear for local partners (PROCEFFA, OPS and CEFFAs). The BDEs do not yet have the role that the VIA DB program assigns them, but they are developing. The OPs and CEFFAs work closely together, in tandem. On the other hand, there is little pooling and cross-cutting exchanges between the 11 supported by the program and the 16 members of PROCEFFA. The PROCEFFA - IECD relationship is improving but without the prospect of productive partnerships for the target populations of the VIA DB program. It is estimated that there is therefore a work of networking to be continued between the partners.

Peru. The partnership structure has some limitations because different reasons: 1) The complexity involved in coordinating 2 different congregations, with different ways of working, disparate processes, etc.; 2) The lack of communication between both at the Salesian level undoubtedly aggravates this question; 3) The level of staff turnover (Salesian and lay) and its consequences in the day-to-day work of the partners and the activities of the program; 4) The weaknesses in the process of empowerment of the laity in each of the participating institutions, due to the lack of effective delegation of the Salesians; 4) The limited collaboration between the OILs of the CETPROs and the National OIL; 5) The excessive dependence of the hierarchy (pyramidal hierarchical structure) to make decisions, with the impact it has on the delay of the activities (as in the case of FMA). These limitations compromise the results obtained in the program in an obvious way. The first three promote a difficult work environment, excessive dependence in some people - which leads to bottlenecks that affect decision making and ultimately directly in activities -, the delay over the commitments made, lack of coordination, etc. The inability to network in the OILs certainly has consequences in that it limits the impact of the activities, limits the results and above all the future sustainability of the initiative.

Ecuador. The partnership structure works well, although it is necessary to highlight some particularities that produce some limitations: 1) There has been a significant level of rotation in the staff of different partners (OIL National, TESPAs, etc.), which has led, among other things, to certain levels of distrust with partners that are more established (PACES); 2) There are important asymmetries in the development of activities between the different locations / partners. 3) The co-financing of project activities in some partners (significantly those located in Guayaquil) is significantly higher than in others, which will have to be considered as a priority in the analysis of future sustainability. These particularities prevent the maximization and a greater use of the synergies between the different partners. etc.). In summary, networking has limitations, and the usual advantages that this approach promotes (efficiency, exchange of information, avoiding duplicities, learning from experiences already tested, etc.) are not taken advantage of.

1.15 Evaluation of the ToC and Hypothesis

During the evaluation, six most important hypothesis have been evaluated. One of the main objectives has been whether the hypothesis are still valid in each of the countries (that has been evaluated).

Hypothesis 1: VIA assumes that integrated training where attention is paid to life skills, increases the chance of socio-professional integration.

























Hypothesis 2: VIA DB assumes that enough of young people appreciate professional training and will enroll to the CFP's

Hypothesis 3: VIA DB assumes that the combination of and the collaboration between the 3 main actors (BPD, BDE and CFP's) are extremely beneficial as coherent cogwheels to provide high quality education and services.

Hypothesis 4: VIA DB assumes that the input by a JPO (BDE, OIL) is the appropriate way to work with young people to guide them on their way to the world of work.

Hypothesis 5: VIA DB assumes that there are sufficient job opportunities for pupils who have finished school, which are in line with their training. To guarantee this, the JPOs (BDE, OIL) conclude partnerships with employers and companies, the purpose of which is for as many young people as possible to find work immediately after they have been trained.

Hypothesis 6: Good governance at the level of the partners is considered a precondition to provide better services to the students. Good governance is considered as the oil for cogwheel approach.

	RD Congo	Mali	Cameroon	Peru	Ecuador
Hypothesis 1			NA		
Hypothesis 2			NA		
Hypothesis 3			NA		
Hypothesis 4			NA		
Hypothesis 5			NA		
Hypothesis 6			NA		

General Findings

In Peru, the six hypothesis are still valid while in Ecuador hypothesis six should be explored in more detail taking into account country specific risks. Hypothesis 5 is not valid in RD Congo and Mali. The ET considered hypothesis 2 as not valid in Mali as a large number of partnerships with employers and companies are not (yet) included.

Country Specific Findings

RDC. The partners CFPs, BDEs and BPDs work relatively well together, according. In contrast, the AFC province remains relatively distant from the program. The province makes decisions that sometimes affect the economics of the program (e.g. replacement of staff, not always adequate profiles of the desired staff to contribute to the success of the program). the BDEs have not concluded significant partnerships with employers and companies.

Mali. The logic of action works rather well at the level of the 3 CFPs and at the level of the VDB program. The metaphor of the workings that articulate, that promotes the logic of action of the program is ensured essentially by ADAFO between the partners CFPs and BDEs, As in the DRC, the BDEs have not concluded a large number of partnerships with employers and companies.

Peru. All hypothesis are still valid.

Ecuador. The reason (socio-economic situation of the country) for which Hypothesis 6 cannot be validated (Via Don Bosco assumes that there are enough job opportunities for graduate students according to the training they have followed) does not appear in the analysis of program risks, which only mention potential changes in labor legislation (Risk 5).

8 Recommendations

1. The generic Theory of change is considered as an excellent starting point, but it should be considered whether it could be adjusted to national and sub-national context, considering each step and related risk in order to achieve the desired change (specific objectives). Each step should be explored and discussed in detail with the partnership structure in each of the programme countries.
2. Within that context, it would be advisable to launch a reflection on different vocational training models adapted to the context of sub-Saharan countries.
3. Continue to strengthen the capacities of all partners:
 - a) Strengthening the capacities of CFP`s on strategic and operational planning
 - b) Strengthen the BDEs: in analytical capacities (better apprehend the economic reality of the countries at national and sub-national level) and in human resources and in projection methodology
 - c) Consolidate IGAs, and continue to professionalize their management. Strengthen technical support for IGAs
 - d) Strengthen the capacities of partners in labor market analysis, fundraising, entrepreneurship, private market.
 - e) Continue business engagement, which should be included in partnership agreements. These should not be limited to organizing internships, but should also cover the methods of involving companies, which can benefit directly in terms of quality of skills.
4. Reinforce the awareness of all stakeholders in the management of projects, processes, the role of monitoring and evaluation and the management of activities. Improve communication and establish channels that ensure cooperation between partners and networking;
5. Establish human resource policies that take into account the problems identified; rotation and transfer of functions, processes of empowerment of laymen, and lack of commitment of Salesian directors;
6. Define an exit strategy to prepare for a possible non-renewal of funding, including the promotion of a process of institutional strengthening through alliances with relevant actors that allows the partners to glimpse specific areas of collaboration that facilitate maintaining activities of the current program after the cessation of funding from VIA Don Bosco.;
7. Reflect in depth on the different alternatives that should lead to a sustainability of the program which should include:
 - a) a process of common awareness about the vision and mission of the program, a sustainability analysis at the program level;
 - b) the development of a common roadmap for the sustainability of the program
8. Develop an advocacy model for influencing national and regional authorities in order to upscale the developed VET-Models.

9 Lessons Learnt

1. One size-fits-all mode of intervention (ToC) from VDB is very good starting point and the existing ToC is very clear and understandable model. However the ToCs should be adapted to national and sub-national context characteristics. Crisis and state inefficiency calls for an adjusted approach and ToC as well.
2. BPDs are key actors for the success of programmes, amongst the 3 generic partners (BPDs, CFPs, BDEs) as support, expert, vector, local developer.
3. BPDs with regional mandate or with internal expertise can better support the CFPs/BDE.
4. BDEs work better when combining teaching experience and economic skills, so they can bridge the two worlds.
5. Local representativeness of VDB brings an added value to the extent the programme director is skilled enough, have a persuasive power, knows about content of VET, and is recognised as a regular critical friend by the local partners. The added value is not so easy to demonstrate.

Annexes

10 Annex Draft Questionnaire Online Survey

The questionnaires will have a section on the “demographic” of the respondent and questions derived from the evaluation matrix and interview protocols. The questionnaire will mostly consist of categorical questions with open-ended answers as well as qualitative questions.

A template for the survey questionnaire would be as follows:

Introduction

Dear (name),

FocusUP has been appointed by VIA Don Bosco to implement a mid-term evaluation of their programmes in Africa and Latin America. The objective of the evaluation is to assess programme results and the partnership structure.

The online survey is vital to hear your voice and perspective on the programme. There are no right or wrong answers on each of the questions. The objective of the survey is to register your opinions. Your answers will, of course, be treated confidentially and anonymously.

We would like to thank you in advance for your participation.

Kind regards,

Patrick (on behalf of FocusUP Evaluation Team)

Section 1: Data about the respondent

Q1. Please indicate your gender

- Male
- Female

Q2. Please indicate the country in which you operate:

- Belgium
- Benin
- Bolivia
- Cameroon
- Democratic Republic of Congo
- Ecuador
- El Salvador
- Haiti

- Madagascar
- Mali
- Peru
- Tanzania
- Other

Q3. Please indicate the organisation you work for.

- BPD
- BDE
- CFP
- PROCEFFA (Cameroon)
- Organisation Promotrice (Cameroon)
- CEFFA (Cameroon)
- VIA DB staff
- Other

Q4. What is your job title?

Q5. Since how many years have you been in this position?

Q6. Have you been directly involved in VIA Don Bosco programme activities?

Q7. If yes, in what capacity/way?

Q8. How many persons in your organisation are involved in the Programme?

- Only myself
- between 2 and 4
- between 5 and 10
- More than 10
- It is difficult to say

Section 2. Interventions / Activities of the Programme

Q9. Are the interventions programmed under VIA DB Programme aligned with the priorities of your organization?

- To a great extent
- Somewhat
- Very Little
- Not at all

Q10. In your opinion, to what extent have the interventions and activities of the VIA DB programme achieved/expected results?

- very good results
- good results
- fair results
- poor results
- very poor results

Q11. What are the achieved results/major achievements?

Q12. What are, in your opinion, the major challenges that have been faced during the implementation of the Programme? Can you give examples?

Section 3. Results and sustainability

Q13. Would you say that the capacities in terms of policy, strategy, planning and implementation regarding the objectives of the programme have:

- Greatly improved
- Somewhat improved
- Marginally improved
- Not improved
- Don't know

Q14. Can you describe the objectives of the programme in your own words? maximum 10 lines

Q15. Regarding the delivery of the intervention of the VIA DB programme would you say that you are:

- Very satisfied
- Satisfied
- Indifferent
- Disappointed
- Very disappointed

Q16. Is there any recommendation you would like to formulate for the future of VIA DB interventions?

Section 4 Partnership

Q17. With the following statement: "All partners (VIA DB, BPD, BDE and CFP's) share the same objectives (goals) of the programme, would you?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- Prefer not to answer

Q18. With the following statement: "The cooperation between BPD, BDE and CFP's is essential to achieve the objectives of the programme, would you?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- Prefer not to answer

Q19. With the following statement: “The support provided by the VIA DB programme contributed to a better cooperation between BPD, BDE and CFP’s “, would you?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don’t know
- Prefer not to answer

Q20. With the following statement: “The decision making process between VIA DB, BPD, BDE and CFP’s is transparent”, would you?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don’t know
- Prefer not to answer

Q21. Can you please explain your opinion about the transparency of the decision making process between the partners?

Q22. With the following statement: “The roles of my organization in the partnership and the programme are well defined and clear”, would you?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don’t know
- Prefer not to answer

Q23. Please can you describe the role your organisation plays in the partnership and the programme. In case your organization plays several roles, please elaborate each of the roles. (maximum 30 lines).

Q24. With the following statement: “All partners (BPD, BDE, CFP’s) are similarly investing in the partnership”, would you?

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don’t know
- Prefer not to answer

Q25. Please explain your opinion about the partners` investment in the partnership?

Q26. What are, in your opinion, the major challenges that have been faced by working with partners in a partnership?

Sustainability

Q27. With the following statement: “The capacity development provided by the Programme will sustainably improve the way my organisation performs”, you would

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- Prefer not to answer

Q28. Did your organisation develop an exit-strategy or financial sustainability strategy (to continue the programme in case VIA DB funding would come to an end)?

- Yes
- No
- We are in the process of developing an exit strategy
- I don't know

Q. Can you define the exit strategy of the programme (in case the funding of VIA DB will come to an end)?

End of survey | Many thanks for your cooperation. The results will be shared during the global meeting in Brussels in October 2019

11 Annex Interview protocol for BPD/OPD

Name(s) of the interviewee(s): Position: Institution/Organization:

Interview date: Interviewer:

Framing Questions (to be sent to the respondent in advance and addressed at the beginning of the interview)

- What has been the main focus of the programme?
- According to you, and before going into more details, what were, in broad terms, **the main achievements and main issues/challenges faced by the Programme?**
- Can you **describe the partnership** (VIA DB, BPD/OPD, BDE/OIL and CFP's/Centro de Formacion) and dynamics?
- How sustainable do you think the interventions outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability?

Main Topics

Q1.	Investigate BPDs' understanding of the programme (Objectives, results, intervention logic)
Q1.	What are the main challenges for BPD/OPD to realize high-quality education in the TVET-Sector in your country/region?
Q2. + Hypothesis 3	Investigate about the degree to which partnerships have been built and developed? To what extent is the partnership structure (BPD/BDE/CFP) considered appropriate/relevant to the achievement of the specific objective?
Q4.	Investigate the following questions in detail (+ examples) and ask for Challenges on the four dimension (perception/opinion of the interviewee): <ol style="list-style-type: none"> 1. Are the goals of the partnership well defined? (BPD/OPD knows why they are forming a partnership) 2. Clear roles among the partners are defined. (What will each of us do? Who is in charge of what?) 3. There is trust among the partners (Is the decision-making transparent?) 4. There is commitment of the partners. (Are all partners similarly investing in the partnerships success.)
Q4.	Investigate the roles the BPD/OPD is playing in support to the other partners (VIA DB, BDE and CFP's): 1/ role of bridge builder between the partners; 2/ role of high quality facilitator and knowledge sharer. 3/ coordinating role for the implementation of the programme.
Q3.	Can you describe the roles of VIA DB in the partnership?

	Ask for examples on the roles of 1/ high-quality facilitator and knowledge sharer; 2/role of bridge builder; 3/role of innovator; 4/ role of analyst; 5/ role of process supervisor
Q5.	To what extent is the partnership effectively established (perception of the interviewee)? What are the main challenges for the partnership structure (among the 4 partners (VIA DB, BPD, BDE, CFP` s)
Q6.	Investigate whether the network partners consider the network as the best solution to realize the (specific) objective of the programme? What would be an alternative approach?
Q8.	Investigate whether the cooperation among the partners has become a regular practise. (+Examples)
Hypothesis 1	Does an integrated training where attention is paid to life skills, increases the chance of socio-professional integration?
Hypothesis 4	Is the input by BDE/OIL the appropriate way to work with young people to guide them on their way to the world of work?
Hypothesis 5	Are there sufficient job opportunities (including entrepreneurship) for pupils who have finished school, which are in line with their training? Was the BDE able to establish partnerships with employers and companies?

Complementary Topics (if enough time is available)

Q7.	How are cross-cutting issues (gender) addressed in the programme? (Examples) Are cross-cutting issues addressed systematically?
Q8.	Are the skills and knowledge acquired by partners has been systematised and internalised in the partner institutions?
Q9.	How is the future collaboration perceived by the BPD/OPD? (Main questions for Peru & Ecuador)
Q9.	Is an exit strategy defined? What are the main challenges? (Main questions for Peru & Ecuador)
Q10.	Is there an effective coordination with other donors and stakeholders (with other NGO`S, authorities, other organizations)

Additional Aspects

<p>Closing Question On what aspects do you think there was/is room for improvement and how? Any recommendations for the future? Comments on any other aspects not covered during the interviews?</p>
<p>Linking Question Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?</p>
<p>Wrap-up Remind the interviewees to send us any evidence related information mentioned during the interview</p>

End of Interview

Thank the interviewees for the time and contributions. Give your personal email. Make sure you have the interviewee details.

12 Annex. Interview protocol for BDE/OIL

Name(s) of the interviewee(s): Position: Institution/Organization:

Interview date: Interviewer:

Framing Questions (to be sent to the respondent in advance and addressed at the beginning of the interview)

- What has been the main focus of the programme?
- According to you, and before going into more details, what were, in broad terms, **the main achievements and main issues/challenges faced by the Programme?**
- Can you describe the partnership (VIA DB, BPD, BDE and CFP's) and dynamics?
- How sustainable do you think the interventions outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability?

Main Topics

Q1.	Investigate BDEs` (OIL) understanding of the programme (Objectives, results, intervention logic)
Q1.	What are the main challenges for BDE (OIL) to realize high-quality education in the TVET-Sector in your country/region?
Q2. + Hypothesis 3	Investigate about the degree to which partnerships have been built and developed? To what extent is the partnership structure (BPD/BDE/CFP) considered appropriate/relevant to the achievement of the specific objective?
Q4.	Investigate the following questions in detail (+ examples) and ask for Challenges on the four dimension (perception/opinion of the interviewee): <ol style="list-style-type: none"> 1. Are the goals of the partnership well defined? BDE(OIL) knows why they are forming a partnership) 2. Clear roles among the partners are defined. (What will each of us do? Who is in charge of what?) 3. There is trust among the partners (Is the decision-making transparent?) 4. There is commitment of the partners. (Are all partners similarly investing in the partnerships success.)
Q4.	Investigate the roles the BDE (OIL) is playing in support to the other partners (VIA DB, BPD and CFP's): 1/ build a bridge between the training course and the world of work 2/ establishment of partnerships with employers and companies
Q3.	Can you describe the roles of VIA DB/BPD (OPD) in the partnership? How do you experience this cooperation?

	Ask for examples on the roles of 1/ high-quality facilitator and knowledge sharer; 2/role of bridge builder; 3/role of innovator; 4/ role of analyst; 5/ role of process supervisor
Q5.	To what extent is the partnership effectively established (perception of the interviewee)? What are the main challenges for the partnership structure (among the 4 partners (VIA DB, BPD, BDE, CFP` s)
Q6.	Investigate whether the network partners consider the network as the best solution to realize the (specific) objective of the programme? What would be an alternative approach?
Q8.	Investigate whether the cooperation among the partners has become a regular practise. (+Examples)
Hypothesis 1	Does an integrated training where attention is paid to life skills, increases the chance of socio-professional integration?
Hypothesis 4	Is the input by a JPO (BDE, OIL) the appropriate way to work with young people to guide them on their way to the world of work?
Hypothesis 5	Are there sufficient job opportunities for pupils who have finished school, which are in line with their training? Was the BDE able to establish partnerships with employers and companies?

Complementary Topics (if enough time is available)

Q7.	How are cross-cutting issues (gender) addressed in the programme? (Examples) Are cross-cutting issues addressed systematically?
Q8.	Are the skills and knowledge acquired by partners has been systematised and internalised in the partner institutions?
Q9.	How is the future collaboration perceived by the BDE? (Main questions for Peru & Ecuador)
Q9.	Is an exit strategy defined? What are the main challenges? (Main questions for Peru & Ecuador)
Q10.	Is there an effective coordination with other donors and stakeholders (with other NGO`S, authorities, other organizations)

Additional Aspects

<p>Closing Question On what aspects do you think there was/is room for improvement and how? Any recommendations for the future? Comments on any other aspects not covered during the interviews?</p>
<p>Linking Question Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?</p>
<p>Wrap-up Remind the interviewees to send us any evidence related information mentioned during the interview</p>
<p>End of Interview</p>

Thank the interviewees for the time and contributions. Give your personal email. Make sure you have the interviewee details.

13 Annex. Interview protocol for CFP`s (Centro de Formacion)

Name(s) of the interviewee(s):

Position:

Institution/Organization:

Interview date:

Interviewer:

Framing Questions (to be sent to the respondent in advance and addressed at the beginning of the interview)

- What has been the main focus of the programme??
- According to you, and before going into more details, what were, in broad terms, **the main achievements and main issues/challenges faced by the Programme?**
- Can you describe the partnership (VIA DB, BPD, BDE and CFP`s) and dynamics?
- How sustainable do you think the interventions outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability?

Main Topics

Q1.	Investigate CFP`s understanding of the programme (Objectives, results, intervention logic)
Q1.	What are the main challenges for CFP`s to realize high-quality education in the TVET-Sector in your country/region? How do they evaluate the quality of their own TVET programmes?
Q2. + Hypothesis 3	Investigate about the degree to which partnerships have been built and developed? To what extent is the partnership structure (BPD/BDE/CFP) considered appropriate/relevant to the achievement of the specific objective?
Q4.	Investigate the following questions in detail (+ examples) and ask for Challenges on the four dimension (perception/opinion of the interviewee): <ol style="list-style-type: none"> 1. Are the goals of the partnership well defined? (CFP`s knows why they are forming a partnership) 2. Clear roles among the partners are defined. (What will each of us do? Who is in charge of what?) 3. There is trust among the partners (Is the decision-making transparent?) 4. There is commitment of the partners. (Are all partners similarly investing in the partnerships success.)
Q4.	Investigate the support the CFP`s are receiving from the BDE and BPD? How do they evaluate the quality of this support? Is it considered of added value?

Q3.	Can you describe the roles of VIA DB/BPD and BDE in the partnership? How do you experience this cooperation?
Q5.	To what extent is the partnership effectively established (perception of the interviewee)? What are the main challenges for the partnership structure (among the 4 partners (VIA DB, BPD, BDE, CFP`s))
Q6.	Investigate whether the CFP`s consider the network as the best solution to realize the (specific) objective of the programme? What would be an alternative approach?
Q8.	Investigate whether the cooperation among the partners has become a regular practise. (+Examples)
Hypothesis 1	Does an integrated training where attention is paid to life skills, increases the chance of socio-professional integration?
Hypothesis 2	Does enough of young people appreciate professional training and enroll to the CFP`s?
Hypothesis 4	Is the input by a JPO (BDE, OIL) the appropriate way to work with young people to guide them on their way to the world of work?
Hypothesis 5	Are there sufficient job opportunities for pupils who have finished school, which are in line with their training? Was the BDE able to establish partnerships with employers and companies?

Complementary Topics (if enough time is available)

Q7.	How are cross-cutting issues (gender) addressed in the programme? (Examples) Are cross-cutting issues addressed systematically?
Q8.	Are the skills and knowledge acquired by partners has been systematised and internalised in the partner institutions? (+ Examples)
Q9.	How is the future collaboration perceived by the CFP`s? (Main questions for Peru & Ecuador)
Q9.	Is an exit strategy defined? What are the main challenges? (Main questions for Peru & Ecuador)
Q10.	Is there an effective coordination with other donors and stakeholders (with other NGO`S, authorities, other organizations)

Additional Aspects

<p>Closing Question On what aspects do you think there was/is room for improvement and how? Any recommendations for the future? Comments on any other aspects not covered during the interviews?</p>
<p>Linking Question Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?</p>
<p>Wrap-up Remind the interviewees to send us any evidence related information mentioned during the interview</p>

End of Interview

Thank the interviewees for the time and contributions. Give your personal email. Make sure you have the interviewee details.

14 Annex. Guideline Focus group discussion with students (more than 1 adult should be present during the FGD`s!!!!!!)

Focus Group:

Place:

Date & Time:

Objective of the Focus group (reference to Evaluation Questions):

Q2: The approach of network partners is considered as appropriate/relevant for the achievement of the specific objective by the partners

Hypothesis testing:

Hypothesis 1: VIA assumes that integrated training where attention is paid to life skills, increases the chance of socio-professional integration.

Hypothesis 2: VIA DB assumes that enough of young people appreciate professional training and will enroll to the CFP`s

Hypothesis 4: VIA DB assumes that the input by a JPO (BDE, OIL) is the appropriate way to work with young people to guide them on their way to the world of work.

Hypothesis 5: VIA DB assumes that there are sufficient job opportunities for pupils who have finished school, which are in line with their training.

Type of Questions (Purpose)	Questions	Time table
Introduction	Moderator describes the purpose of the discussion	5`
Opening Question (to make people feel comfortable)	Tell us who you are (name, age), what you are doing in daily life and what you most enjoy doing.	5`
Introductory Questions (Introduce the general topic of discussion and/or provide the participants with an opportunity to reflect on experiences and their connection with the overall topic)	When you hear the name of your CFP, what comes to mind?	5`
Transition Questions (Transition questions move the conversation toward the key questions; transition questions ask the participants to go into more depth than introductory questions about their experiences; while introductory questions bring the topic to the surface, the transition questions make the	Tell us about the courses you`ve had to improve your skills in your CFP? How did you experience this course? What were the benefits of studying at your CFP?	10`

connection between the participant and the topic of investigation)		
Key Questions (Key questions drive the study. Typically, there are two to five questions in this category)	<ol style="list-style-type: none"> 1. Have you got a practical training in a company during your time at the CPF? How did you experience this training? 2. Was the practical training in line with your subjects/training at the CPF? 3. Has the practical training of added value? 4. Would the practical training increase your chances on a decent job? 5. How did the CPF and the BDE support you in finding a position for the practical training? 6. In general terms, how did the BDE support you? 7. Are there sufficient job opportunities for students who have finished school? 	30-40'
Ending Questions (these questions bring closure to the discussion, enable participants to reflect on previous comments; and are critical to analysis. These questions can be of three types: the all-things-considered question, the summary question, and the final question)		
<i>All-Things-Considered</i> <i>(It allows each participant to reflect on all comments shared in the discussion and then to identify which aspects are most important, most in need of action, etc...)</i>	Of all things have we discussed, which one is most important to you? Jot down on a piece of paper one phrase or one sentence that best describes your position on this topic?	5'
<i>Summary Question</i> <i>(The summary question is asked after the moderator has given a short oral summary (2-3 minutes) of the key questions and the big ideas that emerged from the discussion. After summary, the participants are asked about the adequacy of the summary. This question plays a critical role in the analysis)</i>	Is this an adequate summary? Did I correctly describe what was said? How well does that capture what was said here?	10'
<i>Final Question</i> <i>(The final question in a focus group is an "insurance question". Its unique purpose is to ensure that critical aspects have not been overlooked)</i>	Have we missed anything? Is there anything that we should have talked about but didn't?	10'

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