

Capacity WORKS introduction, January 21+22, 2025j

Homework / preparation for planning workshop

Please complete the following tasks jointly as component team until February 24
(Policy, TVET, Employment Promotion)

- 1) To check the part of the Results Model which is relevant for you.
 - Take notes about possible adjustments (proposals will be discussed in the planning workshop in March).

- 2) To draft a list of actors who you regard as the relevant actors for your component

- 3) To develop a draft Capacity Development Strategy for your component
 - Take the Results Model and the Results Matrix as reference
 - Follow the sequence of steps indicated in the table below

CD Strategy Policy Component Kike and Team

Guiding question: Who has to learn what on which level

From - to	Individuals (Employees of an organization, private persons, etc.) Which capacities need to be developed by which (groups of) individuals of the respective organization?	Organizations (Foci, Ministry, Private companies, etc.) Which capacities needs to be developed by which organization?	Society	
	Competence development	Organizational development	Development of cooperation systems (e.g. networks, hubs, dialogue platforms, etc.) Which cooperation system needs what kind of capacities j	Development of enabling frameworks (Policy field) Which conditions/elements should be strengthened within the enabling framework (e.g. regulations, laws, policy advice, etc.?
Just 1 example for Strengths, Weaknesses, Opportunities and Threats on each of the levels				
SWOT analysis in the relevant area	S: Insight and knowledge of context / topic they operate in W: lack of trust / competitive O: sustainable learning T: Personal interest and opportunities	S: Institutional mandate and structures strengthen support to activities W: capacity and resource constraints to drive key priorities O: leverage resources (human and financial) to support activities T: economic and political Instability and bureaucracy	S: cross collaboration; similar goals/vision/objectives W: Methodology and approach/conflict of interest O: share resources T: lack of confidentiality/mistrust of data and information shared	S: operational clarity and coordination W: no systemic approach and gaps in development and implementation mechanism O: participation and alignment with key strategic priorities T: Bureaucratic processes, complex political landscape, resistance

Intended capacities must not directly be deducted from the SWOT				
Intended capacities	<p>Directors / Deputy Directors: have analytical, strategic, and negotiation capacities to drive effective policy framework and dialogue platforms.</p> <p>Permanent Secretaries /Executive Secretary/ Executive Chairperson: have the capacities to interpret the national laws through a local lens, and create, champion, and deliver policies that meet the requirements of state.</p> <p>CEOs / Directors: have capacity to collaborate with government agencies, identify synergies, and develop mutually beneficially partnerships that drive business growth and contribute to national development</p> <p>Policy Advisors: have the capacity to provide sector specific and evidence-based data driven recommendations that inform and shape national policies and drive implementation by facilitating dialogue, tracking progress and advocating for policy reforms.</p>	<p>Federal Partners: can institutionalize, coordinate, drive, implement, and sustain policy structures and processes.</p> <p>State Partners: can institutionalize, coordinate, drive, implement, and sustain policy structures and processes.</p> <p>Private Sector: can recognize their roles as change makers, understand the benefits, and impact of contributions to the organisations and society.</p> <p>Think Tanks: Can systematically and strategically (advocate and lobby) direct the implementation of outcomes and outputs of their work</p> <p>BMOs, CSOs, Youth Groups: can leverage technology and data analytics to amplify engagement with key stakeholders at various levels to drive collaboration</p>	<p>The cooperation systems have the capacity to:</p> <p>collect, analyse, and interpret data to inform cooperation decisions</p> <p>use project management tools to plan, budget, monitor, and evaluate cooperation projects</p> <p>establish, maintain and manage partnerships with diverse stakeholders.</p> <p>engage and communicate effectively with diverse stakeholders at all levels.</p> <p>ability to resolve conflict and negotiate agreement amongst stakeholders</p> <p>ability to implement and develop strategic plans for cooperation initiatives</p>	<p>Policy field can support evidence-based policy advice, stakeholder engagement, transparency, inter-governmental coordination and have adequate resources to ensure effective, inclusive, and adaptable policy and strategy formulation, implementation, and monitoring for sustainable development.</p>

	Association Leaders: have capacities to utilize data driven insights and digital solutions to streamline advocacy efforts and analyse policy outcomes and deliver value added services to target groups			
Each activity must be clearly connected with one of the intended capacities Guiding question: Which measures must be taken to create or expand the needed capacities				
Measures / Activities	<p>Directors / Deputy Directors: Strategic leadership trainings – CLI, mentorship, and coaching, negotiation skills, participatory policy development and implementation workshops. Networking events and peer learning exchange (study tours on best practices). ILO Grant Agreement (GA). International Embedded technical support (IE, DW, Int’l consultancies)</p> <p>Permanent Secretaries /Executive Secretary/ Executive Chairperson: CLI, mentorship, and coaching, participatory policy development and implementation workshops. Networking events and peer learning exchange (study tours on best practices). Embedded technical support (local consultancies)</p>	<p>Federal Partners - Institutional diagnostics to assess the gaps (process map); set up of KM system; conduct; provision of Collective Leadership Institute tools for structure and processes</p> <p>State Partners - Institutional diagnostics to assess the gaps (process map); set up of KM system; conduct; provision of Collective Leadership Institute (CLI) tools for structure and processes</p> <p>Private Sector – Awareness, advocacy and sensitisation programs, CLI tools for structure and processes</p> <p>Think Tanks - process optimisation workshop</p>	<p>Continuous training on cooperation metrics to train partners to develop and track metrics to inform cooperation decisions</p> <p>Institutional assessment of existing project management tools, improvement of existing tools for better utilization, and recommendation of efficient project tools.</p> <p>Training on the use of the project management tools to track cooperation projects</p> <p>Periodic stakeholder engagement workshops to build and strengthen partnerships and effective communication amongst stakeholders</p>	Facilitate high-level roundtables and forums (Donors Working Groups, Governor Forums, FECs, NEC, SECs, SSCs, NSC, NEG, etc.)

	<p>CEOs / Directors: sensitization and high-level dialogues. GA with either chambers or associations</p> <p>Policy Advisors: tailored training on evidence-based policy formulation sector specific, advocacy and policy influence (lobbying and negotiation).</p> <p>Association Leaders: digital skills training, series of workshops on information dissemination and strategic communication and reporting.</p>	BMO, CSO, Youth Groups – creation of stakeholder engagement strategy and digital amplification strategy	<p>Participation in Alternative Dispute Resolution courses (c</p> <p>Participate on AIZ trainings on negotiation skills and conflict resolutions.</p> <p>Participate in CLI Network Container activities</p> <p>Harnessing Lagos Abia Katsina Enugu Edo (LAKEE) as a container for a Zonal cooperation</p>	
Please describe how levels are connected				
<p>Interaction with other levels</p> <p>13</p>	Individuals are responsible for the implementation of the organisations activities in line with relevant strategic and policy frameworks, which contributes to the actualisation of the cooperation systems goals.	The organisations are made of individuals, processes, and mandates that are part of the system	The individual and organisations interact in the society and cooperate on certain topics, sectors, states, zones	The individuals, organisations, and cooperation systems are involved in all aspects of policy, strategy and framework. Mandates, organisation, and people are collaborate and cooperate to shape the system.
Please list examples of project or activities by other projects (also GIZ) with which coordination will be needed				
<p>Complementary activities by others</p> <p>14</p>	SEDEC, JT Cluster, Agric Cluster Gender, EP, TVET, OD, M&E, UNESCO, UNICEF, ILO, AfdB, AFD	Policy and strategy development & review, policy and strategy implementation, capacity development, coaching and mentorship, Summits and conferences, workshops, dialogue forums, roundtable meetings,	SEDEC and other GIZ clusters	Development partners

		coordination meetings, advocacy, awareness creation, sensitisation,		
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CD Strategy TVET Component Rachel and Team

From - to	Individuals	Organizations	Society	
	Competence development	Organizational development	Development of cooperation systems	Development of enabling frameworks
Just 1 example for Strengths, Weaknesses, Opportunities and Threats on each of the levels				
SWOT analysis in the relevant area	<p>S: Basic knowledge in TVET and preparation for the workforce</p> <p>W: Limited access to Continuous Professional Development for TVET Teachers and to quality trainings for learners</p> <p>O: Availability of Dedicated TVET personnel & willingness of students' participation</p> <p>T: High turnover of qualified TVET teachers</p>	<p>S: Good management structure in TVET Institutions</p> <p>W: Outdated curriculum & Infrastructure</p> <p>O: Readiness to implement NOS</p> <p>T: Lack of trust among relevant stakeholders</p>	<p>S: Established Sector Skills Councils</p> <p>W: Weak collaboration with the private sector</p> <p>O: Leveraging on Corporate Social Responsibility (CSR) initiatives for TVET</p> <p>T: Lack of trust among relevant stakeholders</p>	<p>S: Policy documents on TVET developed</p> <p>W: Slow and poor implementation of policies</p> <p>O: Some Sector Skills Councils are already implementing</p> <p>T: Political Instability</p>
Intended capacities must not directly be deducted from the SWOT				
Intended capacities	<p>Target group A (TVET personnel): Capacities of TVET personnel to implement and manage CBTs are strengthened</p> <p>Target group B (learners): Capacities of TVET learners for trades related to the developed occupational standards are strengthened</p> <p>Target group C (private sector personnel): Pedagogical skills for private sector personnel are strengthened</p>	<p>Private Sector understands the benefits of investing in TVET for qualified skilled workforce</p> <p>TVET Boards (State and Federal) are able to support TVET institutions to implement collaborative training programmes and strengthen the structures of sector skills councils to effectively deliver TVET</p> <p>FMoE is able to implement the National TVET initiative in alignment with CBT, gender and inclusion sensitivity, digital and green transformation</p>	<p>Collaborations between TVET institutions and the private sector to improve the quality of demand-driven TVET are strengthened</p>	<p>Development of Framework for Private sector participation in TVET</p> <p>All relevant TVET key stakeholders are engaging in a forum with the private sector</p> <p>Increased Advocacy to improve the perception of TVET</p> <p>Development of policy to support strategy implementation</p>

		<p>Selected TVET institutions: TVET institutions are able to offer work-based TVET courses including green and digital skills and to support the digitalisation of key processes.</p> <p>Ministry of Women Affairs are able to contribute to the national TVET initiative</p>		
Each activity must be clearly connected with one of the intended capacities				
Measures / Activities	<p>Activity A: Training for TVET personnel</p> <p>Activity B: Training for TVET learners (Are we responsible for end beneficiary Training, this refers to the CBT trainings)</p> <p>Activity C: Training for selected private sector employees. (Be specific – Every staff or Mastercraft person, we added “selected” to clarify that not for every staff)</p>	<p>Skills profiles of TVET graduates are made available to private sector roundtables, business clusters, and EP networks of SEDIN, SKYE, etc.</p> <p>TVET boards are supported in the development and review of TVET board (State) strategy and implementation</p> <p>Advocacy workshop to promote the recognition of more awarding bodies for selected occupational areas</p> <p>FMoE is able to implement the National TVET initiative in alignment with CBT, gender and inclusion sensitivity, digital and green transformation</p> <p>Capacitating the TVET personnel (teacher, in-company trainers) through workshops</p>	<p>Exchange formats between the private sector and TVET institutions</p> <p>Involvement of private sector in TVET activities (CBTs, internships etc.)</p>	<p>Development of a standard (which standards this is a standard for in-company trainers) for in-company trainers</p> <p>Development of Occupational Standard for RAC</p> <p>Workshop for stakeholders aiming to improve the perception of TVET</p> <p>Support TVET personnel through continuous teacher training/school managers (should not be under framework)</p>

		<p>Activity B: Engagement of External Experts for management of the Boards</p> <p>Activity C: Advocacy workshops to harmonize the operations of examination bodies</p>		
Please describe how levels are connected				
<p>Interaction with other levels</p> <p>13</p>	Individuals are an integral part of organisations.	All organisations require individuals to be part of the processes for goal achievement.	Both individuals and organizations are present in every society through cooperation on certain topics, sectors, states and regions.	Mandates, organisation, people are intertwined to shape the system. The individuals and organisations are involved in all aspects of policy, strategy and framework.
Please list examples of project or activities by other projects (also GIZ) with which coordination will be needed				
<p>Complementary activities by others</p> <p>14</p>		Agric Cluster Gender, EP, OD, M&E, UNESCO, UNICEF, ILO, NESP, PDP, World Bank, DTC, ZME, SEDIN		

CD Strategy Employment Promotion Component Svjetlana and Team

From - to	Individuals	Organizations	Society	
	Competence development	Organizational development	Development of cooperation systems	Development of enabling frameworks
Just 1 example for Strengths, Weaknesses, Opportunities and Threats on each of the levels				
SWOT analysis in the relevant area	<p>S: planned CD measures tailor made to need of specific profiles (job counsellor, managers, etc);</p> <p>W: possible discontinuity in CD, due to staff turnover; SKYE might not be able to deliver sufficient quantity</p> <p>O: huge needs for CD of job counsellors and labour market absorption; professionalization of job centers, career guidance etc.</p> <p>T: motivation often driven by personal interest; staff at partner organization might not always have right previous qualification to join training</p>	<p>S: all planned activities in line with strategic goals and priorities of partner institutions</p> <p>W: high staff turnover & often not enough staff resources; willingness to participate can depend a lot on individual motivation of managers</p> <p>O: partner institutions express a strong interest and willingness for a tight cooperation; small changes can make a big difference in partner institution</p> <p>T: slow decision-making process due to complicated hierarchy and weak knowledge repository systems (KM)</p>	<p>S: good coordination between relevant stakeholders at the state level</p> <p>W: lack of coordination in terms other relevant stakeholders (TVET institutions, private sector,) and skills development & employment programmes and initiatives; also lack of coordination between federal and state level institutions</p> <p>O: strong interest on the side of partners to learn from other states and share experiences</p> <p>T: Stakeholders may be overwhelmed and overburdened; competency rivalry between different partner institutions which can lead to double or no-implementation.</p>	<p>S: planned measures already piloted in SKYE I (establishment of JC and CB measures; 2 central training modules MQTC and CGBT serve as a basis)</p> <p>W: No clear and joint understanding about which institution should take over the role of the training multiplier and how it will be financed</p> <p>O: excellent experience with the EdoJobs already replicated by other IOs/IOM</p> <p>T: no available funds to ensure the sustainability of project intervention / further roll-out of CB trainings (trainings delivered by trainers to future job counsellors)</p>
Intended capacities must not directly be deducted from the SWOT				
Intended capacities	Target group A: Job Centre Personnel are competent in their area of work (proven by an assessment).	Organization A: Job centres are well-equipped, capacitated, managed and fully operational	Cooperation between JCs at the Fed and state level is established, Cooperation is enabled between the JCs and employment service actors at fed. and state level (e.g establishment of a referral systems)	Relevant frameworks (NEP and PMF) are in place ensure sustainability. Career guidance framework in place to ensure sustainability and institutionalization.

	<p>Target group B: FMLE & LSETF staff in charge of LMIS are competent in the deployment and management of LMIS.</p> <p>Target Group C: Career guidance staff from MINILS and another institution (TBD) are able to multiply the trainings.</p> <p>Target Group D: Staff of PEAs and Teachers of educational institutions are competent in the delivery of Career and Employment Services</p>	<p>Organisation B: FMLE & LSETF: Labour Market Information System (LMIS) is fully functional (incl. compatibility ensured)</p> <p>Organization C: Relevant tools, processes and management structures are in place in MINILS and another institution (TBD) to sustainably institutionalize career guidance.</p> <p>Organisation D: Relevant tools, processes and management structures are in place in Private Employment Agencies and Education institution to improve employability.</p>	<p>Established network of cooperation on the federal and state level amongst main actors. Relevant stakeholders actively participate in exchange platforms.</p> <p>Establish cooperation between MINILS and other relevant academic institutions.</p> <p>Establish cooperation between relevant stakeholders.</p>	<p>Inter-ministerial agreement is put in place.</p> <p>Framework strategy for sustainable training system is in place</p> <p>Strategy for career guidance is in place.</p>
Each activity must be clearly connected with one of the intended capacities				
Measures / Activities	<p>Activity A: Conduct training (both for Multipliers and Counsellors).</p> <p>Facilitate peer exchange and support “hospitation” via visits of selected job counsellors to other states and close work with peers / learning-by-doing.</p> <p>Training of JCs management staff</p> <p>Training of JCs personnel on monitoring systems and digital tools/platforms.</p>	<p>Activity A: Support the JCs by equipping and providing OD support to enhance overall performance. Development of training curricula for both multipliers and counsellors and knowledge management system.</p> <p>Enhancement of monitoring systems</p> <p>Improvement of existing digital tool/platforms (LMS) .</p> <p>Support JCs in designing and implementing range of inclusive</p>	<p>Activity A: Support JCs to facilitate employers' engagement sessions including community outreaches, and other networking events. Develop peer exchange formats</p> <p>Support JC to facilitate cooperation with PEAs and educational institutions</p> <p>Develop a network for awareness raising and promotion of ALMM</p>	<p>Scoping studies and baseline study is developed</p> <p>Support the review and implementation of the relevant employment governance frameworks (NEP, NIYEAP and PMF)</p> <p>Leveraging labour market intelligence from JC to integrate training needs and employment measures into political and technical</p>

		<p>ALMM and piloting new training in the green, creative, construction, digital and selected economic sectors.</p> <p>enable FMLE participation at the World Association of Public Employment Services (WAPES); org. and facilitation of exchange platform</p>		<p>dialogues (WGs, workshops, round tables etc. preferably to use existing formats developed by the policy comp.)</p>
	<p>Activity B: Series of training and workshops addressing specific needs based on initial assessment</p> <p>Activity C: Training of Trainers (ToT) are conducted on career guidance.</p>	<p>Activity B: Upgrade and deployment of required IT infrastructure and tools for functional LMIS.</p> <p>Activity C: Development of training curricula for multipliers</p>	<p>Activity B: Support partners institutions to establish an effective collaboration and coordination mechanisms to enhance data sharing and institutional arrangement</p> <p>Activity C: Support partner institutions to explore and establish collaboration with relevant stakeholders in CG qualification and institutionalization</p>	<p>Activity B: Support partner institutions to facilitate MoU and commitments between institutions for LMIS implementation.</p> <p>Activity C: Supporting the development of a national Career guidance strategic framework</p>
	<p>Activity D: Training of personnels from PEAs and educational institutions on CG</p>	<p>Activity D: Development of training curricula for counsellors and enhanced knowledge management system</p> <p>Support in providing OD measures to enhance overall performance.</p> <p>Activity C: support in further development of ALMMs and piloting of new programmes</p>	<p>Activity D: Support partner institutions to explore and establish collaboration with relevant stakeholder in the employment ecosystem on skills development and employment measures</p>	<p>Activity D: same as above</p>

Please describe how levels are connected				
Interaction with other levels	Close coordination between PES staff and community outreach officers, teachers, academia, TVET personnel dealing with career guidance, private company owners	Structure and process towards effective employment services are in place	Coordination with other relevant stakeholders: other institutions both at federal and state level; collaboration with the private sector;	PPDP formats focused on EP topic
Please list examples of project or activities by other projects (also GIZ) with which coordination will be needed				
Complementary activities by others	<p>ZME (trainings for job counsellors on labour migrations)</p> <p>SEDIN (trainings on entrepreneurship and ICSS)</p> <p>NESP (trainings on EE and PV)</p>	<p>ZME (FMLE and partners in Lagos and Edo State) on synergies on MRCs and JCs</p> <p>SEDIN (Ogun, Edo State, Plateau)</p> <p>WB project in Ogun State</p> <p>IOM in Edo State (tbc)</p>	Involvement in stakeholder exchange organized by FMYD	Coordination with other projects and initiatives dealing with EP (still to be developed) / technical WG, donor coordination