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VSD Typology

Orientation and impact of vocational skills development projects





Introduction

Where should we focus our efforts? Should we invest in strengthening the national training system, or respond directly to employers' skills shortages?

How can we reach those most in need? Should we strengthen programmes for disadvantaged youth and women, or prioritise sectors with the greatest job-creation potential – even if they benefit other groups first?

These are the kinds of questions that SDC staff, implementers, and development partners more generally face when designing, implementing, or reviewing interventions in vocational skills development (VSD). They reflect the complexity of VSD: it cuts across education, social, and economic policy – and there are neither single nor simple answers. The **VSD Typology** was developed to provide practical guidance in finding appropriate responses.

The note updates the version published in 2019 and its subsequent add-ons, integrating new elements such as green economy considerations.

Part I: Background, Purpose, and Basics

Background

VSD is a means to foster employability, sustainable livelihoods, and economic resilience, particularly among young people and in partner countries facing persistent skills shortages. By equipping individuals with relevant competencies, VSD can contribute to productive employment and inclusive growth.

VSD supports the achievement of SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 1 (No Poverty). In line with these global priorities, Switzerland's International Co-operation Strategy 2025-2028 places vocational education and training (VET) and vocational skills development at the centre of its development cooperation agenda, recognising them as essential instruments for improving prospects for work, income, and social participation.

While drawing from Switzerland's own dual VET (dVET) system – with its emphasis on workplace learning, collaboration with the private sector, and market relevance – SDC's interventions are adapted to the conditions in the partner country and refrain from using the Swiss dual system as a simple blueprint.

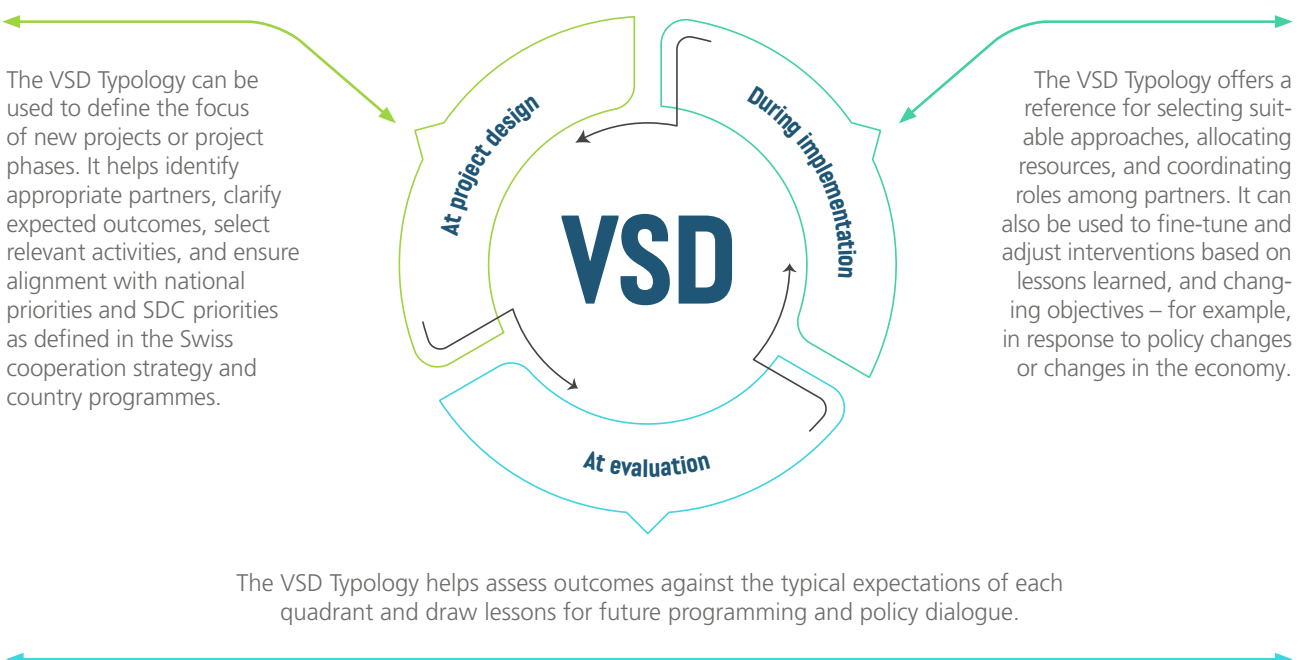
Despite these benefits, VSD remains relatively costly and, on its own, cannot generate employment unless it is accompanied by demand-side interventions focusing on innovation, job creation, and economic growth. It should therefore be embedded within broader economic and private-sector development strategies.

Purpose

VSD is not a uniform: VSD systems are complex – combining education policy, economic policy, and social policy. Different countries, sectors, and institutions pursue diverse approaches. This diversity makes it essential to understand where and how specific interventions fit within broader national and international frameworks.

The VSD Typology provides a practical orientation framework to support this process. By mapping projects along two axes – economic policy versus social policy and education system versus employment and productivity – the Typology differentiates four complementary approaches (“quadrants”) that together represent the full spectrum of VSD practice.

The VSD Typology is neither a formula nor a tool, but a guide that offers orientation throughout the design, implementation, and evaluation stages of VSD interventions.



Basics

Coordinate System of VSD

The VSD Typology is structured around a coordinate system that helps position different types of VSD interventions. It recognises that projects operate within diverse contexts and pursue different objectives — some focus on immediate employment and productivity outcomes, while others aim to build sustainable systems that deliver long-term impact.

At its core, the VSD Typology is structured as a 2x2 matrix with two main axes.

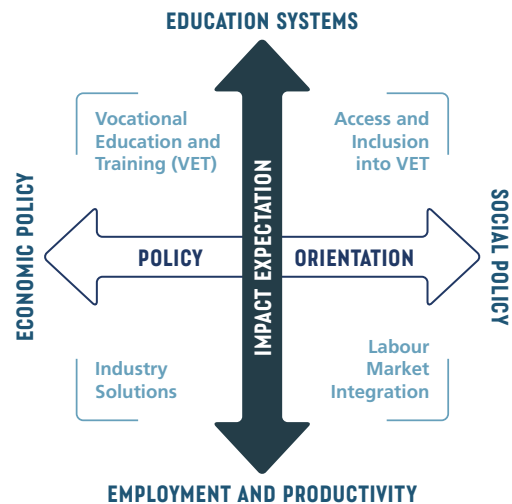
- **The horizontal axis** represents policy orientation. It ranges from social policy goals, such as inclusion, equity, and labour market integration, to economic policy goals, such as workforce qualification, productivity, innovation, and competitiveness. Socially oriented interventions often target disadvantaged or marginalised groups (e.g., women, youth at risk, persons with disabilities). Economically oriented interventions primarily address the needs of enterprises, industries, and labour markets seeking skilled workers as a contribution to attracting investments. At the level of individuals, economic objectives include qualification for quality jobs and attractive career paths. While VSD ultimately serves both orientations, individual interventions (projects or project components) tend to focus more strongly on one or the other, depending on the context and priorities.
- **The vertical axis** represents impact orientation. It ranges from interventions that primarily aim to develop sustainable national educational capacities and (inclusive) VET systems over the long term. At the other end are interventions designed to achieve more immediate and measurable impact by reducing unemployment and underemployment, increasing productivity, and addressing skills shortages in companies, sectors or labour markets (including quick wins). Both levels of impact are essential.

By locating a project or programme within this coordinate system, SDC staff and practitioners can better understand its orientation and expected outcomes. The framework helps ensure that interventions are designed with clear intent, that short-term gains contribute to long-term goals, and that portfolios combine different approaches for balanced, sustainable impact.

Quadrants

From the VSD coordinate system emerge four prototypical approaches, or quadrants:

- » **Vocational Education and Training (VET):** Strengthening national systems and institutions to deliver quality, relevant training aligned with policy goals.



- » **Access and Inclusion into VET:** Enabling disadvantaged or underrepresented groups to enter and succeed in vocational training and education.
- » **Industry Solutions:** Providing skilled labour tailored to the needs of specific industries or clusters to enhance productivity and competitiveness.
- » **Labour Market Integration:** Supporting unemployed or vulnerable groups in entering or re-entering the labour market through targeted measures.

Each quadrant represents an orientation with different focus, policy objectives, social and economic outcomes, implementation modalities, and types of actors who are involved. Together, they represent the range of ways in which VSD can contribute to employability, competitiveness, inclusion, and national development.

Because the four quadrants represent complementary orientations rather than rigid categories, country portfolios often comprise interventions across the quadrants. Short-term employment measures can inspire long-term system development, and socially focused initiatives can balance economically driven ones.

The same applies at the project level. In practice, few interventions fit precisely into a single quadrant; most combine elements from several to address diverse needs and pursue different objectives. Despite their complementarity, there are also trade-offs between the orientations – they are normal and to be expected. The VSD Typology helps clarify the focus and orientation of VSD interventions, supports the selection of adequate project activities and partners, and design coherent and balanced portfolios and interventions that are responsive to local contexts.¹

¹ The orientation also provides a basis for defining indicators, in line with SDC's "Working Aid on the use of Indicators in VSD Programmes", June 2021 ([download](#)).

The following table summarises the four prototypical approaches of the VSD Typology:

Vocational Education and Training (VET)

Interventions / focus: developing, strengthening and reforming the delivery capacities of VET institutions and supporting national VET systems to pursue and achieve their policy objectives. Target groups are typically youth in education and training, and young adults at large.

Expected outcomes: focus on the sustained annual intake and delivery capacities of VET institutions in relation to national policy objectives; stronger national VET systems, with dVET elements.

Key activities: include improvement of quality and relevance of programmes (e.g., curriculum and exam development); qualification of VET professionals (e.g., teachers, instructors, training managers); organisational and institutional development of training providers (incl. hardware support); support to the development of systems building blocks (e.g., instructors' training institutions, skills testing bodies, financing mechanisms like training funds, qualifications frameworks), advisory and capacity development support to policy development, systems design, legislation and governance.

Key partners: typically Ministries of (Vocational) Education and their institutions, ideally in cooperation with other stakeholders of the VET system, including the private sector, its associations and chambers, and other relevant line ministries.

Swiss expertise and resources: principles of practice learning, elements of the dual system and the management of diverse VET pathways and subsystems.

Potential Swiss partners include VET schools and academic institutions.

Industry Solutions

Interventions / focus: providing selected industries/sectors or clusters of industries with the demanded skilled labour. Target groups are frequently at the level of specialised professionals, shop-floor supervisors and first level managers.

Expected outcomes: focus on productivity, quality, competitiveness and innovation capacities in the selected growth-oriented industry segments, and the resulting job creation effect. Dual models developed as industry solutions may serve as role models and catalysts for expanding dVET.

Key activities: mainly the development of tailor-made training programmes offered by existing high-quality training providers, and/or the establishment of new training centres responding to sector-specific needs. Training may include extensive work-based elements with partner firms or the piloting of dVET models.

Key partners: large firms, sectoral business associations, and clusters of industries – preferably in cooperation with public VET institutions. Employers are potentially ready to finance or co-finance training delivery if it is responsive to their needs.

Swiss expertise and resources: dual approaches, including full-fledged apprenticeship schemes.

Potential Swiss partners include international companies, sector associations, institutions for advanced professional education, and academic institutions.

Access and Inclusion into VET

Interventions / focus: access and inclusion of potential learners and students from all types of disadvantaged or underrepresented groups into regular programmes of the formal VET system at any qualification level. Includes VSD programmes combined with catch-up education and reinsertion of early school leavers into the education system.

Expected outcomes: sustained and increased participation and successful progression of disadvantaged or underrepresented groups in mainstream VET programmes or education system more broadly.

Key activities: include information campaigns, career guidance, scholarships, positive discrimination, quota systems, relaxed entry requirements, transport arrangements, user-friendly scheduling, mobile or distance learning, catch-up education, second chances VET for school dropouts and recognition of prior learning.

Key partners: Ministries of Education and Social Affairs, VET structures, NGOs, and social actors.

Swiss expertise and resources: inclusive VET practices; bridging courses and orientation programmes for special needs groups; vocational information, guidance and counselling; bursaries and pre-apprenticeships schemes.

Potential Swiss partners include cantonal career guidance and information centres and foundations focused on access and inclusion.

(Note: Special programmes exclusively organised for the labour market integration of participants from selected target groups usually do not belong to the 'Access and Inclusion' but 'Labour Market Integration'.)

Labour Market Integration

Interventions / focus: labour market integration of unemployed or other groups of selected beneficiaries (e.g., school dropouts, persons with disabilities). Labour market insertion of such groups usually requires more than training, they need to be accompanied on their path into the world of work.

Expected outcomes: increased income through employment, self-employment, improved family businesses, start-ups or social firms.

Key activities: include the spectrum of active labour market policies (ALMP) with measures such as 1. Employment promotion including labour market information, placement services and temporary wage subsidies; 2. Temporary employment (e.g. through public work programmes); 3. Skills development; 4. Promotion of self-employment and start-up support, including social firms.

Key partners: on the public side include Ministries of Labour or Social Affairs. Labour market integration is a core business of many national and international NGOs and private training providers, but public providers and educational structures might also serve as potential service providers and partners more broadly.

Swiss expertise and resources: Regional Employment Centres (RAV/ORP); active labour market policy instruments and measures.

Potential Swiss partners include RAV/ORP and its service providers (NGOs, training institutions), and academic institutions for the training of job coaches and career counsellors.



Part II: Dimensions in the Four Quadrants

Interventions across the quadrants can be further strengthened in four dimensions – collaboration with the private sector, including private sector engagement; dVET; governance; and green skills.

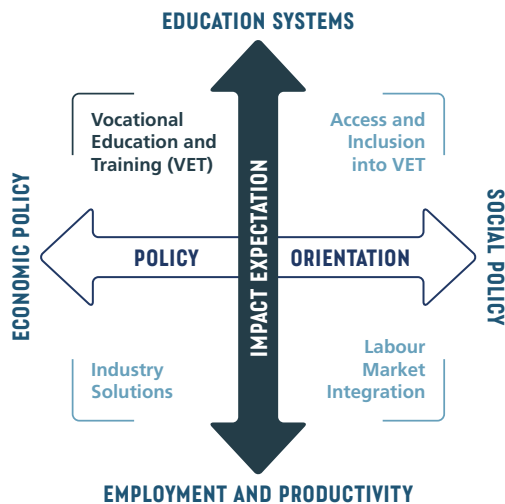
- **Collaboration with the private sector:** The private sector plays a central role in shaping and sustaining effective VSD systems. It contributes as a stakeholder in governance, a host of training, a co-financer, and a client of skilled labour. Private sector involvement provides the basis that VSD is responsive to labour market needs.

Private sector engagement (PSE) is a specific form of collaboration – it is SDC’s modality to develop contractual partnerships with private sector actors to co-initiate, co-fund, and co-steer development initiatives.²

- **Dual VET:** The dual vocational education and training approach, common in Switzerland and other countries, combines institutional, pedagogical, and societal elements – the idea of a recognised occupation (“Beruf”) that provides identity, status, and social and labour-market recognition. Adapted to local contexts, these principles make training more relevant, practical, and valued.
- **Governance:** Effective governance provides the framework for coordination, accountability, and quality assurance across VSD systems. It links national and local actors – ministries, employers, training providers, social partners – and balances social and economic objectives through transparent, multi-level decision-making.
- **Green skills:** A climate-resilient and low-carbon economy requires VSD systems to integrate environmental sustainability across all levels. Green skills encompass both technical competencies for emerging green sectors and cross-cutting skills that promote sustainable practices in all occupations.

² PSE comprises joint activities with formal collaborative arrangements between SDC and private actors, based on a set of shared values, mutual accountability for the delivery of agreed results, and shared financial risks and costs, as well as shared contributions (both in-kind and financial). The private actors range from Swiss, international and domestic companies to social enterprises, impact investors and grant-giving foundations.

Quadrant 1: Vocational Education and Training (VET)



Collaboration with the private sector

The VET quadrant focuses on strengthening national systems and institutions to deliver quality training that meets economic and social goals. The private sector has a major stake in this effort: companies rely on well-trained workers to stay productive. Employer engagement, however, requires trust and a long-term view, which may exceed usual planning horizons of many companies. Public-private partnerships help balance short-term company needs with wider social objectives. Employers can contribute through four main roles:

- **Stakeholders in governance:** participating in councils and boards, and defining occupational standards and exams.
- **Co-financers:** sharing costs through fees, salaries, in-kind support (trainers, equipment, or facilities), or contributing through training funds and levy-grant schemes.
- **Hosts of training:** offering internships, apprenticeships, or other types of structured workplace learning that complements school-based training, and supporting recognition of prior learning.
- **Clients of training:** ensuring programmes match workplace needs through input on trainee selection or instruction.

In many contexts, private training providers also play an important role, especially in fields where flexible, market-oriented programmes are needed.

Private Sector Engagement adds a stronger partnership element to these roles and interests. SDC promotes partnerships where both sides jointly initiate, share funding and risks, and together steer system improvements – often through multi-stakeholder platforms and consortia that benefit entire sectors, not just single companies.

Dual VET dimension

The dVET system combines school-based theory with workplace practice. It has long inspired SDC's approach to vocational skills development — not as a simple blueprint, but as a set of adaptable principles that can make training more relevant and valued. It rests on three key aspects:

- **Institutional:** shared governance and co-financing, learning takes place in schools and companies, apprentices hold formal contracts and receive salaries, and financial incentives for employers are provided through institutional arrangements (e.g., tax relaxations, levy-grant systems) rather than in the form of direct payments.
- **Pedagogic:** alternating learning venues linking theory and practice in schools, companies, or training workshops – labs, simulated businesses, or project work – dependent on the context.
- **Societal:** promoting recognised professions that fosters pride, identity, and recognition – and helps position VET as a respected and sustainable pathway in society.

Governance

Governance in the VET quadrant is about how public and private actors coordinate responsibilities, resources, and decision-making to ensure a coherent and accountable skills development system. In many countries, VET is fragmented and supplied by several ministries and private providers, each with its own regulations and delivery mechanisms. This leads to duplication, underutilised resources, and training centres that are underequipped or underutilised.

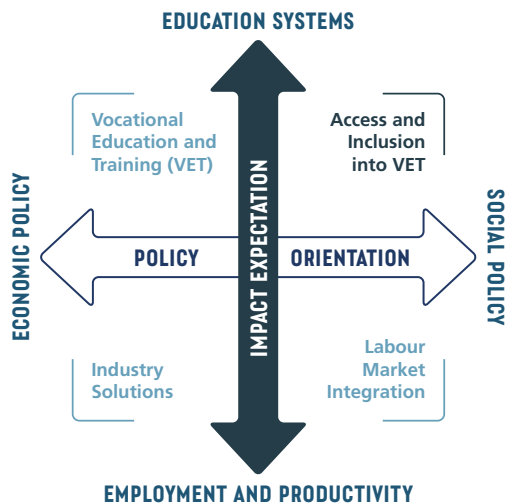
Key governance challenges and priorities include working towards an overarching framework that serves different ministries and supports diversified delivery structures for various sectors, target groups, and qualification levels. National qualifications frameworks (NQFs) can be a key tool in establishing such coherence.

Strengthened governance improves coordination, efficiency, and accountability. It is both a means and a precondition for sustainable system development by linking policy, institutions, and labour market relevance under a common vision.

Green skills

Activities might include supporting governments and training authorities to embed sustainability within VET reforms, policy frameworks, and qualification systems. At the policy level, projects could focus on skills forecasting and labour market anticipation to ensure that training and employment services are aligned with emerging green job opportunities. At the institutional level, interventions may involve developing or adapting occupational profiles and curricula, introducing green content into existing programmes, and training teachers and instructors to apply sustainable practices in their teaching. Projects may also promote environmental awareness and the mainstreaming of green competences and values across education levels.

Quadrant 2: Access and Inclusion into VET



Collaboration with the private sector

This quadrant focuses on opening pathways for disadvantaged or under-represented groups — such as women, youth at risk, migrants, or people with disabilities — to enter and succeed in VET. For the private sector, engagement may be driven by corporate social responsibility considerations and reputational interests, rather than by direct business incentives. Collaboration is typically more limited and requires stronger public or donor facilitation than in economically driven VSD approaches.

Employers can support inclusion in several ways:

- **Stakeholders in governance:** contribute to ensure that entry requirements, assessments, and certification systems remain open and fair.
- **Co-financers:** contributing through scholarships or stipends, often via corporate social responsibility (CSR) funds.
- **Hosts of training:** offering inclusive apprenticeships or internships, adapted to different learning needs or constraints.
- **Clients of training:** hiring and mentoring graduates from disadvantaged backgrounds, demonstrating that inclusion benefits productivity.

Private training providers and NGOs often play key roles in delivering flexible or community-based training formats.

Private Sector Engagement can take the form of partnerships with large companies or philanthropic foundations for inclusion-focused interventions — for example, jointly funding bridging courses or second-chance education schemes for disadvantaged groups.

Dual VET dimension

Adapting elements of dVET can make it more inclusive for disadvantaged groups. The alternation between school-based learning and workplace practice remains central, but are adjusted to offer greater flexibility and accessibility.

- **Institutional:** collaboration between training centres, companies, and social partners for flexible entry routes and learning structures for different groups and life situations.
- **Pedagogic:** practical learning is organised in smaller steps, supported by coaching or mentoring.
- **Societal:** inclusive dVET promotes helps marginalised groups gain labour market access and strengthens social cohesion through participation and professional identity.

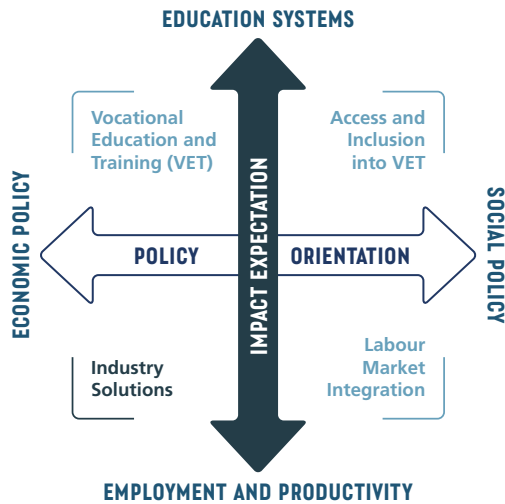
Governance

In this quadrant, governance involves creating an overarching framework for inclusion that links measures for disadvantaged groups with the broader VET and employment systems. This includes interventions that improve coordination of inclusion policies across ministries – typically education, labour, and social affairs – to avoid fragmentation and make efficient use of limited resources. Supporting meaningful partnerships with civil society, community organisations, and social partners are also essential to reach marginalised populations and adapt training offers to local realities.

Green skills

In this quadrant, interventions on green skills typically focus on ensuring that the green transition is socially inclusive and leaves no one behind. Interventions can support access to training for climate-vulnerable groups, for example low-income youth in flood-prone or environmentally affected areas, or adding climate-resilient production or farming techniques that enable participants to participate benefit from the transition to sustainable livelihoods.

Quadrant 3: Industry Solutions



Collaboration with the private sector

This quadrant focuses on providing skilled labour for specific industries or clusters to boost productivity and competitiveness. The private sector is the main driver here, as companies directly benefit from better-trained workers, improved quality, and innovation capacity. Strong engagement is typical when skills shortages affect business performance.

Employers contribute in several ways:

- **Stakeholders in governance:** defining occupational standards, defining curricula, participating in certification processes.
- **Co-financers:** investing in training programmes, equipment, or dVET models that meet sector needs; contributing to mandatory levies and cost-sharing mechanisms.
- **Hosts of training:** offering apprenticeships or other forms of workplace-based learning linked to firm-specific technologies and practices.
- **Clients of training:** hiring graduates from programmes designed with their input.

Private Sector Engagement can take the form of partnerships between SDC and companies or industry associations to improve training quality in specific economic sectors, where benefits should go beyond the partners' immediate staff needs and strengthen the entire sector.

Dual VET dimension

The dVET approach aligns closely with industry-driven training.

- **Institutional:** dual models developed for industries can serve as role models and later be integrated into national systems with shared ownership.
- **Pedagogic:** alternating learning venues ensure that training reflects real production processes and technologies.
- **Societal:** promoting recognised professions supports the status and attractiveness of technical careers.

Applied in this quadrant, dVET principles ensure that skills development meets immediate industry needs while contributing to long-term system strengthening.

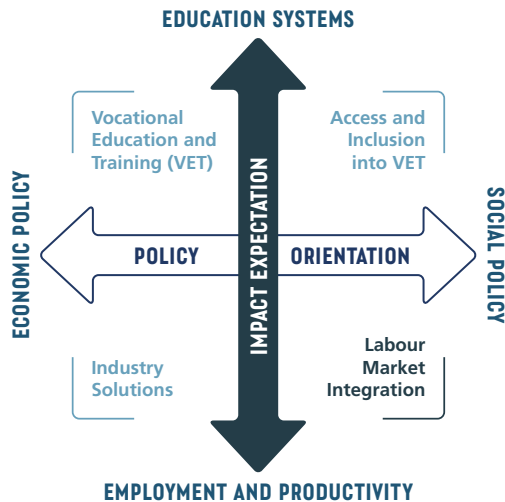
Governance

Governance in the Industry Solutions quadrant focuses on how public and private actors jointly steer skills development within specific sectors or clusters. Since the private sector is the main driver of demand, effective coordination requires structured mechanisms such as sector skills councils, professional associations, or public-private governance bodies that link industry needs to training provision. These bodies help define occupational standards, accredit programmes, and oversee quality assurance.

Green skills

In the Industry Solutions quadrant, interventions on green skills focus on upskilling and reskilling workers to address sector-specific skill gaps and respond rapidly to new demands in the green economy. Typical activities include supporting companies and industry associations to train workers with the green competences required to improve resource efficiency, adopt cleaner technologies, and access emerging business opportunities. By engaging the private sector as both a driver and partner, interventions can accelerate the adoption of sustainable practices within industries while improving firms' access to value chains and workers' employability.

Quadrant 4: Labour Market Integration



Collaboration with the private sector

This quadrant targets the employment and income generation of unemployed or disadvantaged groups. The private sector's role is often more indirect but still vital: companies gain access to new talent and contribute to social stability and inclusion. Engagement tends to be strongest where employers face labour shortages or can align inclusion with their corporate social responsibility.

Employers can contribute through:

- **Stakeholders in governance:** advising on skills needs and short-course design for faster employability.
- **Co-financers:** offering co-funding or incentives for job placements, internships, or short training cycles.
- **Hosts of training:** providing workplace learning or internships that help participants gain practical experience.
- **Clients of training:** hiring trained participants, with or without temporary wage subsidies or incentives.

Private training providers and NGOs are often key intermediaries, linking training with employment services and start-up support.

Private Sector Engagement can take the form, for instance, of outcome-payment schemes for social enterprises that reward successful training and job placement for disadvantaged groups.

Dual VET dimension

Elements of the dVET approach can be adapted for short, targeted training that combines practical and theoretical learning.

- **Institutional:** collaboration between training centres, employment services, and firms to coordinate work placements.
- **Pedagogic:** short, hands-on courses blending on-the-job experience with classroom instruction.
- **Societal:** recognising and validating skills gained through such programmes supports participants' re-entry into formal employment.

In this quadrant, dVET principles make labour market programmes more effective by linking training directly to real work opportunities and employer demand.

Governance

Like in the other quadrants, governance focuses on how institutions coordinate and deliver services that link training to employment. It requires clear mandates, shared accountability, and cooperation between ministries, employment services, training providers, and civil society to ensure that jobseekers receive effective, responsive support.

One example is the governance of active labour market policies (ALMPs), which in most countries fall under Ministries of Labour. ALMPs comprise measures such as counselling, orientation, and job matching; temporary employment; and support for self-employment and business creation. Good governance in this area means having service providers with the capacity to accompany jobseekers into employment and to adapt services flexibly to changing needs. Since few public employment services can meet these demands alone, effective systems rely on cooperation and financing across ministries and with civil society organisations.

Governance in labour market integration aims to help deliver services efficiently, transparently, and equitably, and be accountable to stakeholders for their performance and integrity.

Green skills

In this quadrant, green skills can facilitate the transition from training to employment in jobs created or transformed by the green economy. Typical activities include linking active labour market measures, career guidance, and recognition of prior learning to emerging green occupations. Activities might also include and awareness campaigns to help jobseekers identify and access employment in the green economy.

Other aspects to consider in the quadrants

Sustainability

Like in other domains, sustainability in VSD requires early planning. Evidence shows that even highly innovative or promising initiatives often remain “islands of success” – and even end – unless they are designed from the start to create the conditions for institutionalisation and scaling.

Each quadrant offers different opportunities and constraints in this regard, because they differ in objectives, key actors, ownership, and resources. VET system development generally has a strong sustainability and scalability potential as it operates directly within the institutional and regulatory frameworks of partner countries. Interventions in the Industry Solutions quadrant can scale quickly within a sector as a result of strong employer incentives and co-financing, but it might be hard to replicate in other sectors. In Access and Inclusion and Labour Market Integration, on the other hand, the potential is often more limited, because of weaker private-sector incentives and limited public budgets for social protection and social affairs.

Financing and resources vary across the quadrants, which makes it important to clarify how activities will be funded after the completion of the intervention and whether national or other stakeholders have the capacity and mandate to take over. It is also useful to consider the interdependencies between the quadrants – strengthening actors in one quadrant may help sustain results in another. A question like “Have we strengthened the actors in other quadrants who will help sustain this intervention once it ends?” can be useful during design, implementation, and exit-phase to plan sustainability ahead of time.

Fragility

VSD interventions in fragile settings require applying the VSD Typology carefully and adapting it to the specific context. Fragility affects labour markets, governance structures, and institutional capacities, which means that the assumptions underlying each quadrant may not hold true the same way as in more stable environments. The typology can still provide orientation by helping to identify realistic entry points, clarify what level of engagement is feasible and with whom, and balance addressing immediate needs with longer-term objectives. The emphasis must be on “minimum viable” interventions, conflict sensitivity, and the sequencing of activities that can gradually build toward more sustainable VSD systems as the setting improves.

Gender equality

SDC considers gender equality a transversal priority in VSD, to promote equitable access, relevance, and outcomes for women and men. Girls and women often face greater challenges to access training and employment, including restrictive social norms and role models, gender-specific rights and obligations, lower average levels of education and unequal access to resources, as well as intersecting forms of discrimination such as poverty or ethnicity. Addressing these barriers requires integrating gender considerations into the design and implementation of VSD interventions to ensure they respond to women’s needs and promote gender equality. Gender equality is therefore relevant across all quadrants of the VSD Typology. For instance, in the VET quadrant, it informs curricula development and teacher training for diverse occupational pathways and in Access and Inclusion, it promotes proactive outreach and gender-responsive skills training delivery.

Resources and further reading

Further information and documents on VSD are available on SDC’s Education and Economy Thematic Network website:

<https://www.sdc-economy-education.ch/en/vocational-skills-development>

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