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This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office

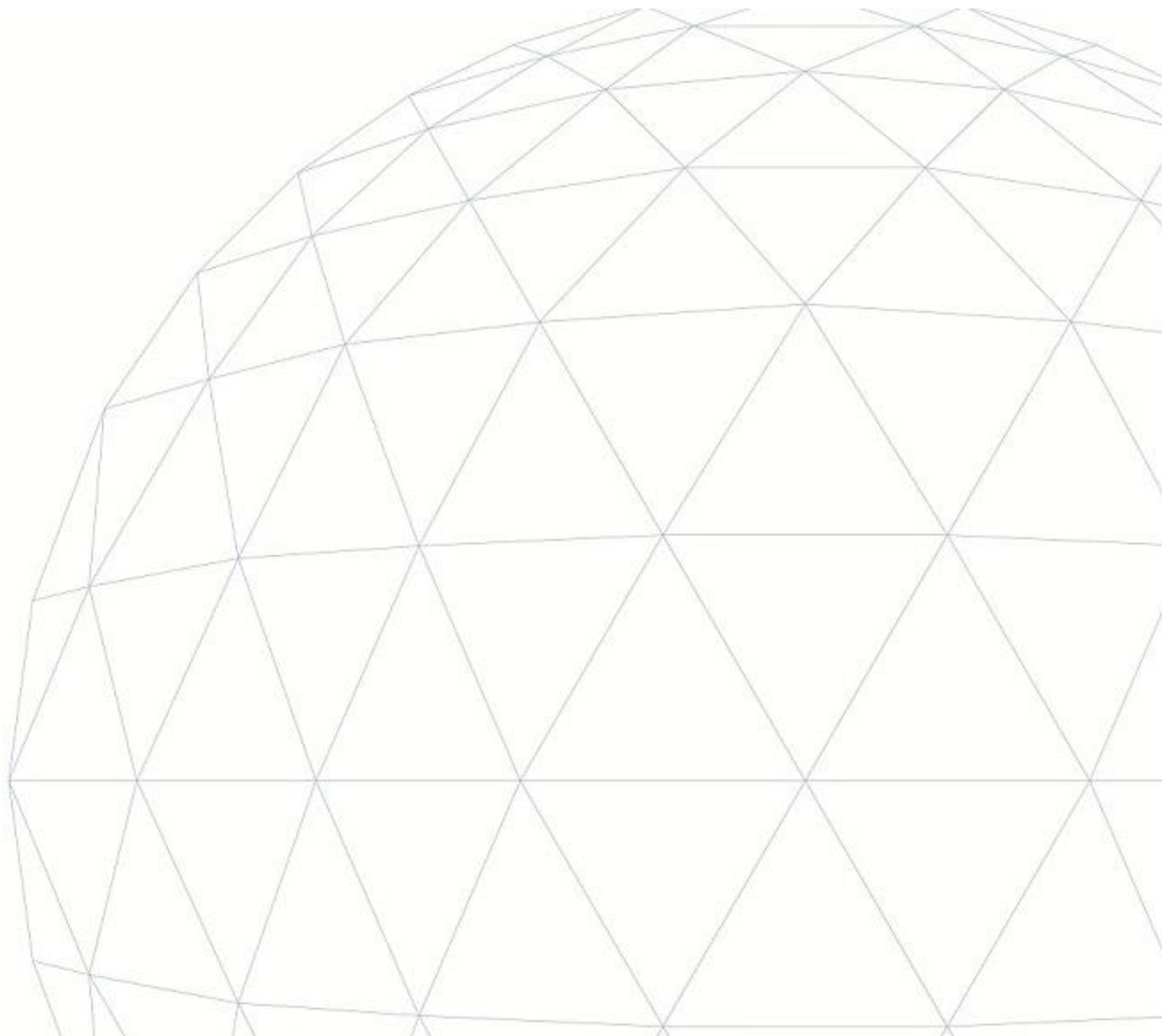


Final Independent Evaluation of Scaling-up STED: Skills for Trade and Economic Diversification

Final Report

Umbrella GLO/14/11/SID

- GLO/14/63/SID (SKILLS)
- RAS/14/65/SID (CO-Bangkok)
- MLW/14/50/SID (CO-Lusaka)



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Executive Summary

The Skills for Trade and Economic Diversification (STED) programme, implemented by the ILO, supports one to two sectors per country through technical work and dialogue to integrate skills development into employment, trade and sectoral policies. STED includes two phases. The first is an analytic phase, which leads to a report detailing a strategy to meet the identified skills needs of a sector. This is followed by an implementation phase where the ILO supports stakeholders in executing the recommendations from the analytic phase. Alongside these phases, STED aims to develop and strengthen the capacity of national and sectoral partners to conduct their own analysis of skills needs and respond to these needs. National capacity is strengthened either through provision of capacity building training or through working closely with national and sectoral partners on programme implementation.

This evaluation represents the final independent evaluation of the SIDA-funded STED programme components covering the period from June 2014 to December 2017. The purpose of the evaluation is to review the achievement of both the global project activities as well as the decentralised components in Myanmar, Cambodia and Malawi. Fieldwork for this evaluation was undertaken in Switzerland, Myanmar, Cambodia and Malawi. This involved semi-structured interviews with the project team, key collaborating and implementing partners, as well as project beneficiaries and other stakeholders.

Relevance and Strategic Fit

Across all three countries, the sectors chosen for STED analysis aligned with national interests, given their prioritisation in existing trade policies. The STED research was particularly timely and relevant to Malawi because of the context of a focus on trade at a policy level, and an increased emphasis on evidence-based policy by the Government of Malawi.

The implementation phase in Myanmar and Cambodia supporting the development of competency-based training was highly relevant to national partners. Government officials consistently highlighted the importance of developing competency standards to align with the ASEAN Common Competency Standards, which would unify skills levels across the region, and support the Mutual Recognition of Skills. In Cambodia, stakeholders also emphasised the importance of the ILO's support to competency standards in Level 1 (vocational certificate) in particular, which facilitates the recognition of prior learning.

Across all three countries, skills development is a crowded space, with other development partners supporting with TVET skills competencies often within similar sectors. However, it was evident that the ILO had ensured that its activities did not duplicate the activities of other development partners. This coordination was ensured through close working with the relevant ministries, and regular contact between the STED team and other development partners. In Myanmar, the STED team is in regular communication with LuxDev to ensure synergies, whilst in Cambodia, STED collaborated with the ADB in funding a workshop on Sector Skills Councils. In Malawi, the ILO has participated in relevant skills sector coordination mechanisms. However, stakeholders did note a high degree of fragmentation of skills work in Malawi between multiple working groups, and it is not clear that all the different initiatives are cohesively linked up.

It was clear that STED plays to the ILO's strengths as a strong knowledge and research organisation. It was also seen as relevant to all three-priority areas in Skills, as well as in other branches, such as Development and Investment where STED has been incorporated into an EU-funded trade project. Country Offices noted the coherence of STED with the Decent Work Country Programmes. Importantly, in both Malawi and Myanmar it was noted that STED was the first skills-focussed ILO project, which gave the ILO credibility and an entry point in the skills space, and helped raise the image of the ILO. In Malawi, it was

noted that STED has wider regional relevance given similar sectoral interests and targets, and there has already been sharing of learning and lessons with projects in Mozambique and Zambia.

Project Progress and Effectiveness

National stakeholders were positive of the rigour of the STED research, noting the usefulness of the detailed data. In Malawi, the research work was seen as key in enabling skills policies to be strategic and evidence-based, and ensuring the perceptions of industry were incorporated into the sector analysis. In Cambodia, STED research was seen as particularly important in producing data on the priority occupations that could then be focussed on in the implementation phase. In Myanmar, the STED research was seen as useful in identifying the extent of the skills gaps of tour guides and better understanding the needs of different groups of tourists. However, there was evidence in Myanmar that the findings of the research on mango did not fully align with government (MoLIP) perceived priorities for implementation.

Across the three countries, stakeholders praised the tangible achievements of the implementation phase. In all the occupations focused on in Myanmar and Cambodia, competency standards did not exist prior to STED. Stakeholders noted that the new competency-based training would allow for a much-needed upgrade of the curriculum. In Cambodia, the development of the competency documents by the technical working group (comprised mainly of trainers from the TVET institutions) was highlighted as particularly notable given this group had mostly never drafted standards before. In Malawi, stakeholders praised the comprehensiveness of the training of the Bvumbwe farmers. The training was seen to significantly improve the farmers' knowledge and skills in entrepreneurship, agronomy and pest control.

Stakeholders identified a range of success factors that allowed the achievement of these outputs, including the use of strong technical expertise and well-known consultants. Furthermore, the commitment and support of high-level national stakeholders was seen to be key in the success of activities. However, stakeholders did note the challenges of short timeframes, which means the research, consultation and drafting stages of the programme were rushed.

Whilst it is too early to see the full impacts of programme activities, stakeholders foresaw numerous long-term benefits to STED. Competency-focussed training was argued to improve the quality of workers, which would allow them to be more productive. Industry representatives highlighted improved productivity would result in their companies incurring reduced training costs, and would allow greater transparency of worker skill level. There was some evidence of early impacts on beneficiaries, including increased incomes, higher frequency of regular employment, business expansion, lifestyle upgrades, and formal national recognition of skills.

STED successfully collaborated with the WTO in producing a research piece on the link between skills and trade. Stakeholders noted that the launch of this research gained a lot of interest and attention and was seen to play to both agencies' strengths, allowing the development of a publication that was both theoretical and practical. However, stakeholders did note that collaboration of STED with the International Trade Centre (ITC) could be increased in the future. Whilst, several meetings have been held, the STED team could also be more proactive in keeping this discussion moving forward. The effectiveness of collaboration with trade ministries at a country level has been variable. This collaboration was highest in Malawi, where the MoITT initially led the request for STED from the ILO. However, involvement of the Ministry of Trade in Cambodia and Myanmar was weaker.

In the second half of STED, the global team expanded the level of communication and outreach activities. The Siem Reap knowledge-sharing event was seen as a useful forum to discuss the importance of skills for trade promotion, to share good practices and lessons learnt, and to create greater awareness about the

STED methodology. Stakeholders highlighted a variety of learnings from the event, such as the range of sectors and recommendations, and different methodologies that could be used for sectoral skills analysis.

The RBM/M&E manual was important as both a communication and monitoring tool. It was seen by stakeholders to be very “robust” and “meticulous”. Interviewees highlighted a range of benefits from the manual, including articulating the impacts of STED, understanding the causal chains, monitoring project activities, and conceiving future projects. However, stakeholders did note that the tool was very detailed, and the importance of the templates was highlighted to support the country offices in using the tool. Furthermore, there is evidence that countries would have benefitted from greater support in evaluating the outputs of the implementation phase.

Validity of Project Design

The STED approach was praised for its emphasis on social dialogue and bringing together different national actors on skills anticipation. In particular, STED prioritised “demand-driven” skills development strategies that were highly responsive to the needs of industry. STED’s sectoral focus on export industries was seen to be key. Stakeholders also commended the systematic nature of STED, with a clear structure to allow robust analysis and recommendations. STED was therefore seen to appeal to policy-makers. It was viewed as a simple yet convincing tool that is easy to sell to government counterparts. However, stakeholders did note weakness in the quantitative aspects of “future” anticipation element of the STED methodology.

Whilst the value of the structured STED methodology was recognised, stakeholders consistently emphasised the importance of adapting the tool to the local context. They highlighted that there is no one-size-fits-all methodology and STED should therefore not be viewed as a singular tool, but rather as an overall approach. Stakeholders also noted the importance of “mainstreaming” STED with day-to-day activities in ministries, building it within existing government structures and recognising the existing capacities within government. There was evidence that the STED global team had plans to address this feedback and were beginning to develop multiple versions of STED, including a “STED light” version. This would complement the longer and more traditional STED versions. They also planned to update the manual with examples of where shortened versions of STED have been used, such as in Tunisia. Stakeholder also suggested the need for more detailed guidance on qualitative techniques and the analysis of the STED survey data.

Stakeholders also emphasized the importance of moving from the research to implementation of STED recommendations. They stressed the value in planning for and funding the implementation of STED recommendations noting that the STED research should not be a stand-alone component in countries. It was highlighted that implementation was essential to ensure the full buy-in of national partners, and stakeholders noted that the motivation to institutionalise STED in Malawi was primarily because of the implementation phase, when national partners could see that the project was working. The lack of an implementation phase in Myanmar for the mango sector and in Malawi for the oilseeds sector, whilst not planned for in the programme design, was a clear source of dissatisfaction amongst government partners.

The global component of the project added value to the project design, allowing the project to mature into a broader programme. The team in Geneva were viewed to possess strong technical expertise, which supported in the robustness and consistency of STED research across countries. Stakeholders highlighted a variety of positive technical backstopping activities from Geneva, which was particularly useful to ensure that there were no technical gaps during staff movement. There was also a sense that the global component had enabled the STED methodology to be expanded and refined, as part of the “maturing” process of the programme, with stakeholders suggesting the SIDA funding had been a “turning point for STED” which “provided a broader laboratory” to test out STED in different settings.

Whilst the knowledge-sharing component did support learning, it would have benefitted from a stronger overarching strategy. Greater thought and planning into the intended impacts of the learning events, and the target audience, could have enabled this component to have a wider reaching and more impactful effect on participants. This could have led to improvements in the timing of trainings, the invited audience, the format of learning events, and the follow-up after events. Furthermore, it was not always clear that communication within countries was effective with individuals involved in STED research often unaware of the implementation activities.

The design of the project would also have benefitted from stronger mechanisms to facilitate adaption and course correction. Whilst STED responded well to the mid-term evaluation findings, there was evidence of delays and challenges to changing the design of the project. For example, there was delays in the move to implement in Malawi and there was a lack of clear strategy for next steps to use the mango report. This was partly due to the timing of availability of funds, with challenges due exchange rate losses resulting in the effective cut of the budget. However, these delays also suggest that the programme would have benefitted from more regular strategic meetings between all the core STED staff (virtual meetings would minimise the cost implications), would allow identification of problems and challenges ahead of time, and allow agreement on immediate next steps to ensure quicker adaptations and course corrections to the programme design. Discussions could also involve the ILO country offices when strategic decisions are required beyond the project level.

Efficiency and Management Arrangements

The STED team worked together very effectively playing to each other's strengths with a good sense of teamwork. There was regular communication on administrative and technical issues, which allowed for efficient programme operations. However, stakeholders did note challenges of staff continuity, given the fixed-term contracts and constrained project budgets.

There is evidence of STED efficiently harnessing synergies with other ILO programmes, in order to sustain project activities. Furthermore, the STED team showed efforts in linking up with other ILO projects for capacity building. The global STED team also provided technical input into other country projects, such as the EU-funded trade project and the Russia-Funded activities in Vietnam and Jordan. This allowed the SIDA-funded skills expertise in Geneva to have wider-reaching impact, enabling STED to be part of a bigger network of projects.

STED is more efficient in countries that expressed strong interest in it, or where extensive consultations have taken place with the country team ahead of implementation. The Malawi context of strong national interest ensured that STED maintained strong commitment from national partners in Malawi. Conversely, in Myanmar, stakeholders consistently noted the challenges of STED being designed at the global level, with little consultation with the local ILO team. This was exacerbated by staff changes in the Myanmar office, with the movement of staff who had been involved in the initial consultations. This led to a lack of ownership over the project at the country level, as well as inefficiencies at the beginning of the project when extensive consultations with government had to take place.

There was also evidence that value for money may be increased by focussing on fewer countries. Whilst Myanmar has achieved important outcomes that are appreciated by national constituents, its small budget means that it suffered some neglect from the local office, and the wider STED team. This has placed the quality of the programme activities as well as the broader image of the ILO at greater risk than if there was a larger budget with greater and more senior staff capacity. The lack of a senior technical officer on the ground was seen as contributing to challenges in ensuring the initial buy-in of tour guides to the competency

standards, although it was also noted that changes in the tour guide association members over the course of the programme was also a contributory factor.

Project Sustainability

STED has maintained a strong focus on sustainability throughout the project. Its strong emphasis on social dialogue and inclusion of national partners in the research process is intended to build national capacity to replicate similar approaches. Furthermore, activities in the implementation phase are intended to bring about systemic and long-lasting impacts. Furthermore, there is evidence that the STED team have supported efforts to institutionalise STED within the ILO framework.

There was strong evidence that STED has built national capacity to conduct sector skills analysis, and national partners in Malawi expressed strong commitment to replicate STED. 'STED Phase 2' is currently underway in the dairy sector, jointly-funded by the Government of Malawi and the ILO. This replication is being led by the Malawi Public Policy Research and Analysis Project (MPPRAP) unit which is positive given its strong research capacity and experience. However, this meant that some individuals were not involved in the first version of STED, and also makes the future of STED more tenuous given that funding for this unit is due to run out at the end of the year.

In Cambodia, the STED work was largely delivered by government bodies, and many components were similar to ongoing government activities. However, there was still aspects of institutional capacity building, with the National Employment Agency (NEA) benefitting from STED survey templates and learning how to better analyse and present data. The capacity of the technical working group and expert workers was also developed through drafting competency tools. In Myanmar, government officials did not participate in the research or implementation phases, and there was less evidence of capacity building.

In all three countries, STED has also contributed to changes in the 'enabling environment'. There was evidence of closer working between skills departments and technical institutions, together with industry. Stakeholders in Cambodia also saw an increased government commitment to TVET, to which they felt STED had contributed. However, across countries, stakeholders highlighted that some project activities were incomplete and required additional support.

Cross-Cutting Issues

There was evidence on tripartite involvement at all stages of STED. This support of tripartite dialogue worked toward social and employment policy as outlined in the International Labour Standards. Activities around the mutual recognition of skills and the recognition of prior learning also supports improved labour standards and working conditions. Some union and employer organisations did note that they were not involved in every aspect of STED, and engagement could have been more regular. However, there were challenges to engaging with traditional union and employer organisations on a more regular basis.

Gender is a focus throughout the STED RBM and M&E Manual although the presentation of gender in the manual could be slightly fine-tuned. This would reduce the risk of stakeholders having a limited understanding of gender as sex-disaggregated data alone. That said, attention to gender was impressive in the STED horticulture implementation in Malawi. The decision by ILO to commission gender training demonstrates a thorough understanding of how to programme for women's economic empowerment. Similarly, in Cambodia, it was clear that efforts had been made to increase female participation in the pilot training. Climate change issues were also addressed by the project, through the inclusion of green skills-competency standards in Cambodia and Myanmar.

Recommendations

	Recommendation
1	The ILO STED team should continue with plans to develop a STED 'light' version, which places less emphasis on surveys, and a greater focus on the collaborative process.
2	The ILO STED team should continue with plans to upgrade the STED manual. This should include case studies of other approaches that have worked well, and provide more guidance on data analysis and qualitative approaches.
3	The ILO Skills Department should ensure that future STED country projects plan for and include funding for the implementation of STED recommendations, and that this implementation is clearly communicated to stakeholders active in the analytic phase.
4	The ILO STED team should ensure that future communication, outreach and knowledge-sharing activities are underpinned by a stronger strategy in terms of intended impacts, target audience, format and timing.
5	Core STED staff (and ILO country offices, where appropriate) should have more regular strategic and higher-level meetings to facilitate quicker programme adaption and course correction.
6	The ILO and relevant funders should implement STED only in countries that have expressed strong interest (alongside a trade strategy refresh or increased attention to trade policy), and where extensive consultations with the country office and national counterparts have taken place.
7	Consider concentrating STED resources into fewer countries to ensure adequate senior technical staffing on the ground and budget for implementation.
8	Consider supporting more robust evaluation of pilot trainings conducted under STED to understand the impact of the training, and feedback on any required changes.
9	Consider regional STED approaches for neighbouring countries, providing adequate national level interest.
10	The combination of a global team with decentralised country activities adds value to the programme, particularly in supporting knowledge-sharing initiatives and ensuring technical consistency.

This evaluation highlighted several **lessons learned**:

- The importance of a global component to projects to ensure coherence between country activities as well as technical consistency.
- The development of competency standards can enable quick wins, which raises the credibility and visibility of the ILO amongst national constituents.
- Engaging with industry can be time consuming - specifically, it takes time to engage with the right people in industry. Projects need to allow adequate time to undertake thorough industry consultations.
- The importance of senior technical officer on the ground with understanding of political sensitivities to ensure buy-in by all national partners.

A range of **good practices** emerged from our review:

- STED efficiently harnessed the synergies of other ILO projects, which allowed project activities to be sustained or completed.
- STED's reach was extended through the global team providing technical input into a wider network of projects.
- STED showed effective collaboration with other development partners working in the same sector. In particular, the collaboration of the STED team with LuxDev in Myanmar was notable.
- Templates related to the RBM/M&E tool are important to ensure understanding and operationalise the tool at the country-level.
- STED effectively garnered the support of higher-level government and partner institution staff, which was a key success factor in the project.
- The global technical capacity was successful in providing remote technical input to country, and this was particularly useful to ensure there were no technical gaps due to staff movement.
- The inclusion of national partners into the STED analysis and implementation stages is key to ensure national capacity building

Abbreviations

CAMFEBA	Cambodia Federation of Employers and Business Associations
CCTU	Cambodia Confederation of Trade Unions
CLC	Cambodian Labour Confederation
CTA	Chief Technical Advisor
DG TVET	Directorate General of Technical and Vocational Education and Training, Cambodia
DTIS	Diagnostic Trade Integration Strategy
DWCP	Decent Work Country Programme
DWT	Decent Work Team
ECAM	Employers Consultative Forum of Malawi
ILO	International Labour Organization
ITI	Industrial Technical Institute, Cambodia
ITC	International Trade Center
M&E	Monitoring and Evaluation
MCCCI	Malawi Confederation of Chambers of Commerce and Industry
MCTU	Malawi Congress of Trade Unions
MoA- BRS	Ministry of Agriculture- Bvumbwe Research Station, Malawi
MoC	Ministry of Commerce, Cambodia
MoEYS	Ministry of Education, Youth and Sports, Cambodia
MoFEPD	Ministry of Finance Economic Planning & Development, Malawi
MoHT	Ministry of Hotels and Tourism, Myanmar
MoITT	Ministry of Industry, Trade and Tourism, Malawi
MoLIP	Ministry of Labour, Immigration and Population, Myanmar
MoLVT	Ministry of Labour and Vocational Training, Cambodia
MoLYMD	Ministry of Labor, Youth and Manpower Development, Malawi
MPPRAP	Malawi Public Policy Research and Analysis Project
MTGA	Myanmar Tourist Guide Association
NACC	National Union Alliance Chamber of Cambodia
NASFAM	National Association of Smallholder Farmers Association of Malawi
NEA	National Employment Agency Cambodia
NES	National Export Strategy
NPIC	National Polytechnic Institute of Cambodia
NPO	National Project Officer
NSSA	National Skills Standards Authority, Myanmar
NTB	National Training Board, Cambodia
OECD-DAC	OECD Development Assistance Committee
OSH	Occupational Safety and Health
PAC	Project Advisory Committee
PSC	Project Steering Committee
RBM	Results-Based Management
RPL	Recognised Prior Learning
SIDA	Swedish International Development Cooperation Agency
SSC	Sector Skills Councils
STED	Skills for Trade and Economic Diversification
TLAC	Tripartite Labour Advisory Council
ToT	Training of trainers
TVET	Technical and Vocational Education and Training
TEVETA	Technical, Entrepreneurial and Vocational Education Training Authority, Malawi
UMTA	Union of Myanmar Travel Association
UMFFCCI	Union Myanmar Federation of Chambers of Commerce and Industry.
WIL	Work Integrated Learning
WTO	World Trade Organization

1.0 Introduction

The Skills for Trade and Economic Diversification (STED) programme, implemented by the ILO, supports one to two sectors per country through technical work and dialogue to integrate skills development into employment, trade and sectoral policies. The programme was launched in 2010, and was deployed in four pilot countries over 2010-12. It was subsequently extended to seven additional countries from 2013. The STED approach has now been applied to 19 sectors in 11 countries, with plans to expand further. The programme is supported by three main funders across the countries: SIDA, the Russian Federation, and the Aid for Trade Initiative for the Arab States.

This evaluation represents the final independent evaluation of the SIDA-funded STED programme components, covering the period from June 2014 to December 2017. The purpose of the evaluation is to review the achievement of the both the global project activities as well as the decentralised components in Myanmar, Cambodia and Malawi. The evaluation was intended to be both summative and formative, reviewing programme achievement and challenges, as well as generating recommendations and lessons learnt. This evaluation will be structured around the OECD-DAC criteria of project relevance, validity, effectiveness, efficiency and sustainability. A summary of the key research questions under each criterion is set out below, and the terms of reference for the evaluation are presented in Annex Three. The audience for the evaluation is SIDA (the donor), the ILO Employment Policy Department, other ILO colleagues and tripartite stakeholders.

- **Relevance:** To what extent was the programme coherent with ILO and country priorities, and with the activities of other development partners?
- **Effectiveness:** To what extent did the programme achieve its objectives?
- **Validity:** To what extent was the project design appropriate to meet objectives?
- **Efficiency:** To what extent were programme resources and management structures effectively allocated and used?
- **Sustainability:** To what extent are activities embedded and likely to be sustainable in the programme countries?

1.1 Background on the Programme

The STED approach encompasses research, dialogue and capacity-building in order to identify and anticipate and address the **strategic skills needs of export-oriented sectors**. Overall, the programme aims to design effective skills response strategies to reduce sectoral skills mismatches. This in turn aims to contribute to higher and more diversified exports, leading to more and better jobs.

STED includes **two phases**. The first is an **analytic phase**, which leads to a report detailing a strategy to meet the identified skills needs of a sector. This is followed by an **implementation phase**, where the ILO supports stakeholders in executing the recommendations from the analytic phase. Alongside these phases, STED aims to develop and strengthen the **capacity of national and sectoral partners** to conduct their own analysis of skills needs and respond to these needs either through provision of capacity building training or through working closely with national and sectoral partners on programme implementation.

The SIDA-funded investment into STED is US\$4.2 million, including an additional budgetary allocation in 2017 of \$622,895. The SIDA funding covers three components, including overall programme coordination:

- The first component is the **STED country projects** in Cambodia, Myanmar and Malawi. Country-level activities include STED analysis in two sectors, which lead to sector reports detailing recommendations

at the policy, institutional and enterprise level. Following this, activities cover support for the implementation of recommendations. These activities depend on the nature of the recommendations, but typically include the development of skills competency frameworks and the piloting of training, and support for institutionalization of the STED approach.

- The second global component covers **activities to mature the programme**, such as the carrying out and commissioning of analytical research, and the development and piloting of the Results-Based Management (RBM) and Monitoring and Evaluation (M&E) frameworks.¹
- The third component covers regional and global **knowledge-sharing activities**, which are intended to increase awareness about the importance of policy coherence between trade and skills development, showcase STED achievements, and share good practices between STED countries.

1.1.1 STED Country Projects

The SIDA-funded component of the programme covers country-level activities in Cambodia, Myanmar and Malawi. Table 1.1 below summarises the key analytic and implementation activities in each country. Annex One presents a more detailed timeline of key country project activities.

Table 1.1 Summary of SIDA-funded Country Projects

	Cambodia	Myanmar	Malawi
Sectors	<ul style="list-style-type: none"> •Light manufacturing sector •Food processing sector 	<ul style="list-style-type: none"> •Tourism sector (particularly tour guides) •Fruit and vegetable sector (particularly the mango sector). 	<ul style="list-style-type: none"> •Oilseeds sector •Horticulture sector •Subsequent analysis by national stakeholders to conduct an analysis of the dairy sector
Key Activities in Implementation Phase	<ul style="list-style-type: none"> •Support to the establishment of industry skills councils in collaboration with the Asian Development Bank (ADB) •Development and piloting of competency profile, standards, curriculum and assessment packages for four priority occupations (arc welding, baking, machining and fruit and vegetable processing) 	<ul style="list-style-type: none"> •With the ILO-Japan Social Safety Net Fund, the development of competency standards, competency-based curriculum and assessment tools for tour guides were undertaken. •Complementary work on green skills competencies for tour guides 	<ul style="list-style-type: none"> •Support in institutionalising the STED process •Development of capacity building training package for (primarily) women smallholder farmers through financial literacy, entrepreneurship, and gender sensitivity training. •Conducting of a training of trainers programme for a selected number of extension workers and lead farmers •In addition, the ILO-Norway project is implementing some of the STED recommendations, such as accrediting the Work Integrated Learning (WIL) pilot. Recognition for Prior Learning (RPL) is also in the process of being institutionalised, with support for a horticulture curriculum. This builds on funding from the MasterCard Foundation for the WIL pilot in 2015 and 2016.
Budget	USD 1.640m		USD 0.974m

¹ The RBM framework is used to track progress in project implementation toward agreed results. The M&E framework is a plan for the collection of data to assess and demonstrate progress in achieving the expected results. They are therefore separate but overlapping frameworks.

Figure 1.1 summarises the structure of the country-level project staff. The country-level activities were led by Chief Technical Advisors (CTAs) in Malawi and Cambodia (who also covers Myanmar), with support from a Technical Officer in Myanmar and National Project Officers in Malawi and Cambodia. Further support is provided by in-country administration assistants. Programme activities fall under the regional country offices of Lusaka and Bangkok (although Myanmar is covered by the ILO Liason Office), and are supported by regional skills experts in Pretoria and Bangkok. Finally, the Skills and Employability Branch in Geneva provide backstopping and coordinating support for all country-level activities.

Figure 1.1 Staff Structure for Country Projects

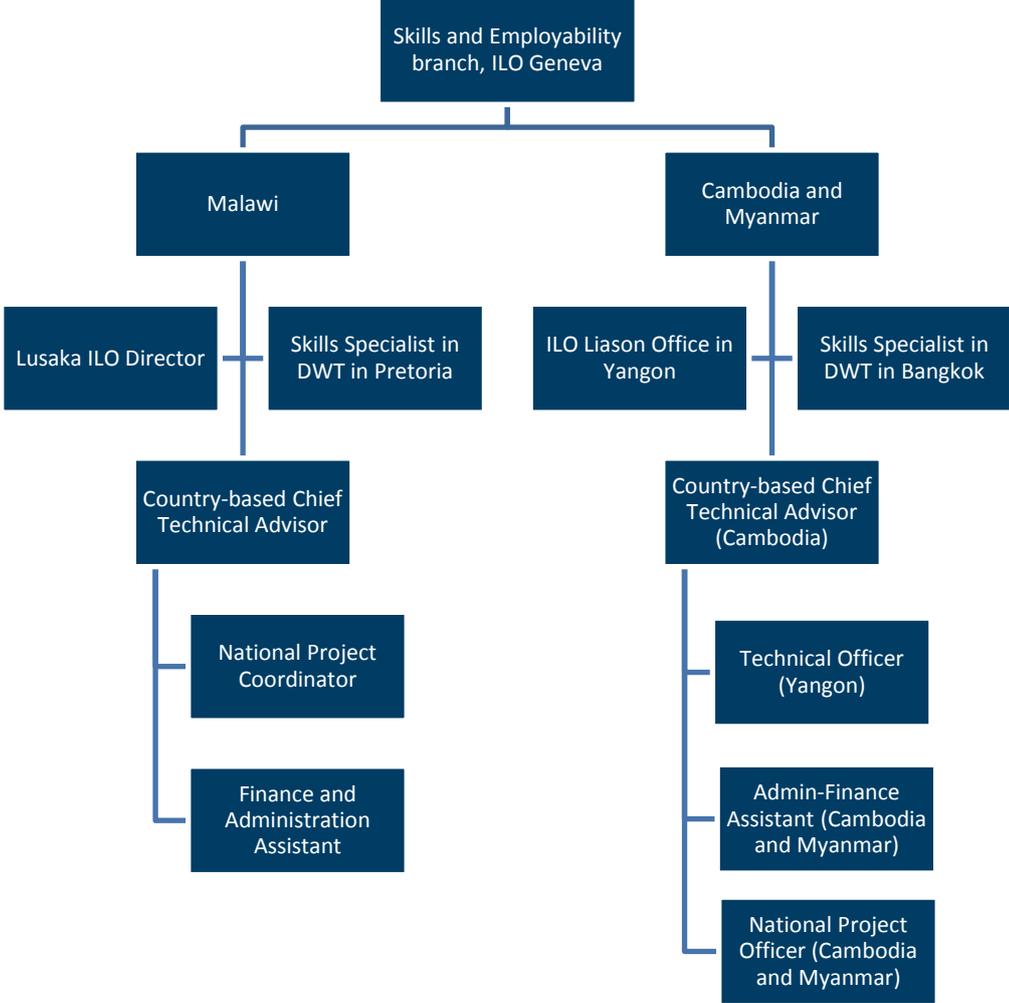


Table 1.2. sets out the key national partners that have been engaged in the STED country projects.

Table 1.2 Tripartite Partners in Country Projects

	Government	Private Sector / Employer Stakeholders	Unions / NGO Stakeholders
Myanmar	<ul style="list-style-type: none"> • MoHT: Ministry of Hotels and Tourism • MoLIP: Ministry of Labour, Immigration and Population • NSSA: National Skills Standards Authority 	<ul style="list-style-type: none"> • UMTA: The Union of Myanmar Travel Association • UMFFCCI: Union Myanmar Federation of Chambers of Commerce and Industry. 	<ul style="list-style-type: none"> • MTGA: Myanmar Tourist Guide Association

Cambodia	<ul style="list-style-type: none"> • MoLVT: Ministry of Labour and Vocational Training • MoC: Ministry of Commerce • MoEYS: Ministry of Education, Youth and Sports • NTB: National Training Board • DGTVET: Directorate General of Technical and Vocational Education and Training • NEA: National Employment Agency • NIS: National Institute of Statistics 	<ul style="list-style-type: none"> • CAMFEBA: Cambodia Federation of Employers and Business Associations • Cambodia Chamber of Commerce 	<ul style="list-style-type: none"> • NACC: National Union Alliance Chamber of Cambodia • CCTU: Cambodia Confederation of Trade Unions • CLC: Cambodian Labour Confederation
Malawi	<ul style="list-style-type: none"> • MoLYMD: Ministry of Labor, Youth and Manpower Development • MoITT: Ministry of Industry, Trade and Tourism • TEVETA: Technical, Entrepreneurial and Vocational Education Training Authority • MoFEPD: Ministry of Finance Economic Planning & Development • MoA- BRS: Ministry of Agriculture- Bvumbwe Research Station 	<ul style="list-style-type: none"> • ECAM: Employers Consultative Forum of Malawi • MCCCCI: Malawi Confederation of Chambers of Commerce and Industry 	<ul style="list-style-type: none"> • MCTU: Malawi Congress of Trade Unions • NASFAM: National Association of Smallholder Farmers Association of Malawi

1.1.2 STED Global Activities

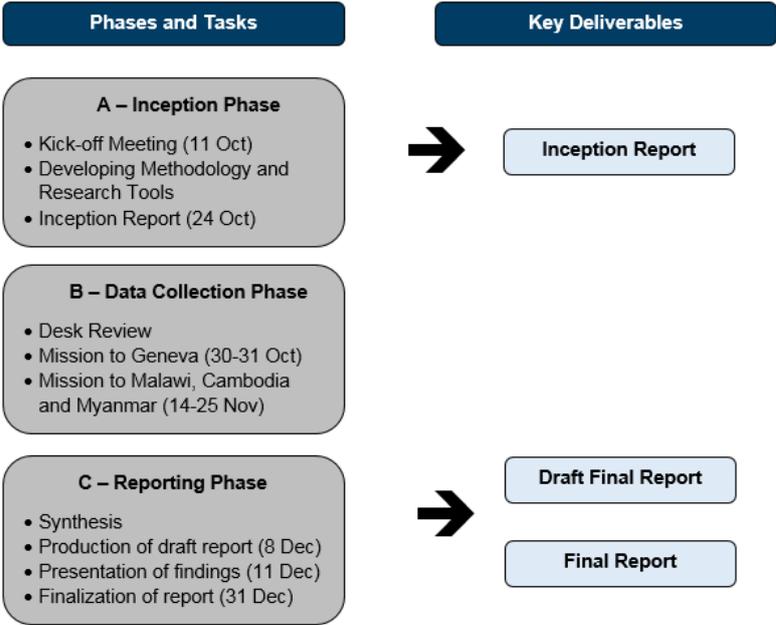
In addition to technical backstopping, the global STED team undertake research, knowledge-sharing and communication activities. A summary of their key global level activities is set out below in Box 1.1:

	STED Global Level Activities	Logistics Funding
2014	STED Capacity-building training, Cairo	Non-SIDA
2014	Regional Knowledge Sharing Workshop in Cairo	Cost-shared
2015	STED Capacity-building training for STED project staff and field staff	Mainly SIDA, some cost sharing
2015	RMB and M&E expert validation workshop	SIDA
2015	"Investing in Skills for Trade and Inclusive Growth" Briefing note	Staff time only, plus WTO
2016	STED rapid foresight workshops in Tunisia	Non-SIDA
2016	E-discussion on the Role of Sectoral Skills Development through the ILO's KSP website	Staff time only (SIDA funded the experts' staff time)
2016	STED capacity building training in Tunisia	Non-SIDA
2016	STED capacity building training in Malawi	SIDA
2016	STED capacity building training in Cambodia	SIDA
2016	STED RBM and M&E Manual published and distributed	SIDA
2017	Updated STED brochure	SIDA
2017	Translation of STED Guide in French	Cost-shared
2017	Communication materials developed including website news items, two videos, impact and impact stories.	SIDA
2017	Knowledge Sharing Workshop in Siem Reap: Inter-regional technical forum on Skills, Employability and Inclusive Growth	Cost-shared
2017	Launch of the ILO-WTO joint research study	WTO and ILO (SIDA funded the ILO authors' staff time)
2017	STED capacity building training in Viet Nam	Non-SIDA
2017	STED capacity building training in Jordan	Non-SIDA

2.0 Methodology

The final evaluation comprised of three phases: the inception phase, the data collection phase, and the reporting phase. The output of the inception phase was an inception report. The output of the reporting phase is this final report along with a presentation to the global STED team, the evaluation manager and others interviews in Geneva under the evaluation. Figure 2.1 summarises the methodology.

Figure 2.1 Methodology Overview



During the inception phase, Ecorys developed **interview topic guides** based on the research questions (included in the Annex Five), which guided the interviews during the data collection phase. Ecorys then conducted a **desk review of secondary data** sources to provide an understanding of the programme and its objectives, as well as allow the early identification of key themes across the research questions.

Following this, fieldwork was undertaken in Geneva, Myanmar, Cambodia and Malawi. This involved semi-structured interviews with the project team, key partners, as well as project beneficiaries and other stakeholders. A **broad range of stakeholders** was interviewed to collect both internal and external perspectives. Additionally, stakeholders from employers and labour organisations were interviewed to ensure a rounded **tripartite perspective** on the programme. A total of 66 meetings were held as part of this review. The list of interviewees is presented in Annex Four. All interviews followed standard **ethical procedures**, only taking place with full and informed consent by interviewees. Additionally, all data was anonymised and any quotes presented in this report are absent of individuals' names.

Analysis of the RBM/M&E manual took place at the initial desk review, discussions around the utility of the RBM/M&E manual occurred throughout the field visits, and further analysis was conducted upon return from the field visits. An **analysis framework** was then developed to guide data inputting, coding and the assessment of interview evidence. The framework specified the analytical themes and research questions, and enabled drawing out of key findings, areas of consensus, patterns and issues relating to each research question. It also allowed the cross-cutting issues of gender, labour standards and tripartism to be addressed.

The research questions are presented below:

Relevance and Strategic fit	<ul style="list-style-type: none"> • Has the project supported global strategies on skills development and does it address the situation facing member States' governments and social partners? • To what extent has the project been coherent and complementary to ILO's strategy with regards to skills development? • To what extent has the project approach included the comparative advantage of ILO? • Has the project supported the existing policy frameworks and priorities for economic development in target countries? <ul style="list-style-type: none"> ○ To what extent does the Project make a relevant contribution to skills development in the selected sectors of target countries? ○ Has the Project supported the realization of the Decent Work Country Programme outcomes and the needs and priorities of ILO partners in target countries? ○ To what extent were the project objectives consistent with the requirements of national policy frameworks in target countries? • Does the project align with ILO's mainstream strategy on gender equality?
Project progress and	<ul style="list-style-type: none"> • What outputs have been produced and delivered, and has the quality and quantity of these outputs been satisfactory? • Were outcomes/outputs produced and delivered as per work plan? How do the stakeholders perceive them? Do the benefits accrue equally to men and women? • Has the Project achieved its planned objectives? To what extent management capacities and arrangements supported the achievements of results?
Validity of project design	<ul style="list-style-type: none"> • Was the project design adequate to meet project objectives? • Was the project design chosen in terms of methods, timing, and staffing conducive to achieving quality products and results? • To what extent was the project design adequate and effective for strengthening capacities in identifying and addressing skills gaps in sectors exposed to international trade? • Do outputs causally link to the intended outcomes/objectives? • Did the project design adequately plan for an effective participation of partners at sector level in the implementation of the project? • Do what extent the project design adequate and effective in the coherence and complementarity between the different components of the project? • Were the planned monitoring and evaluation arrangements adequate?
Effectiveness of management arrangements	<ul style="list-style-type: none"> • In what ways has the Project used the ILO managed programme resources efficiently (funds, human resources, etc.)? Could things have been done differently or more efficiently? • Have Project funds and activities been delivered by ILO in a timely manner? What are the factors that have hindered timely delivery of project funds and the counter-measures that were put in place? • Are the available technical and financial resources allocated and used strategically to provide the necessary support and to achieve broader project objectives? • How appropriate and useful were the project's RBM and M&E frameworks, if any, including targets and indicators, in assessing Project's progress and outputs? • How effective were the backstopping support provided so far by the ILO to the project?
Project sustainability	<ul style="list-style-type: none"> • What are the possible impacts of the Project? Is the project strategy and management steering towards impact and sustainability? • Are implementing partners able to, willing and committed to continue with similar interventions? • Is the Project contributing to the strengthening of the enabling environment at country level (laws, policies, technical capacities, local knowledge, people's attitudes, etc.)? • How likely is it that the procedures and tools developed by the project will be replicated in future? • How much is the methodology suited to help countries to reach SDGs and to be prepared for the challenges of future labour markets?

There are some **limitations** to this evaluation. Firstly, the evaluation was limited in scope by time. As detailed above, evaluation activities took place between October and early December 2017, with fieldwork conducted in mid-November 2017. Although the evaluators were able to speak to nearly all stakeholders planned (see Annex Four), occasionally availability of stakeholders did at time restrict interviews. Where possible interviews were conducted via Skype or telephone to accommodate stakeholders. It must also be noted that this evaluation was not intended to be an impact evaluation, and thus impacts on beneficiaries cannot causally be attributed to the programme. Self-reported impacts on beneficiaries are reported, but there may be a **risk of bias** in this self-report, and the sample of beneficiaries that was interviewed.

3.0 Relevance and Strategic Fit

In this section we consider the relevance of STED to the target countries and we look at how aligned it is with the activities of other development partners. We also assess the coherence of the programme with broader ILO strategies and programming.

The sectors chosen in each of the target countries aligned with national priorities and interests.

Across all three countries, the sectors chosen for STED analysis were considered **priority sectors in existing trade policies**:

- **Cambodia:** The Cambodia Trade Integration Strategy 2014-2018 (the third iteration of Diagnostic Trade Integration Strategy) identified ten priority export sectors including food processing and light manufacturing. The selection of manufacturing also aligns with the Industrial Development Policy (IDP) 2015-2025, which targets an increase in the share of export of manufacturing products. Finally, welding is also considered as a priority occupation in the National Export Strategy.
- **Myanmar:** The first National Export Strategy (NES) 2015-2019 identified the tourism sector as a key driver of socio-economic progress and a priority sector of Myanmar. The fruit and vegetable sector was not prioritised in the export strategy, but was chosen through tripartite consultation with numerous stakeholders. Additionally, the government stakeholders consulted for this evaluation highlighted the importance of support to agriculture in Myanmar.
- **Malawi:** The 2012 National Export Strategy (NES) 2013-2017 identified key skills gaps as the major constraints in three priority export sectors: oil seeds, sugar cane products and manufacturing (including dairy and maize, wheat, horticulture and pulse value addition). The oilseed and horticulture sectors were selected for application of the STED methodology based on stakeholder prioritisation. An ongoing STED analysis is being conducted of the dairy sector by the Government of Malawi.

The support to the development of competency-based training in Myanmar and Cambodia was highly relevant to national partners.

In all the occupations supported through STED in Cambodia and Myanmar no competency based training materials existed prior to the programme. Government officials in both Myanmar and Cambodia consistently highlighted the **importance of developing competency standards to align with the ASEAN Common Competency Standards**, which would unify skills levels across the region. This is part of the effort toward the mutual recognition of skills (MRS) where consistent skills levels across the region will facilitate the free-flow of workers. The development of these standards would also give the country greater credibility at the regional level, through contributing to the “ASEAN toolbox.”

In Cambodia, this support also aligned with the National Employment Policy (NEP) 2015-2025, which included an objective to improve the relevance of TVET to the labour market. Government stakeholders consistently emphasised that competency standards are needed in all occupations to align with the **Cambodian Qualification Framework**. Stakeholders also emphasised **the importance of the ILO’s support to competency standards in Level 1** in particular as Level 1 is not being supported by other development partners. Level 1 facilitates the recognition of prior learning and certification will allow unqualified workers to access TVET training and then advance to higher competency levels. As one DG TVET stakeholder put it, “Level 1 is the key; it is the starting point to help workers promote their employment level”.

In Myanmar, the development of competency standards aligned with objectives set out in the Employment and Skills Development Law (2013). It also supported the work of the National Skills Standards Authority (NSSA), which was set up in 2007 to develop competency standards. Overall, national stakeholders in Cambodia and Myanmar highly valued support to competency-based training:

“The project was hugely appreciated by government – they are extremely enthusiastic and appreciative. They want much more of it”. ILO Stakeholder, Myanmar

“[The project] is very important for our tourism industry... it is very important and useful for our ministry”. Ministry of Hotels and Tourism Stakeholder, Myanmar

“Employers, unions, government all have same view on STED. STED is important for everyone. Everyone is saying the same thing”. Employers’ Organisation Stakeholder, Cambodia

STED support was very timely in Malawi given the government’s focus on evidence and trade.

There was consensus that the support to **Malawi was very timely and relevant because of the context of focus on trade at a policy level and an increased emphasis on evidence-based policy.** Stakeholders noted a government drive toward trade diversification in Malawi, highlighted in the National Export Strategy. It was also agreed that the Government of Malawi is increasingly focussing on research and evidence in its policy development. The development of the Malawi Public Policy Research and Analysis Project (MPPRAP) in Malawi was seen as further confirmation of this emphasis. This project, begun in 2015 and funded by World Bank via the African Capacity Building Foundation (ACBF), has a primary objective of promoting the use of evidence in policy-making. As one stakeholder noted, “So for me, the establishment of that unit is a testimony that Government of Malawi places importance on evidence”, whilst another stakeholder noted that “government views research with a high priority”. Further, MPPRAP is the unit within the MoFEPD that is undertaking a second round of STED analysis on the dairy sector.

STED support has not overlapped with the skills development activities of other donors and partners.

Across all three countries, it was noted that **skills development is a crowded space.** Other development partners were supporting with skills development and the drafting of TVET skills competencies often within similar sectors. Box 3.1 sets out the relevant investments of other development partners in skills development and policy.

Box 3.1: Support by Other Development Partners

Cambodia:

- [Asian Development Bank](#) (ADB) is supporting the development of Level 2, 3 and 4 competency standards in 21 occupations across 3 sectors (including construction, mechanic, business and ICT). It is also supporting the establishment of Sector Skill Councils (SSC).
- [Japan International Cooperation Agency](#) (JICA) is supporting the development of Level 5 competency standards in electrical wiring.
- [Swisscontact](#) is supporting policy and TVET reform, particularly around the recognition of prior learning. It is also supporting the provision of market-relevant skills training and assessment in hospitality.

Myanmar:

- [LuxDev](#) is supporting the development of competency standards in a range of hospitality standards, and the development of the Myanmar Tourism Human Resource Development Strategic Action Plan.
- [GIZ](#) is providing capacity building to the National Skills Standards Authority (NSSA) and is supporting the development of competency standards in the agriculture sector.
- [Swisscontact](#) is supporting the training of hospitality workers and the NSSA in setting up skills testing and certification.
- [Asian Development Bank](#) is also implementing a project on Equipping Youth with Skills for Employment that also includes curriculum development for Government TVET institutions.
- [LIFT](#), a multi-donor trust fund, is supporting a project implemented by a consortium of NGOs providing training to garment workers and developing competency standards and curriculum for levels 1 and 2 .

Malawi:

- [KOICA](#) ([Korea International Cooperation Agency](#)) funds a [UNESCO](#) skills project called BEAR (Better Education for Africa's Rise), which also conducts skills gap assessments and works to link educational institutions to industry. The sectors supported include agro-processing and interior design (carpentry and joinery).
- [GIZ](#) are working on horticulture in Malawi and have conducted value chain analysis of mango and pineapple.
- [The Norwegian Association for the Disabled](#) is also working on skills development.
- [USAID](#) has been active in the oilseeds sector as well as working on conservation farming.
- [AFDB](#) is working in infrastructure improvement and related skills development.

However, it was evident that the ILO had ensured that its **activities did not overlap with that of other development partners**. Further, whilst there is other support for competency standards development, stakeholders highlighted that existing support only covered a limited number of occupations overall. Additionally, there was limited funding and capacity within national ministries to lead the development of competency standards, and thus STED work was highly relevant despite it being a crowded space.

Stakeholders mentioned that **coordination was ensured through close working with the relevant ministries**, such as DG TVET in Cambodia, who could confirm the other support they were receiving and ensure there was no duplication. The STED staff and other ILO Myanmar staff also participated in relevant development partner coordination fora, such as the TVET Development Partners Group in Myanmar, and a DGTNET-led working group of developing partners, which ensured the coherence of activities between different agencies.

There was also **evidence of collaboration between the STED team and other development partners**. In Cambodia, STED collaborated with the ADB in funding an initial awareness-raising workshop on the Sector Skills Councils (SSCs). In Myanmar, the STED team is in regular communication with LuxDev to ensure synergies, which has led to the inclusion of the STED report in the Myanmar Tourism Human Resource Development Strategic Action Plan. LuxDev also pointed the STED team in the direction of consultants who were contracted to do the STED research. Furthermore, LuxDev have funded the refurbishment of the Tour Guide Training School in Yangon, which is synergistic with STED's support for the competency-based training of tour guides. As a representative of MoHT put it, "Luxdev provides the hardware. ILO provides the software".

In Malawi, STED has not duplicated other agencies' activities and the ILO have participated in relevant skills sector coordination mechanisms. For example, the STED team attended the National Export Strategy Skills Technical Working Group co-chaired by ECAM and the Ministry of Labour. However, stakeholders did note that there is a **high degree of fragmentation in Malawi, with a plethora of sectoral working groups, committees and councils** in operation in Malawi. Furthermore, Box 3.1 highlights that there is a lot of donor attention to skills in Malawi and it was not clear that these different initiatives are cohesively linked. For example, some stakeholders suggested that the ILO could have interacted more with GIZ who are also working within horticulture. Stakeholders did note there are almost too many working groups, but there is no one strong working group that includes all relevant players. As such, some stakeholders suggested the need for strong sector skills councils to prevent siloed-working between the different actors, with the EU or UNESCO flagged as potential convenors of such initiatives. The ILO could also play a stronger facilitating role in working with existing forums, and potentially helping to share knowledge of work being done by each group.

STED plays to the ILO's strengths and aligns with ILO strategies and broader programming.

Geneva stakeholders highlighted that the project is **relevant to all three priority areas in skills of the ILO**, namely to advise constituents on policy and systems, to develop skills strategy for future labour markets, and to foster skills for social inclusion. It was also noted that the Employment Policy Department has three branches: Skills and Employability, Employment and Labour Market Policies, and Development and Investment. Whilst STED sits primarily in the Skills and Employability branch, STED support is relevant across three branches within the Employment Policy Department. For example, STED has been included as a component in the EU-funded trade project that sits in the Development and Investment Branch.

Stakeholders also noted that **STED was relevant in a context of donor emphasis on trade and economic development**, to which the ILO is responding. Donors are increasingly interested in the links between trade and development, and this project therefore is important for the ILO to expand its work in trade, working more closely with Ministries of Trade who are not the traditional counterparts of the ILO. Stakeholders also highlighted the timeliness of supporting trade given the global backlash against trade where countries have experienced challenges from opening up their markets. STED was seen to be important in supporting skills development with the aim to improve the quality of exports, and ultimately assist countries to realise the benefits of trade.

The **Myanmar** country office is in the process of developing a Decent Work Country Programme (DWCP) in consultation with government, workers and employers. It was reported that skills development has been pushed as a priority need from the beginning of these discussions, and ambitious targets in developing new competency standards have been set. One stakeholder felt that this shows "the huge need and the appetite and the success of the methodology".

Furthermore, whilst Myanmar stakeholders argued that the project was designed at the global level with insufficient local consultation, they did agree that the project was a useful addition to the ILO's portfolio of country projects. As the first skills-focussed project in Myanmar, it allowed the ILO to enter into the skills development discussion with other national and development partners, and also **gave credibility and an entry point to the ILO in this space**. This credibility was then reinforced by the "quick wins" the project delivered in terms of competency standards, which were appreciated by all national partners.

"It's impossible to say that the ILO has no programmes on skills development. If no [skills development] programmes, it puts the ILO's credibility at stake."

"STED became an entry point in the skills development discussion" ILO Myanmar Stakeholders

Similarly, in Malawi, it was noted that STED was the first ILO programme focusing on skills, when previously the ILO had only been known for its child labour work. One stakeholder stated that STED "has raised the ILO's profile by focussing on skills". It was noted that **STED helped raise the image of the ILO in Malawi** to a new level, with the offices coming to be known as "ILO STED offices". The Regional Director also highlighted that STED aligns well with other skills programmes in the region. In particular, there has been the sharing of learning and lessons with the market and value chain analysis projects in Mozambique and Zambia, which are also funded by SIDA. This wider regional relevance highlighted a possible opportunity for a multi-country approach to STED in the SADC¹ sub-region, given that the targets for farmers to meet industry standards are the same across the region.

In Cambodia, a stakeholder highlighted how the project fitted with the DWCP, by addressing skills gaps and contributing to skills development and employability, particularly for young people. He also noted the alignment of the project with other ILO activities in the region that were supporting the mutual recognition of skills. Furthermore, he argued that the development of competency levels aligned with the ASEAN framework supports decent work standards for migrant workers in the region: "the recognition [of skills] goes beyond skills. It also helps put the worker under a legal framework and they are then covered by social security".

Beyond synergies with other ILO projects, there was also a recognition that **STED played to the strengths of the ILO**. The STED assessment required robust research and technical analysis, which is seen as the comparative advantage of the ILO. One external stakeholder noted that "the ILO is a strong knowledge organisation; we know they can do good research and methods work".

¹ Southern African Development Community.

4.0 Project Progress and Effectiveness

In this section, we consider the effectiveness of the STED analysis and the outputs from the implementation activities. We discuss the key success factors and the early programme impacts on beneficiaries. We also assess the effectiveness of global activities, including the RBM/M&E framework, knowledge-sharing events, and coordination with other trade agencies.

The quality of STED research was high and stakeholders found the analysis useful.

National stakeholders were positive of the **rigour of the STED research**. They noted that great efforts were taken to ensure detailed data covering the full range of geographic areas and business types. One MoHT representative in Myanmar noted that the ILO “had consultations with tour guides all over the country”; whilst NEA stakeholders in Cambodia highlighted the useful survey templates which allowed the collection of very detailed data.

Across the three countries, stakeholders highlighted specific ways that STED research had proved useful. In **Cambodia**, the STED research was seen as very important in producing **data on the priority occupations** that could then be focussed on in the implementation phase. The survey identified the lack of skills across different occupations in the chosen sectors, covering both skills shortages (lack of applicants) and skills gaps (inadequate skills). As an ILO stakeholder put it, “the best contribution of the survey was the actual demand – you won’t find this data elsewhere”.

In **Myanmar**, the STED research was seen as useful in identifying the extent of the **skills gaps of tour guides**. Government stakeholders highlighted that this provided information on different groups of tourists to Myanmar that did not exist previously. One MoHT stakeholder mentioned that “we were not aware of tourist behaviour. Now we more fully understand foreign tourists”, whilst a MoLIP stakeholder highlighted that that the research allowed a more “systematic approach to foreigners”.

In **Malawi**, the research work was seen as key in enabling skills policies to be strategic and evidence-based. Stakeholders highlighted that before STED, skills were not adequately aligned to market needs. STED had ensured perceptions of industry were incorporated into the sector analysis. It was also noted that the research produced “tangible results” that identified specific issues such as an insufficient tomato variety and an issue of nematodes in tomatoes, which were informative to Bvumbwe Research Station.

“There had been some skills work, but it hadn’t been targeted enough on the right sectors. Previously it had been like firefighting. We found that there were delays between the skills and the markets - the skills weren’t being built for the right markets and the analysis wasn’t right to find the market.” Malawi Government Stakeholder

However, there was evidence that in Myanmar, the findings of the **research on mango did not fully align with government perceived priorities for implementation**, and the research findings were therefore taken less seriously. In the interviews, government partners in MoLIP highlighted that STED should provide support in developing competency standards for mango growers. This was in spite of the fact that the recommendations of the STED research revolved around occupational health and safety (OSH) training. It was thus clear that the STED research was less valued than support for competency standards in Myanmar.

Concrete outcomes were achieved in the implementation phase.

Across the three countries, stakeholders praised the **tangible achievements of the implementation phase**. An ILO Cambodia stakeholder highlighted the “concrete outcomes that can be left with the Ministry”. One stakeholder noted that even with the small budget in Myanmar it is “encouraging to see what they’ve been able to achieve”, whilst another echoed this: “with very small resources it [Myanmar] has achieved quite strategic objectives”. Similarly, a Malawi stakeholder noted “STED showed that training and practical implementation following research can produce results.” Table 4.1 sets out some of the key outputs that were delivered in each country in the implementation phase.

Table 4.1: Key Implementation Phase Outputs

Country	Sector	Key Outputs
Myanmar	Tourism	<ul style="list-style-type: none"> • Development of competency standards, competency-based curriculum and competency-based assessment packages for tour guides in Level 1 (local), Level 2 (regional) and Level 3 (national). • Competency standards endorsed by the NSSA and approved by the Office of the President. In December, the new curriculum and assessment packages will be presented to the trainers, MGTA and UMTA, and to the NSSA sub-committee on hotels and tourism • Green competencies added to each level.
	Fruit and vegetable	<ul style="list-style-type: none"> • No implementation activities
Cambodia	Light Manufacturing	<ul style="list-style-type: none"> • Development of competency standards, competency-based curriculum, competency-based assessment packages and training of trainers for Level 1 and Level 2 in machining. • Piloting of Level 2 machining competency-based training with 20 students at NPIC. • Development of competency standards, competency-based curriculum and competency-based assessment packages, Level 1, Level 2, Level 3 and Level 4 in arc welding. • Training of initial batch of trainers for arc welding levels 1 and 2 • Piloting of arc welding Level 1 and Level 2 competency-based training with 40 students at ITI. • Joint IL_ADB awareness raising workshop on sector skills councils. • Training of assessors for arc welding and machining
	Food Processing	<ul style="list-style-type: none"> • Development of competency standards, competency-based curriculum, competency-based assessment packages, and training of trainers for Level 1 and Level 2 in baking and fruit and vegetable processing. • Piloting of baking and fruit and vegetables processing Level 2 competency-based training with 20 students each at NPIC. • Training of assessors for fruit and vegetables processing and baking.
Malawi	Horticulture	<ul style="list-style-type: none"> • ILO inputs into horticulture curriculum Level 1. • STED capacity building with 50 farmers (40 females) who are out growers for Roseberry. This included gender and entrepreneurship training, as well as agronomy and pest and disease control. • Development and piloting of WIL activities through funding from the MasterCard Foundation and Norway.
	Oilseeds	<ul style="list-style-type: none"> • No implementation activities

In all the occupations focused on in Myanmar and Cambodia, **competency standards did not exist prior to STED**. Stakeholders noted that the new competency-based training would allow for a much-needed upgrade of the curriculum. In Myanmar, stakeholders highlighted that the current tour guide curriculum was “old-fashioned” and even “obsolete”. The teaching methodology was also outdated, being “chalk-and-talk”,

and there needed to be a greater emphasis on practical skills training. The new competency-based training went beyond the knowledge of tour guides, and covered attitudes and skills. Its emphasis was on the practical development and demonstration of skills, and it therefore moved away from a lecture-heavy format of teaching.

In Cambodia, the development of the competency documents by the **technical working group** (comprised mainly of trainers from the TVET institutions) was highlighted as particularly notable given that this group had mostly never drafted standards before. Furthermore, stakeholders pointed out that under similar projects in other occupations, it typically took two to three years to achieve the competency outputs that were achieved in one year by the technical working group. Accordingly, a DG TVET stakeholder highlighted that “we are very proud of what we have achieved”.

In Malawi, stakeholders praised the comprehensiveness of the training of the Bvumbwe farmers. The training was seen to significantly improve the farmers’ knowledge and skills in entrepreneurship, agronomy and pest control. One stakeholder stated “it’s not long that we have been training them but we can see significant change. STED really responds to the issues at the grassroots.” This training included comprehensive attention to gender through training provided by Tradelines. Furthermore, the ILO engaged village development committee (VDC) to mobilise spouses to attend the training. Stakeholders noted that the village leaders plan to continue sensitization through regular community meetings.

The Bvumbwe Research Station also mentioned that STED has allowed them to increase their contact with outgrowers, which will enable them to give better support to the surrounding farmers. One stakeholder also argued that STED has helped to change perception of agriculture, and the women farmers are now seen to be skilled, with increased economic prospects. It must however be noted that an industry stakeholder did express dissatisfaction with the fact that the WIL horticulture interns all gained certificates from TEVETA regardless of how they performed in the final assessments of practical skills. It was noted that these certificates should only be awarded upon demonstration of the required skills. This training could therefore benefit from greater linkage to core competencies.

External and internal expertise together with high-level support from partners were key success factors. However, short timelines challenged the delivery of quality outputs.

Stakeholders identified a range of success factors that allowed the achievement of these outputs:

- **Expertise:** The ILO recruited strong experts to contribute consultancy services as part of the activities. In Myanmar, a very experienced and recognised expert on tour guides drafted the competency standards, which was seen as important in getting the buy-in and support of national partners. In Cambodia, international consultants were recruited to review the competency materials developed by the technical working group. This was seen as beneficial in ensuring the standards were valid internationally and in ensuring that all stakeholders bought into the standards and trusted them. In Malawi, Tradelines was used to conduct the entrepreneurship and gender training. They were seen to have excellent experience and a highly useful training manual. Stakeholders also highlighted internal ILO expertise, with one interviewee commending the “very capable” CTA in Malawi. This expertise allowed the ILO to engage constructively with external consultants, who noted the useful input of the ILO into training manuals and draft competencies.
- **High-level Support:** The commitment and support of high-level national stakeholders was seen to be key in the success of activities. In Myanmar, the permanent secretary of MoLIP chaired the project advisory committee (PAC). In Cambodia, there was strong commitment from the Director General of DGTVEP who chairs the PAC, and the Director for the Department of Standards. There

was also strong engagement with the highest level of staff at the NPIC and ITI technical centres, which ensured institutional commitment to the development of the competency standards.

Stakeholders did however identify several **challenges to achieving the outputs**. Short timeframes were mentioned by stakeholders across all three countries. In Malawi, it was noted that it took time for the team to understand the research and analysis process thoroughly, and that the research process was “rushed”. It was also noted that the short time frames made it challenging to properly consult with all relevant stakeholders, particularly industry partners. In Malawi, high-level industry meetings required multiple introductory meetings, which was time-consuming. Similarly, in Cambodia and Myanmar, it was noted that developing the competency standards required an extensive review and consultation process, which was challenging in the allocated time. Furthermore, the mango sector work suffered from several challenges, including the identification of an appropriate consultant, and the seasonal nature of mango cultivation, which meant the survey timing, needed to be carefully planned.

Whilst it is too early to see the full impacts of programme activities, stakeholders articulated numerous long-term benefits to STED.

Whilst competency-based training had yet to be rolled out across the countries, Myanmar and Cambodia stakeholders foresaw a range of beneficial impacts. Competency-based training was argued to **improve the quality of workers**, which would allow them to be more productive. As a DG TVET stakeholder put it, “I have observed that this programme is important for TVET to improve labour quality to meet the labour market demand in and outside of the country, particularly to achieve the development goals”.

This improvement in the quality of workers resulted from several channels:

- Stakeholders at the ITI in Cambodia highlighted that competency-based training increases the **confidence of trainers** who now have a clearer guide to their teaching, and can ensure trainees are developing the required skills.
- Stakeholders also noted that competency-based training requires collaboration with industry, both in designing the standards and in providing the internships. This private sector participation was seen as beneficial in ensuring **job-relevant training**. As one NPIC stakeholder put it, “Students gain a lot from the programme. They learn real skills”.
- Stakeholders also mentioned that skilful employees are **less wasteful**, and conduct their work in a safer manner. Both factors allowed them to be more productive and produce higher quality products.
- In Myanmar, it was highlighted that competency-based training would involve a **change in teaching methodology**. Tour guide training would move from being largely theoretical and knowledge-focused, to mostly practical, with an emphasis on skills and attitudes. This would improve the standard of tour guides and allow them to feel more confident, whilst tourists would feel safer under the direction of more professional tour guides.

Industry representatives across the three countries highlighted that improved productivity would result in their companies incurring **reduced training costs**. Further, industry stakeholders anticipated that the reduction of costs along with increased and improved outputs would allow for the **payment of higher wages**. This would then lead to technical occupations being more competitive and attractive, an important benefit particularly for welding and machining in Cambodia where there is a severe shortage of trainees.

Stakeholders also highlighted that national and regional standards would allow **greater transparency of worker skill level**. Employers therefore incur less of a risk taking on new employees. As a MoHT stakeholder in Myanmar put it, “Competency is like a benchmark. Currently, we don’t know which

benchmark they [trainees] have after completing the training programme”. This transparency would ultimately bring about more and better jobs for workers.

There was some evidence of early impacts on beneficiaries, particularly the trainees in the pilot training programmes.

Consultations with trainees in the pilot training programmes in Cambodia and Malawi revealed some **positive early impacts** because of the programme, including increased incomes, higher frequency of regular employment, business expansion, lifestyle upgrades, and formal national recognition. Box 4.1 details some of these impacts.

Box 4.1: Impacts on Beneficiaries from Trainings

- Stakeholder noted that many of the students who conducted the baking and machining training in Cambodia have **obtained employment in these sectors**. Two students interviewed for this evaluation have received job offers in the baking and machining companies that they conducted their internship with as part of the pilot.
- A food-processing trainee in Cambodia spoke about the **expansion of his business** after the pilot. Before the training, he only produced one product, and had six workers. He found the training highly useful into learn about techniques of sterilization and preservation, and new methods of food processing. Following the training, he has expanded the range of products he sells, and currently has 10 core employees and 40 people in total who work for him. He has also employed some of his fellow classmates from the pilot training.
- Two trainees in the welding pilot from the Industrial Technical Institute (ITI) **won the highest result (bronze medal) in the National Cambodia Welding competition**. This was notable because ITI students have not won medals in this competition previously.
- In Malawi, women farmers involved in the entrepreneurship, financial literacy and agronomy training highlighted that they are now better able to **manage their finances, plan their investments, and to determine the quality of agricultural inputs**. They are also able to calculate gross margin, which they were not able to do previously.
- Furthermore, they noted that after the training, the quality and quantity of their produce has improved. Their links with Roseberry Farms then allows them to sell more than they would have at the market. This has enabled all four women farmers interviewed for this review to **upgrade their housing, pay for tuition fees, and acquire additional assets** (e.g. livestock, land, bikes and motor bikes).
- The women farmers also noted that after the gender training, they are now having more open discussions with their husbands about how to use any profits within the household. This speaks to increasingly **equitable decision making in households** that received STED training.

Collaboration with international trade agencies and national trade ministries has occurred under STED, but there is room for further engagement.

STED successfully **collaborated with the World Trade Organisation (WTO) in producing a research publication** on the link between skills and trade. Stakeholders noted that the launch of this research gained a lot of interest and attention. The research was also seen to play to both agencies strengths, with the WTO-led section focussing on the theoretical relationship between skills and trade, and then the ILO-led section covering the practical experience of the linking these two areas through STED. This led to what a stakeholder called “neither a purely academic product nor a purely practical report done by practitioners. It was a mix of both”. Stakeholders noted that the report allowed for coherency in policy advice given between UN agencies, and gave the ILO greater credibility in approaching trade ministries in-country. Further SIDA

noted that this joint research was “relevant and gained attention” in Sweden and was aligned the Swedish government’s Global Deal initiative, which seeks to harness trade benefits and promote more equitable work. Following the joint research with the WTO, there have been some examples **of ongoing collaboration between the two agencies**. STED was invited to have a stand at a recent WTO forum on inclusive trade. STED also recently provided the WTO with introductions to skills specialists in Africa and the Middle East on the request of WTO. The research has also **informed improvements in the delivery of STED**, with elements of the findings already included in STED training workshops. Elements are also planned for inclusion in policy briefs and the second edition of the STED Guide. The research also contributes to clarifying the position of STED as an evidence-based ILO policy tool.

The **STED team also reached out to UNIDO** as another trade-related agency that works in skills. UNIDO’s LKDF programme has been represented at a number of STED events to share experiences, and STED made a presentation at the recent UNIDO LKDF annual meeting.

Despite STED’s positive interactions with the WTO and UNIDO, stakeholders did note that **collaboration of STED with the International Trade Centre (ITC) could be increased** in the future. SIDA funds both agencies, and highlighted the potential benefits of collaboration between the two and the possibility of joint funding on projects. Several meetings have been held¹ to start the discussion around a joint proposal for a larger project, which could synergise the efforts of both agencies. Furthermore, the ILO invites the ITC to all STED meetings and learning events at both the global and country level. However, there was little evidence of progress or concrete actions as a result of this interaction. Whilst the ITC has not always followed up after meetings, the STED team could also be more proactive in keeping this discussion moving forward.

The effectiveness of **collaboration with trade ministries at a country level has been variable**. This collaboration was highest in Malawi, where the MoITT initially led the request for STED from the ILO, based on the National Export Strategy. MoITT representatives then actively participated in the STED steering committee and representatives received STED training. Furthermore, the MoITT was instrumental in the commitment to replicating STED. Two MoITT representatives are involved in the ongoing dairy sector analysis.

However, involvement of the **ministries of trade in Cambodia and Myanmar was weaker**. In Cambodia, the Ministry of Commerce was included in the Project Advisory Committee (PAC) but apart from that, there was little engagement with trade officials. The main government department engaged in the project in both Cambodia and Myanmar was the Ministry of Labour. It must be noted that in Myanmar, a new job creation sector coordination group has been set up which will be chaired by the Ministry of Commerce with the ILO as one of the facilitators, which may allow greater collaboration between labour and trade going forward.

There was a significant increase in communication and outreach activities in the second half of the programme, which supported learning and interest in STED.

In the second half of STED, the global team **expanded the level of communication and outreach activities**. In 2016, an e-discussion was held and 2017 saw the production of an updated STED brochure, website news items, STED videos, and impact stories. These activities culminated in the Inter-regional Knowledge Sharing Workshop Forum in Siem Reap, Cambodia in May 2017. Stakeholders were positive about the event as a platform for sharing progress on STED across geographies and experiences. One ILO stakeholder mentioned, “the interregional workshop was greatly appreciated by participants and it was a good opportunity to showcase the projects”. The Siem Reap learning event was also seen as a useful forum

¹ Meetings were held on the 13th Feb 2014, 19th October 2016, 24th November 2016 and the 13th Dec 2016.

to discuss the importance of skills for trade promotion, to share good practices and lessons learnt, and to create greater awareness about the STED methodology. Such knowledge sharing events would be useful from earlier stages in further STED programming. Stakeholders highlighted **a variety of learnings** from the event, set out in Box 4.2.

Box 4.2: Learning from the Siem Reap Inter-Regional Forum

- A government stakeholder in Cambodia felt the event gave him “a **roadmap** to show us and to enable us to know what next step is”. It allowed him to think through the next steps of creating assessment centers in Cambodia.
- Another government stakeholder in Cambodia found it useful to learn about the **range of methodologies for skills anticipation**, such as the Rapid Foresight approach.
- An ILO stakeholder was struck by the **range of sectors** that the STED approach has been used in, and the different types of directions that the recommendations can take.
- Government delegations from North Africa also gained significant learning on **regional cooperation** by hearing more about ASEAN efforts.
- Myanmar delegates found learning about the **Singapore programme on skills** to be useful. The previously closed status of Myanmar meant that they benefitted significantly from exposure to what other countries were doing through this event.
- A Malawi union representative noted that the Malawi delegation was inspired to **work on tourism** after the conference although nothing has happened since. Similarly, an employers’ organisation delegate from Cambodia was also interested in the tour guide activities in Myanmar, given Cambodia’s own efforts to create tour guide competencies.
- A Malawi employers’ representative found it helpful to **interact with the Federation of Cambodian Employers** and learn more about the MOU they have created with companies to engage young workers. Further, this stakeholder stated the usefulness of being able learn from the experience of other countries in focusing on sub-sectors and small-scale enterprises to build export potential.

The increase in learning and outreach events that have highlighted STED’s achievements have also resulted in **interest in STED from a variety of other countries**. Azerbaijan, Ukraine and DRC have approached STED to express their interest. The World Bank have suggested STED would be useful in Tanzania as a follow-up to the trade strategy, and Togo is interested in capacity further capacity building from STED. There has also been interest from North African and Latin American countries.

The RBM/M&E framework was seen to be very robust, although perhaps a bit too detailed.

The RBM/M&E manual was seen as **both a communication and monitoring tool**. It was based on the Donor Committee on Enterprise Development (DCED) model, which allowed for a nonlinear approach to capture the complex relationships between sectoral skills development and higher level employment and export diversification impacts. It was seen by stakeholders to be very “robust” and “meticulous”. Interviewees highlighted a range of benefits from the manual:

- It allowed the STED team to better **articulate the intended impacts of STED**, and the link between skills and jobs. This helped the STED team to be more confident in approaching others, such as donors.
- One stakeholder highlighted the usefulness in **understanding the causal chains** of the programme logic. “The results chains are the most useful part...the flow of connections”. This was seen to help in planning the sequencing of activities.

- It was also noted as being useful to help in **monitoring the many simultaneous project activities** that were ongoing in STED. One stakeholder highlighted that the “RBM was very helpful to make sure that you’re implementing things on time.”
- Whilst it was only published toward the end of the programme, stakeholders mentioned that the manual be useful in **conceiving future projects**. It would support in the design and planning of STED activities in new countries.

However, stakeholders did note that the **tool was very detailed**. One stakeholder mentioned that it would be too complex to apply to small projects, whilst another said that it might be “too heavy” for country offices. One stakeholder mentioned feeling slightly lost at the end of the RBM and M&E validation workshop, and it was only afterwards when templates were shared, that the framework made more sense. Stakeholders also noted **challenges in the timing**, with analytic activities begun before the analytic template was available. It was difficult to then retrofit activities to the manual.

Furthermore, there is evidence that countries would have benefitted from greater support in evaluating the **outputs of the implementation phase**. There was little evidence of systematic evaluation of the trainings that were conducted in the countries. In Cambodia, DG TVET are putting together documentation to identify good practices from the pilot training, and then further refine the curriculum. The team is also putting together a video to document the implementation of the project. However, there is little evidence of a rigorous effort to evaluate the training or feed back the required changes. Similarly, in Malawi, the external organisation, Tradelines, which conducted the business and gender trainings expressed interest in evaluating the impact of their training but was informed that this would not be needed by the ILO. Overall, STED could have placed increased focus on more robustly evaluating and assessing both the process and impact of the STED trainings.

5.0 Validity of Project Design

In this section, we consider the appropriateness of the STED project design, including its analytical approach and implementation design. We also consider the value of the global component to the design of the project, assessing both the technical and knowledge-sharing activities.

STED as a tool was praised for its emphasis on social dialogue and export industries, as well as its simple and structured approach.

Stakeholders highlighted several important characteristics of the STED methodology. STED's emphasis on **social dialogue** and uniting different actors on skills anticipation was seen to be very useful. As one interviewee put it, "The key strength is the dialogue part; it brings different agencies together...as the challenge is that the skills anticipation function is not defined with one player". Stakeholders highlighted STED's **inclusion of all relevant actors**, bringing to the table employers, unions, workers and training institutions. In particular, STED prioritised "demand-driven" skills development strategies that were highly responsive to the needs of industry and the private sector, a focus that was not always taken by other development partners. One stakeholder in Malawi stated that STED research "helped us to bridge the gap between the institutions and skills".

Stakeholders also noted that STED should facilitate **dialogue between the Ministry of Labour and the Ministry of Trade**. This was important as skills policies were typically developed without consideration of trade and export objectives, and vice versa, with one stakeholder noting that, "trade ministries simply don't think about skills. Their intervention logic is completely different." Linked to this, STED's **sectoral focus on export industries** was seen to be key. STED oversampled export-oriented firms in its research and looked at higher-end skills sectors. The approach therefore began with a business capability approach, and it was seen as important that businesses directly contributed to the STED assessment. One stakeholder highlighted that "the main inputs are coming from enterprises themselves".

Stakeholders also commended the systematic nature of STED, with a **clear structure** to allow robust analysis and recommendations. In particular, STED facilitated structured engagements with different actors in export sectors. As one stakeholder noted, "STED is strong on the steps it takes. The terms of reference are detailed and people appreciate that". STED was therefore seen to **appeal to policy-makers**. It was viewed as a simple yet convincing tool that is easy to sell to government counterparts. One stakeholder in Malawi noted that it is "more accessible than throwing regression results at policy makers. I find it easy to learn and easy to teach."

However, stakeholders did note **weakness in the quantitative "future" anticipation** element of the STED methodology. It was mentioned that in developing countries, the type of data sought is not available, and national partners lack the experience to make robust predictions about changes in skills levels. As one stakeholder put it, "STED has not totally applied future anticipation. This is not really operationalised".

Stakeholders consistently highlighted the importance of STED being a flexible approach that is adapted to the country context and aligned with existing government structures.

Whilst the value of the structured STED methodology was recognised, stakeholders consistently emphasised the importance of **adapting the tool to the local context**, stating that it "has to be a country-driven approach". Another stakeholder highlighted that there is no one-size-fits-all methodology, and STED should therefore not be viewed as a singular tool, but rather as an overall approach. Stakeholders also noted the importance of "mainstreaming" STED with day-to-day activities in ministries. If it is run as a

separate project, it will always have constrained funding, and it therefore needs to be **built within government structures and systems**. Stakeholders also highlighted that in many countries there were existing institutional structures in place to conduct some elements of STED, such as employer surveys. Thus, in order for STED to be useful or sustainable, and avoid duplication of existing processes, it was important that it should be developed within this institutional framework.

Furthermore, **challenges to implementing the full STED approach** were raised. One Cambodian interviewee mentioned that it was not feasible to conduct all the STED steps in the level of detail envisioned, stating that “STED is the international methodology; we need to localize it to the Cambodian context”. For example, the step on predicting the level of skills required was challenging in a data-poor developing country. The lengthy and detailed sector surveys would also be too costly to replicate in Cambodia (although there are plans to re-use parts of the survey instruments in the national employer skills survey which they undertake on a two-year cycle)..

Similarly, in Tunisia, under the Aid for Trade Initiative for the Arab States (AFTIAS) project, a shortened version of the traditional STED approach was developed and used, as national partners were less interested in a detailed analytical component given that multiple studies in the sectors already existed. They therefore **integrated STED with the Rapid Foresight methodology** developed under the *Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (1st phase)* project. This approach replaced the detailed surveys with a two-day workshop with tripartite stakeholders, aiming for strong representation of the business sectors. This workshop covered discussion of trends and scenarios, and allowed the drawing of conclusions about skills development within these sectors. This was seen as a successful approach that could be included within the suite of STED approaches. As one ILO stakeholder stated, “it’s an interesting addition to the menu of tools to say that the enterprise survey is not a must.”

There was evidence that the STED global team had plans to address this feedback, and were beginning to develop a more flexible STED tool. They highlighted that “we should adapt the tool to the reality on the ground...we should have a suite of products that have a generally consistent approach”. The global team had **plans to create an alternative “STED light” version**, which would place less emphasis on formal research and a greater focus on the collaborative process in the analysis. They emphasised that different versions could be appropriate depending on the country context, but the full STED approach would still be important. They also had plans to update the STED manual, and provide more examples of where different approaches had worked well. This would align with feedback gathered in this review about the need to document the STED Rapid Foresight methodology better.

It must be noted that other stakeholders also suggested the need for more detailed **guidance on the qualitative components** of the methodology, especially as the light version would place less emphasis on the quantitative surveys. One stakeholder in Malawi also noted that there was little in the manual on the **analysis of the data**, and it would have been useful to have more guidance on this component of STED.

Stakeholders emphasised the importance of moving from research to the implementation of STED recommendations.

There was consistent feedback from stakeholders about the importance of the implementation phase of the programme. Stakeholders at both the global and country levels emphasised the value in planning for and funding the implementation of STED recommendations, arguing that STED research should not be a stand-alone component in countries:

“Constituents want to see people in jobs. We can’t spend all the resources in diagnosing the problems!”

“Personally I think that a study should not be a one-thing goal. You have recommendations, and constituents will always ask what you do next.”

“It has to be something that turns results into a tangible thing... If I make a recommendation and it's not implemented, it's hard for people to see if it's a valid recommendation or not.”

“Without actions we can’t have impact...it should see through what it started...it must implement, then it would have more power.”

It was noted that implementation was **essential to ensure the full buy-in of national partners**; otherwise they will feel “cheated”. One stakeholder in Malawi noted that Malawi is “over-researched” with little follow-on programming, and within government, there is an “appetite for implementation”. It was also noted that the motivation to institutionalise STED in Malawi was primarily because of the implementation phase, when national partners could see that the project was working. One stakeholder stated that it is important to see that STED was “actually working” as “without implementation, STED is more of a theory”.

In interviews with national constituents, the **successes of the project were always framed in terms of the concrete activities** in the implementation phase. When probed, stakeholders did note the value of the research, but this benefit was only in terms of highlighting the direction of the implementation activities. Several stakeholders could not even clearly remember the research with one stakeholder saying that the research was “almost forgotten.” It was therefore evident that the success of STED was predominately tied to the implementation activities.

The lack of an implementation phase in Myanmar for the mango sector was a clear source of **dissatisfaction amongst government partners**, even though this was not planned for in the programme design. They highlighted how significant resource and effort on their part had gone in to choosing the sector and then the varietal of mango to focus on, and they were therefore disappointed that the project had ended without any concrete benefits to this sector. Similarly, national stakeholders in Malawi expressed frustration that the oilseed research did not lead to any implementation activities. This feedback suggests the importance of working to obtain resources for implementation.

It must be noted if there is no possibility in obtaining resources for implementation, there may still be value in doing a standalone STED analytical phase for countries that have expressed an interest in STED and have recently undertaken a trade policy refresh. Further, existing evidence of openness towards evidence-based policy would signal a utility for STED. However, it is likely that government and industry buy-in to the usefulness of STED recommendations could be limited if tangible, visible activities and results are not seen due to absence of implementation phase. An exclusive analytical phase would not be suitable where there is substantial existing data/survey of industry or lack of enthusiasm for STED from national level stakeholders.

The global component of the project added value to the project design, allowing the project to mature into a broader programme.

The global component of the project was seen to add value to the overall project design. The team in Geneva were viewed to possess **strong technical expertise**, which supported in the robustness STED research in countries. Stakeholders highlighted a variety of positive technical backstopping activities from Geneva, including developing and reviewing questionnaires, collaborating on sample design and sample sizes, and responding to STED drafts. Geneva was also seen to support in technical advice for meetings, which was particularly useful to new staff who had taken over the project in Malawi. This ensured that there

were no technical gaps during staff movement. Stakeholders also highlighted the value add of the global team in terms of ensuring consistency between the countries. As one stakeholder noted, “this institutional framework is very important to ensure coherence and technical soundness”.

There was also a sense that the global component had enabled the STED methodology to be expanded and refined, as part of the “**maturing**” process of the programme. Activities around knowledge sharing, and better understanding the links between skills and trade were seen to be key in this maturing process.

“SIDA funding has been a turning point for STED. Otherwise it would have been piecemeal projects rather than a programme”.

“It’s been highly useful to have the SIDA project in place. It’s provided a broader laboratory in STED to share what has been done and to see how the same approach has played out differently and had different impacts across countries”.

Whilst the knowledge-sharing component did support learning, it would have benefitted from a stronger overarching strategy.

The global component included a range of activities to share learning between the different countries on STED, as well as to communicate the achievements of the programme. Whilst greater awareness and understanding of the link between trade and skills was cited by participants from these STED learning events¹, there was evidence to suggest **that this component of the project was not underpinned by a strong strategy**. Greater thought and planning into the intended impacts of the learning events, and the target audience, could have enabled this component to have a wider reaching and more impactful effect on participants. Box 5.1 sets out examples of how the design of the learning component could have been improved. It highlights that elaboration of the intended impacts ahead of events could have facilitated optimization in their design.

Box 5.1: Examples of Improvements to Learning Activities

- **Timing:** It was not fully clear as to the purpose of the STED methodology training in Cambodia in November 2016. The implementation phase of the project was well under way at this point, and stakeholders noted that the training would have been more beneficial at the beginning of the project, ahead of the research activities.
- **Audience:** Stakeholders interviewed were unclear as to the intended audience for the e-discussions and other online outreach activities. These activities seemed to cover a range of purposes, such as to attract new funding, support academics or practitioners working in this space, or garner interest from developing countries. The lack of clarity on the purpose of these activities meant that there was no targeting of intended audience members. Additionally, it was noted that the Siem Reap Inter-regional forum was made up of a significant number of ILO staff who dominated the discussion. The audience could better have aligned with the purpose of the event.
- **Format:** Several stakeholders highlighted that the Siem Reap Inter-regional learning forum was too presentation-heavy and formal, which reduced learning opportunities. One stakeholder noted that there was “a massive presentation effort but less of experience exchange – no form of group discussions or the like. A lost possibility for learning”. Similarly, in Malawi, it was noted that the STED training could have included some extra time for more practical learning experience such as mini-pilots.

¹ See Section 4

- **Follow-up:** Apart from creating greater awareness about the methodology, there was no evidence of follow-up after any of the learning events. One stakeholder noted that there could have been greater opportunities to discuss next steps, with countries developing strategic plans at these learning events. Regional or sub-regional follow-up events could then have been held.

Furthermore, it was not always clear that **communication within countries** was proving that effective. There were some efforts to promote country activities with national partners, such as the development of videos and impact stories. However, some of the project partners interviewed did not have a clear idea of the project activities. For example, some of the individuals involved in research in Malawi and Cambodia were not aware of the implementation activities of STED. This highlights the need for greater and more regular outreach about the programme's progress with all relevant national partners to ensure full-buy in at the country level.

The design of the project would also have benefitted from stronger mechanisms to facilitate adaption and course correction.

There was evidence that **STED responded well to the mid-term evaluation findings**. For example, there was a notable increase in the amount of communication and outreach being conducted, and the Siem Reap event addressed the recommendation for a 'study tour' for key stakeholders. Resources were also leveraged from another project to conduct implementation activities in Malawi, which was a main recommendation coming out of the mid-term evaluation.

However, stakeholder noted **delays and challenges to changing the design of the project** in response to performance. In Malawi, there was greater interest and buy-in by national counterparts than expected in the original project design. However, there were delays in shifting resources and the focus toward Malawi. This led to a momentum loss in the project and was inefficient, as actors needed to be re-approached after it was decided to continue with implementation activities. Stakeholders highlighted that perhaps this shift could have happened more quickly.

Furthermore, in the case of Myanmar, there was a **lack of a clear strategy in terms of what to do with the STED report on mango**. The CTA had approached two other Myanmar ILO projects to understand if they could make use of the findings. However, both projects had recently selected their focus sectors, and mango had not been chosen. Such discussions could have occurred ahead of the sector selection by these projects to maximise the synergies between ILO projects. Furthermore, the global STED team could have facilitated this coordination between projects given that the one project was the globally managed EU trade project.

Overall, the evidence suggests that the **programme would have benefitted from more regular and strategic meetings between all the core STED staff** (global team, CTAs and national officers). Meetings could occur on virtual platforms, but their focus would be on assessing the overall project progress and future direction, rather than on operational or technical matters. This would allow identification of problems and challenges ahead of time, and allow agreement on immediate next steps to ensure quicker adaptations and course corrections to the programme design. It must be noted that there was evidence of regular communication between the global team and the country staff, however this communication tended to cover administrative matters, or technical inputs into the outputs. There was less evidence of regular mechanisms to evaluate programme performance or the strategic direction of the programme.

6.0 Efficiency and Management Arrangements

In this section, we consider how effectively the management structure of the project has worked. We also look at how efficiently project resources have been used and areas where better efficiency could possibly have been achieved.

The STED team worked together very effectively; however, there are challenges of staff continuity at the country level.

There was **regular communication** between the global STED team and the country STED staff. This enabled efficient programme operations, and allowed the global team to input into the full spectrum of country activities. There was evidence of the STED team playing to each other's strengths, which ensured both strong technical and organisational efficiency. There was also a **sense of teamwork** amongst the core STED staff across the four countries. This was aided by events that brought together the team, such as the initial STED staff training, and the validation workshop of the RBM/M&E framework.

“STED is one of the smoothest running programmes. This is due to the quality of the team”.

“The HQ team has been doing a very good job in general. They have worked well together and have complimented each other. They have invested a lot of time and resources to support the country team.”

However, stakeholders did note **challenges of staff continuity**, given the fixed-term contracts and constrained project budgets. In Malawi, none of the original core STED staff is involved in the project anymore, although the National Officer has been replaced and is delivering well. It was also not clear if the Norway-funded Skills for Employability project will be extended. If ended, there will be no original technical ILO STED staff remaining in Malawi. In Myanmar, there are no longer any STED staff on the ground. This creates a problem of institutional memory, which is important if any of the country technical activities were to be picked up again in the future.

There is evidence of STED efficiently harnessing synergies with other ILO programmes.

In order to sustain project activities, the STED team effectively collaborated with other ILO projects. **Synergies with other ILO projects were harnessed** to fund STED implementation activities, and maximise the resources available to the project. Box 6.1 sets out the other sources of funding that were tapped to fund STED activities.

Box 6.1: Other Funding Accessed by the STED team

- An **ILO-Japan** project funded the addition of green skills competencies in Myanmar. It also funded a study on skills for green jobs with case studies of both target sectors in Cambodia.
- The **Japan-funded Social Safety Net** project partly funded the development of the tour guide competency standards, competency-based curriculum and the competency assessment package in Myanmar.
- In Cambodia, **additional SIDA funds** were accessed through the Support to National Employment Policy, focussing on the Youth Project for the documentation of the pilot training.
- The **UN Joint Programme** funded by Switzerland covered some of the training of trainers in Cambodia, and will continue to support the establishment of the manufacturing sector skill council.

- In Malawi, implementation of STED’s recommendations were funded initially through the [MasterCard Foundation](#) and then through [Norway’s Skills for Employability project](#), which covered Work Integrated Learning (WIL) and Recognition of Prior Learning (RPL), originally funded by MasterCard Foundation.
- The Malawi dairy-sector STED institutionalisation project has been funded from the ILO’s [Regular Budget Supplementary Account](#).

Furthermore, the STED team showed efforts in **linking up with other ILO projects for capacity building**. For example, STED counterparts in DG TVET in Cambodia were invited to an ILO event on industry engagement on TVET, funded by Korea. **STED also made use of other specialist staff at the HQ level**, including a communication specialist. This ensured a high quality of communication outputs and support in tracking the reach of communication activities.

The **global STED team provided technical input into other country projects**, allowing the SIDA-funded skills expertise in Geneva to have wider-reaching impact. As one stakeholder put it, “STED is part of a bigger network of projects”. The global team have supported with the following activities:

- Knowledge-sharing STED workshops were held in Egypt and Tunisia by the STED global team under the AFTIAS project.
- A STED approach was used in two sectors in Egypt (food and furniture) and two sectors in Tunisia (agro food and metal / metallurgical sectors) under the AFTIAS project.
- The EU-funded ILO project on trade in six countries will have a STED component with input required by the global team. In a previous phase of the programme, STED was used in the in Bangladesh and Indonesia.
- The Russian-funded Applying the G20 Training Strategy (1st phase) project included STED analysis and implementation in Vietnam and Jordan in a previous phase. Currently, follow-up and scale-up of activities is occurring, with the input of the global STED team under the Applying the G20 Training strategy: A partnership of the ILO and the Russian Federation (2nd phase) project

STED is more efficient in countries that expressed strong interest in it, or where extensive consultations had taken place with the local office ahead of implementation.

In **Malawi**, the Ministry of Trade requested STED from the ILO, given its large trade deficit and a recognition that skills in agriculture were lacking. The Malawi Delegation had engaged with STED during the G20 Development Working Group and showed strong interest in collaboration in the two chosen sectors. This context of strong national interest ensured that STED maintained strong commitment from national partners in Malawi, which enabled the effectiveness of the project, particularly around the institutionalization of STED.

Conversely, in **Myanmar**, stakeholders consistently noted the challenges of STED being “imposed” from the global level, with the local team having minimal input into its design. One stakeholder noted that a globally-designed project is “very painful to swallow”. This was exacerbated by staff changes in the Myanmar office, with the movement of staff who had been involved in the initial consultations. Myanmar stakeholders noted that insufficient consultation with the local office had several detrimental effects:

- There was a **lack of ownership** over the project at the country level. This lack of ownership at the country level led to less effort to garner other funding to continue the project. As one stakeholder mentioned, “If we owned STED more, we could sell it more. We feel that it is more owned by Geneva. It is hard. We don’t know what the plans are for the future.”
- There was a **lack of consultations with government counterparts** about the project prior to the start of the programme. Stakeholders felt that in Myanmar, they had to try to sell the project to government once Myanmar had been chosen as a STED country. This advocacy work at the beginning of the project led to inefficiency and delays. They felt that it would have been better to

conduct comprehensive stakeholder consultations before the decision to implement the project in order to properly define the needs of the country.

Overall, whilst stakeholders in Myanmar appreciated the project and the skills discussions that it gave the ILO access to, it was noted that **greater consultation with the country offices could have occurred** in the design phase of the project. This would have reduced inefficiencies and delays at the beginning of the project and ensured maximum support and commitment from national constituents.

Value for money may be increased by focusing on fewer countries.

Whilst Myanmar has achieved important outcomes that are appreciated by national constituents, its small budget means that it suffered some neglect from the country office, and the wider STED team, with attention being placed on the tour guide activities. This has placed the **quality of the programme activities as well as the broader image of the ILO at greater risk** than if there was a larger budget with greater staff capacity.

The budget initially did not cater for a technical officer, but with the support of the global STED team, a P2 technical officer was employed. However, the **CTA was based in Cambodia and was not able to be fully hands-on with the project**. For example, she was unable to attend the sector selection in Myanmar because it coincided with the selection in Cambodia. Additionally, the sector report on mango was entirely led by external consultants, with less input from STED technical officers than in the other sector reports. One stakeholder therefore highlighted that the STED mango analysis was “difficult to package as a STED report”.

The lack of a senior technical officer on the ground was seen as the main contributing factor to a negative incident that occurred in Myanmar. The tour guide association were initially resistant to the new competency standards being developed, and this pushback was only brought to the attention of senior ILO staff once it had already gone to the press. Such an incident was seen to be detrimental to the image of the ILO, with one stakeholder saying “in all my years in Myanmar, we have never hit the newspaper headlines in such a bad way...it did damage to the image of the organisation.” It must be noted that changes in the tour guide association members over the course of the programme was also a contributory factor to this incident.

The **project in Myanmar was further challenged by staff reductions** in the final year. The P2 technical officer left (although this was already anticipated in the project design), the National Project Coordinator transferred to another ILO project, and the administration assistant started to support a second project. Without a technical person concentrating on the project, it was clear the project had suffered neglect. The Myanmar office, the global STED team, and the donor had little knowledge as to the progress on the mango STED report. This may have contributed to the challenges in finding other ILO projects to make use of its findings.

Overall, an important component of value for money is effectiveness. Whilst Myanmar has effectively delivered outputs, it **small budget has meant that the quality of the outputs have been put at risk**. Better value for money may have been achieved by concentrating resources on fewer countries, and ensuring that they were staffed with sufficient senior technical capacity and resources to complete the implementation activities.

7.0 Project Sustainability

In this section, we consider how sustainable the project is. We focus on the extent of capacity building amongst national partners, and evidence of changes in the enabling environment at the country level.

STED has maintained a strong focus on sustainability throughout the project.

The **STED methodology has an inherent focus on sustainability**. Its strong emphasis on social dialogue and inclusion of national partners in the research process is intended to build national capacity to replicate similar approaches. Furthermore, activities in the implementation phase are primarily policy-related support that can bring about what one stakeholder termed “systemic change”. The development of competency standards and training curriculum should bring long-lasting benefits, beyond what the provision of a singular training programme could do.

Furthermore, there is evidence that the STED team have supported **efforts to institutionalise STED within the ILO framework**. In the biennium 2018/2019 programme and budget, Indicator 1.3 covers action on skills development systems to reduce skills mismatches. In particular, the sub-indicator 1.3.2. states that “government, employers or workers organizations develop forward-looking skills strategies to more effectively anticipate and adapt skills training to labour market demands in response to industrial, sectoral, trade, technology or environmental developments”, which aligns closely to the aims of STED. The target for this indicator is 28 member states.

Malawi has demonstrated strong commitment to replicating the STED process.

There was strong evidence that STED has **built national capacity** to conduct sector skills analysis. Stakeholders noted that national partners were used to a more traditional approach of workshops led by international organisations. STED took a different approach in that it led partners collaboratively through the stages of the methodology. Stakeholders in Malawi highlighted how STED has strengthened local skills to research and analyse labour market skills needs, with one government partner stating that he “has gained valuable understanding of how to assess skills in the agro-processing sector”. Another stakeholder highlighted that the programme “really enhanced my knowledge of how to focus on a particular sector and identify a skills gap in that particular sector. It also helped me to understand sector prioritization”.

Accordingly, national partners in Malawi expressed strong **commitment to replicate STED in another sector**, utilising the newly developed national capacity. The STED team conducted training for key stakeholders in June 2016, and a 15 member national STED team is applying STED to the dairy sector in ‘STED Phase 2’. Data collection for the survey is currently underway, with questionnaires being administered to milk bagging groups, enterprises using milk products, and institutions involved in the supply of skills relevant for the dairy sector. This second phase of STED in Malawi is funded 60% by the Government of Malawi and 40% by ILO’s Regular Budget Supplementary Account. However, the Ministry of Labour is building a case for the allocation of ongoing funding from the Government of Malawi to maintain STED as a permanent line item. This would be pooled with funding from the 1% levy imposed on employers by the Government of Malawi. Funds generated from this levy are allocated to TEVETA and are intended to be used to reimburse employers for training costs.

There were challenges – and still are disagreements amongst stakeholders – as to **which government ministry is most appropriate to institutionalise STED in Malawi**. It was decided STED Phase 2 would be led by the MoFEPD through its Malawi Public Policy Research and Analysis Project (MPPRAP) unit. There was consensus that given the similar focus of this unit, STED could be best institutionalised through

this structure. However, the Ministry of Labour, the Ministry of Trade and the National Statistics Office all have representatives within the research team. A reference group for the research is comprised of members with diary expertise.

Although STED Phase 2 is currently ongoing at the time of this report, **several success factors were evident**. Firstly, strong national buy-in to STED was predominantly attributed to stakeholders could seeing results from STED implementation in the horticulture sector. Implementable outputs from the STED analytic phase were seen as helpful in securing further commitment to pursuing STED in Malawi. Secondly, the Phase 2 research being led by MoFEDP via MPPRAP allowed for additional capacity building of government stakeholders as well as staking steps towards institutionalisation of STED in the MoFEDP. MPPRAP was also seen as an appropriate vehicle for the STED analysis as it has strong research capacity and experience. Thirdly, it was seen as very useful to have individuals conducting the Phase 2 research who were involved in the STED Phase 1 research. Fourthly, having representatives from across government ministries and dairy sector stakeholders on the reference group replicated the approach taken with the STED steering committee in Phase 1 and facilitated sector buy-in.

However, there were some **challenges experienced** in STED Phase 2. It was noted that it would have been more sustainable if the more of the same team from Phase 1 had been maintained. It was also highlighted that the data analysis in the Phase 1 was conducted by one key consultant, and the wider team was less involved in this aspect compared to the data collection stage. Greater involvement of all national partners in the data analysis and report writing would have enabled even greater national capacity building for replicating STED. Stakeholders also noted that it would have been better to start the handover process of STED earlier. They felt that this process was rushed, and certain topics were not covered, such as the implementation phase. Finally, the future of STED is tenuous given that funding for the MPPRAP unit is due to run out at the end of the 2017.

In Myanmar and Cambodia, there was evidence of institutional capacity building because of STED, although the extent and nature of individuals supported varied.

In **Cambodia**, the STED work was largely delivered by government bodies. Many of STED components were similar to ongoing government work, and thus there was no drive to institutionalise a STED process in its own right. Yet, there were still aspects of **institutional capacity building**. The National Employment Agency (NEA) together with an external consultancy, Crossways to Development, led the STED surveys and research phase. These surveys were seen to build capacity within the NEA. In particular, the NEA highlighted two areas of learning for them: how to draw policy recommendations from the data, and how to present and justify their analysis. They also found the STED questionnaire templates very useful, and mentioned plans to use some of these questions in their Employers Skills Survey that they conduct every two years.

There was also capacity building in Cambodia from the implementation phase. DGT VET and technical institutions (NPIC and ITI) led the development of the competency standards. This was seen to **build capacity of the expert workers and technical working group** who were proficient in their technical skills but had no experience in developing a competency-based curriculum. Stakeholders agreed that the technical working group would now have the capacity to support in the development of competency standards in other similar occupations in the sector.

In **Myanmar**, government officials did not participate in the research or implementation phases (beyond participation in the project steering meetings). ILO stakeholders highlighted that this was due to both a lack of availability and a lack of technical capacity within government. Furthermore, no STED training was

conducted in Myanmar. As such, there was **less evidence of capacity building**. However, stakeholders did note that tour guide trainers had participated in workshops on the importance of competency standards, and therefore gained new knowledge and awareness because of the programme. In Myanmar, as in Tunisia, Egypt and Morocco, consultants were used to do the majority of STED technical work. ILO stakeholders noted that these consultants (many national) could be contracted by government to replicate activities. STED has thus helped in pointing government in the direction of good technical capacity, which could be drawn upon in the future. Table 7.1 summarises the institutional capacity building that has occurred in Myanmar and Cambodia as a result of STED.

Table 7.1 Institutional Capacity Building

Country	Stakeholders in Analytic Phase	Stakeholders in Implementation Phase	Beneficiaries of Capacity Building
Myanmar	Research and implementation activities led by external consultations		<ul style="list-style-type: none"> Capacity building for MoHT trainers of tour guides who have come to understand competency standards.
Cambodia	NEA together with an external consultancy led the research	DG TVET and trainers led the implementation activities, with inputs from workers.	<ul style="list-style-type: none"> Capacity building of NEA Capacity building for trainers at technical institutions who drafted the competency standards. Capacity building for expert workers who reviewed the competency standards.

In all three countries, STED has also contributed to changes in the ‘enabling environment’, supporting collaboration between skills training bodies and industry in particular.

In all three countries, there was evidence of **closer working between skills departments and technical institutions, together with industry**. In Cambodia, a broader Internship Policy was under development, which is working to integrate internships into TVET training institutions. However, it was noted that STED had contributed to this broader goal because it had facilitated internships in the pilot programmes. Companies had found these internships to be a good experience, and have employed the majority of the trainees. STED was therefore seen to be a good case study for government partners, technical institutions and companies in terms of good practice and success factors around internships. Furthermore, with funds from the SIDA project supporting the National Employment Policy and supported by the Senior Skills Specialist, STED worked with a consultant who reviewed and provided inputs to the draft Internship Policy. The final version of the Internship Policy was recently approved by the National Training Board.

In Cambodia, STED supported an initial awareness-raising workshop about the **Sector Skills Council (SSC)**. Currently, there is no institutionalised structure to look at the skills needs of sectors. The establishment of SSC should work to fill this gap, as it brings together industry and TVET training institutions to do skills anticipation assessments and develop training plans. Stakeholders noted that the Industry Advisory Group (IAG) set up under STED would form part of the manufacturing SSC (covering both STED focal sectors in Cambodia), which would work on ensuring linkages between training and industry on a more permanent basis.

Similarly, in Malawi, the **WIL pilot programme** was seen an important approach to working more closely with industry. This required ECAM to lobby members to take on interns and several consultation meetings were held to explain the benefits to companies. Furthermore, a Ministry of Labour employee involved in STED was moving to head a polytechnic. He is hoping to integrate a “STED-like approach” in his new role, and highlighted the importance of engaging with industry, such as doing open days to showcase training

institutions to industry. He argued that from STED, “one lesson I've learnt is that we need to bring the link between training institutions and industry.”

Stakeholders in Cambodia also saw an **increased government commitment to TVET**, to which they felt STED had contributed. One DGTVET stakeholder mentioned that the Ministry of Economy and Finance (MEF) had recently started to give a special package of funding to DGTVET for supporting the development of competency standards, when previously this had been rejected. He argued that he has “seen a lot of mind-set changes” in the MEF. This was echoed by an employers’ organisation stakeholder who noted:

“When STED came in, it is the right time to come. STED is not only doing support such as training of trainers, but they opened the door for government to think and put additional funding in this area...I believe STED can open a way for national budgeting to support TVET. It is a channel to demonstrate the positive results”. Employers’ Organisation Stakeholder, Cambodia

However, across countries, stakeholders highlighted that some project activities were incomplete and required additional support.

In Myanmar, no piloting of the competency-based training materials for tour guides was conducted under STED. Furthermore, a more extensive training of trainers would be required to roll out the new curriculum. Similarly, in Cambodia, stakeholders emphasised the additional support that was required to complete the Level 3 and Level 4 competency standards in three occupations. Additionally, they highlighted that there are other occupations that still need support in these two sectors. As one government stakeholder stated:

“If you have a building, it needs 4 walls before you can complete it and name the building on behalf of the ILO. This is my proposal; please complete the building!” Government Stakeholder, Cambodia

Similarly, in Malawi, a stakeholder noted that the women farmers would benefit from additional training to cement learning. This stakeholder argued it would be useful to have another cultivation season with the same group because “we’re in a good position but a fragile position. STED needs time to sink in”. It was also noted that additional support and follow-up would be needed for the ongoing Phase 2 STED analysis. However, there was no certainty that any STED staff would remain in Malawi beyond December 2017.

8.0 Cross-Cutting Issues

Tripartism and Social Dialogue

There was evidence on **tripartite involvement at all stages of STED**. Unions and employers' association were represented in the initial programme design meetings. Learning and knowledge sharing activities also included tripartite representation. For example, employer and union organisations from Cambodia and Malawi attended the Siem Reap event, in addition to government delegations from all three countries. Union and employer organisations participated in the project steering committees, which were led by government stakeholders, as well as in the validation workshops of the research.

In Cambodia, it was noted that a consultative process had occurred to **choose the two sectors** with the final choice representing the consensus of tripartite stakeholders. It was also noted that the **research conducted** in Myanmar had strong tripartite participation. Government stakeholders, unions, and tour operators had been consulted as part of the research, with one stakeholder stating, "There was a lot of evidence that it was very participatory. There were inputs from everywhere! The inclusiveness was there." Similarly, in Malawi, it was noted that ECAM played an important role in ensuring **buy-in from industry in terms of support for internships** as part of WIL activities.

The implementation phase was also characterised by strong involvement of tripartite stakeholders. In Cambodia, the **development of the competency standards followed a rigorous tripartite process** (set out in the Cambodian Competency Standards Strategy) which engaged all relevant stakeholders. Firstly, a workshop with tripartite stakeholders was held to validate the initial competency profiles. Following this, the technical working group developed the competency standards and expert workers were then invited to validate these standards in another workshop. Revised competency standards were then reviewed by the Industry Advisory Group who represent employers.

However, some union and employer organisations did note that they were not involved in every aspect of STED, and **engagement could have been more regular**. The Bureau for Workers' Affairs noted that they could have been consulted in a more regular manner, noting that they could have supported in engaging with representatives in-country. Similarly, unions in Malawi felt that they were sometimes left out because "TEVETA is playing the whole game". An employers' organisation in Cambodia also mentioned that they would have appreciated greater involvement in the technical working group and the development of the competency standards. Finally, interviews with unions in Cambodia revealed that they had little understanding or knowledge of the activities of STED, which suggests that they may not have been fully involved in project activities.

However, project stakeholders did highlight significant **challenges to engaging with union and employer organisations on a more regular basis**. Changing membership and a lack of staff continuity in these organisations was limiting. For example, UMTA stakeholders interviewed in Myanmar had just been elected and had no prior knowledge of STED. Similarly, the staff previously involved in STED from the Bureau for Employers' Activities had moved on. It was also noted that many of these organisations experienced capacity constraints and were unlikely to have had sufficient resourcing to be involved on a more regular basis. Finally, it was also mentioned that there was no strong union base in Cambodia in the sectors chosen, which meant that unions were more attentive to other activities in their focal sector of garments.

Gender

Analytic Phase

Gender is a focus throughout the STED RBM and M&E Manual. The manual repeatedly refers to gender in workforces and amongst beneficiaries.¹ There is also emphasis on STED facilitating learning and employment opportunities for women, and the importance of measuring gender. While this attention to gender is highly important, **the presentation of gender in the manual could be slightly fine-tuned.** Gender is used broadly – e.g. ‘employees (by gender)’ page 37 – without articulating what is meant by gender. Here, the manual could use the ILO’s institutional understanding of gender as ‘a socio-cultural variable that refers to the comparative, relational or differential roles, responsibilities, and activities of females and males’. Without a brief, but important, definition of gender the term tends to be reduced to biological sex difference; an understanding which fails to capture structural inequities relevant to skills development of workers, enhanced business capability and export potential.

The danger of reducing stakeholder understanding of gender to biological sex alone **risks limiting STED gender analysis to sex disaggregated data.** Information yielded from such data (e.g. sex differences and sex ratio imbalances) is limited and numeric inequity does not necessarily imply inequitable gender impact. Understanding that STED is a tool chiefly for Low and Middle Income Countries (LMICs) where certain data categories may present challenges, multivariate analysis (e.g. sex and age, education level or level of ability) may be a useful way of building gender measurement and analysis, along with data collection capacity in stakeholders. This suggestion is intended to enhance the STED manual’s current attention to gender, which is important and should not be lost.

Implementation

Attention to gender was impressive in the STED horticulture implementation in Malawi. The farmers that received horticultural capacity building training were initially identified as a group of 40 female farmers. This is in line with STED aims to promote learning and employment amongst women. However, 10 male farmers were added into the group for training due to the proximity of their plots to those of the women. All 50 participants and their spouses (both male and female) received gender sensitivity training regarding household finances and decision-making. The gender sensitivity training was conducted by external organisation Tradelines. This training was comprehensive, accessible and complimented the financial literacy and entrepreneurship training also offered by Tradelines.

The decision by ILO to commission this training **demonstrates a thorough understanding of how to programme for women’s economic empowerment** by providing opportunities to bring men (and female spouses) into discussion around increased income, crop cultivation and household investments. Further, the ILO engaged the village development committee (VDC) to mobilise spouses to attend the training. In addition to the STED sensitisation, the VDC expressed an interest in continuing sensitisation through its regular meetings. Despite the strengths of this training, it would have been **beneficial to include government stakeholders** to provide the opportunity for government capacity building on gender.

In Myanmar, there was less evidence of explicit attention to gender. In Cambodia, it was clear that **efforts had been made to increase female participation in the pilot training.** Whilst this had been more successful for the fruit and vegetable processing and baking training, there was little female representation in the mining or machining piloting. It must be noted, however, that the emphasis on female participation in the training was largely driven by TVET and the institutions themselves, who already offered discounted

¹ For example: “This should include analysis of key indicators of sector performance, the linkages to skills and, to the extent possible, the way in which this impacts on employment (by gender) and employees in the sector” page 24.

rates to females for training programmes. However, this emphasis was upheld by the ILO through the support for the pilots.

Labour Standards

STED's most relevant application to the International Labour Standards are around vocational guidance and training. In Malawi, STED work linked government recognition of skills, educational institutions and industry through RPL and WIL. The implementation of STED in Cambodia and Myanmar also included support for the recognition of prior learning. This is important in enabling unqualified workers to have their skills recognised and thereby continue with formal training if desired, or facilitate them in obtaining more formalised employment contracts, thereby supporting better working conditions. In Myanmar and Cambodia, the programme also supported in the mutual recognition of skills (MRS). This is an important way of facilitating the free-flow of workers around the ASEAN regions, and ensuring the protection of migrant workers who can then fall under the social and employment benefit structure in other countries.

The ILO's support of tripartite dialogue worked toward social and employment policy as outlined in the International Labour Standards. In Malawi, the inclusion of the Malawi Trade Union Congress (MTUC) was a positive move toward supporting workers' right to organise. Continued inclusion of union throughout the STED process could facilitate STED beneficiary participation in collective bargaining. While the MTUC's participation in the STED research process and the knowledge sharing in Siem Reap were useful, at implementation it may have been useful to foster stronger links between the MTUC and the group of smallholder farmers (i.e. greater link between workers organisations and STED implementation beneficiaries).

Sustainable Development Goals

STED is well positioned to work toward the UN's 2030 Agenda for Sustainable Development through both the Sustainable Development Goals (SDGs) and the wider Leave No One Behind agenda. STED's focus on skills anticipation for sectoral development and growth opportunities compliments and contributes to SGD 8, which seeks to "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all". STED also has synergies with the Leave No One Behind agenda, which aims to ensure the SDGs reach the most marginalised and those living in extreme poverty. STED's sectoral analysis on skills needs serves to produce data beyond aggregate national level employment data, which can help illuminate disparities to be considered in employment/skills policy formulation and programme design. STED's aim to anticipate skills needs and create evidenced based approaches to skills policy holds potentially beneficial outcomes for both individual workers (through higher levels of employment, more productive employment, and decent work), as well as the economic growth of countries (through increased productivity and diversification of export sectors).

9.0 Recommendations, Emerging Good Practices and Lessons Learnt

Based on the findings presented above, we propose the following recommendations:

	Recommendation	Background	Responsibility	Priority	Cost Implication
1	The ILO STED team should continue with plans to develop a STED 'light' version, which places less emphasis on surveys, and a greater focus on the collaborative process.	<ul style="list-style-type: none"> • STED needs to be adapted to the local context. • Some countries have less interest or capacity to implement the full STED approach, particularly when many sectoral studies already exist. • The timeframe available for STED was often limited, with stakeholders reporting difficulty in conducting surveys as prescribed in the STED methodology. 	STED global team	Short to medium term	Low
2	The ILO STED team should continue with plans to upgrade the STED manual. This should include case studies of other approaches that have worked well, and provide more guidance on data analysis and qualitative approaches.	<ul style="list-style-type: none"> • Other successful approaches, such as the integration of STED with the Rapid Foresight methodology in Tunisia should be documented in the upgraded manual. • Stakeholders expressed the need for more guidance on qualitative approaches and analysing quantitative data. 	STED global team	Short term	Low
3	The ILO Skills Branch should ensure that future STED country projects plan for and include funding for the implementation of STED recommendations, and that this implementation is clearly communicated to stakeholders active in the analytic phase.	<ul style="list-style-type: none"> • There was consistent feedback about the importance of the implementation phase, particularly to ensure the full buy-in of national partners. • Sectors without implementation in STED were a source of dissatisfaction amongst government partners. • The motivation to institutionalise STED in Malawi was primarily because of the implementation phase. 	Skills branch with lead from STED global team	Medium to long term	Medium
4	The ILO STED team should ensure that future communication, outreach and knowledge-sharing activities are underpinned by a stronger	<ul style="list-style-type: none"> • Greater strategy around the timing, audience, format, and follow-up from STED learning events could have enabled them to have a wider reaching and more impactful impact. 	STED global team and ILO communications	Immediate	Low to medium

	strategy in terms of intended impacts, target audience, format and timing.	<ul style="list-style-type: none"> • Communication within countries could have improved and greater outreach about the programme's progress with all relevant partners. This would have allowed even greater national buy-in. 			
5	Core STED staff should have more regular strategic and higher-level meetings to facilitate quicker programme adaption and course correction.	<ul style="list-style-type: none"> • Stakeholder noted delays and challenges to changing the design of the project in response to performance. • For example, there were delays in shifting resources and the focus toward Malawi after greater interest was expressed by national counterparts than expected. • In Myanmar, there was a lack of a strategy in terms of what to do with the STED report on mango. 	STED global team (also to include regional and national ILO staff relevant to STED)	Medium term	Low
6	The ILO and relevant funders should implement STED only in countries that have expressed strong interest (alongside a trade strategy refresh or increased attention to trade policy), and where extensive consultations with the country office and national counterparts have taken place.	<ul style="list-style-type: none"> • A success factor in Malawi was the strong national buy-in, which stemmed from their early demand for STED after the development of the National Export Strategy. • In Myanmar, the project felt imposed from the global level, which led to a lack of ownership, and inefficiencies at the beginning of the project due to the need for extensive government consultations. • There was less evidence of engagement with ministries of trade in Myanmar and Cambodia, unlike in Malawi where the Ministry of Trade led the request for STED. 	ILO and Development Partners/Donors	Immediate and ongoing	Medium
7	Consider concentrating STED resources into fewer countries to ensure adequate senior technical staffing on the ground and budget for implementation (or consider ways to sell STED to middle-income countries).	<ul style="list-style-type: none"> • Myanmar suffered some neglect due to its small budget. It was inadequately staffed which meant activities were contracted to external consultants, and there were challenges experienced in obtaining buy-in to competency standards in the tour guides sector. 	Global STED team, ILO DCWP offices	Short and ongoing	Low
8	Consider supporting more robust evaluation of pilot trainings conducted under STED to understand the impact of the training, and feedback on any required changes.	<ul style="list-style-type: none"> • STED could have placed increased focus on more robustly evaluating and assessing both the process and impact of the STED trainings. • In Malawi the external organisation, Tradelines, which conducted the business and gender trainings expressed interest in evaluating the 	Development Partners/Donors/, Global STED team, ILO EVAL	Immediate and throughout future STED work	Medium

		impact of their training but was informed that this would not be needed by the ILO.			
9	Consider regional STED approaches for neighbouring countries, providing adequate national level interest.	<ul style="list-style-type: none"> • It was noted by ILO stakeholders in Malawi that other countries in the SADC region faced similar skills issues, particularly in the horticulture sector. Furthermore, targets for farmers to meet industry standards are the same across the region. • There has been the sharing of learning and lessons from STED with the market and value chain analysis projects in Mozambique and Zambia, which are also funded by SIDA. This highlights the wider regional relevance of STED. 	Global STED team, ILO DCWP offices, Development Partners/Donors	Short term and ongoing	Low
10	The combination of a global team with decentralised country activities adds value to the programme, particularly in supporting knowledge-sharing initiatives and ensuring technical consistency.	<ul style="list-style-type: none"> • Global technical backstopping ensured that there were no technical gaps during staff movement at the country level, and ensured technical consistency between the countries. • The global component included a range of activities that were effective in sharing learning between the different countries on STED, as well as to communicate the achievements of the programme. 	SIDA	Medium to long term	High

This evaluation highlighted several **lessons learned**. These are presented in more detail in Annex 2, with a summary presented below:

- The importance of a global component to projects to ensure coherence between country activities as well as technical consistency.
- The development of competency standards can enable quick wins, which raises the credibility and visibility of the ILO amongst national constituents.
- Engaging with industry can be time consuming - specifically, it takes time to engage with the right people in industry. Projects need to allow adequate time to undertake thorough industry consultations.
- The importance of senior technical officer on the ground with understanding of political sensitivities to ensure buy-in by all national partners.

A range of **good practices** emerged from our review (with details in Annex 2):

- STED efficiently harnessed the synergies of other ILO projects, which allowed project activities to be sustained or completed.
- STED's reach was extended through the global team providing technical input into a wider network of projects.
- STED showed effective collaboration with other development partners working in the same sector. In particular, the collaboration of the STED team with LuxDev in Myanmar was notable.
- Templates related to the RBM/M&E tool are important to ensure understanding and operationalise the tool at the country-level.
- STED effectively garnered the support of higher-level government and partner institution staff, which was a key success factor in the project.
- The global technical capacity was successful in providing remote technical input to country, and this was particularly useful to ensure there were no technical gaps due to staff movement.
- The inclusion of national partners into the STED analysis and implementation stages is key to ensure national capacity building.

Annex One: Country Activities

Mar: STED country staff training in Geneva

Apr:

- Malawi project officially launched, PSC formed, and sector selection workshop conducted.
- Scoping reports for Malawi, Cambodia and Myanmar.
- First Technical Progress Report
- Cambodia initial meetings

May:

- Malawi kick-off meeting for research team

Jun:

- Malawi first steering meeting
- Cambodia official introduction of the project



Q1-2 2015

Q3-4 2015



Jul:

- Cambodia sector selection note
- Malawi field research presented at second PSC

Aug:

- Myanmar tripartite workshop sector selection
- Malawi follow up in-depth interviews

Sept:

- Cambodia tripartite workshop on sector selection
- Formation of PSC in Myanmar

Nov:

- Malawi PSC meeting and presentation draft STED report

Dec:

- Establishment of Cambodia PAC
- Myanmar tourism skills survey

Jan:

- Cambodia enterprise and skills supply surveys

Feb:

- Myanmar and Malawi tripartite consultation STED validation workshop
- Myanmar fruit and vegetables sector survey

Mar: Cambodia tripartite consultation STED validation workshop

Apr:

- Second Technical Progress Report
- Mid-term evaluations

June: Malawi STED training for key stakeholders



Q1-2 2016

Q3-4 2016



Sept:

- Cambodia consultation on competency profiles, standards and curriculum
- Malawi scoping mission to Bvumbwe
- Myanmar presentation of survey on Mango

Oct:

- Myanmar workshop for senior trainers in MoHT
- Myanmar piloting of assessment tools for tour guides

Nov:

- Cambodia STED training for key stakeholders
- Myanmar consultation on STED mango survey

Dec:

- Malawi STED report published

Mar:

- Third Technical Progress Report
- Cambodia Industrial Advisory Board formed and draft standards presented and endorsed; and training of trainers conducted.

Apr:

- Cambodia piloting of training courses, and training of trainers on new competency standards.
- Malawi support package for women farmers developed

May:

- Malawi training needs assessment and development of training materials.
- Cambodia training on Level 1 and 2 professions by the ITI and NPIC.



Q1-2 2017

Q3-4 2017



Jul: Cambodia ITC training on arc welding level 2.

Aug:

- Malawi training on horticulture concepts.
- Malawi training on businesses was developed and delivered.

- Malawi orientation programme on gender equality was developed.

- An outgrower scheme was established with Roseberry Farms in Malawi.

Sept:

- Malawi established National STED Mechanism, with research group identified.

- Training for new research team.

- Cambodia training of assessors from NPIC and ITI, and selection of companies.

Oct:

- Cambodia workshop on Sector Skills Councils

Annex Two: Lessons Learnt and Emerging Practices

Lessons Learnt

<p>Lesson Learned Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of lesson learned (link to project goal or specific deliverable)	The importance of a global component to projects to ensure coherence between country activities as well as technical consistency.
Context and any related preconditions	STED includes country level activities, as well as a global component which allows for technical backstopping.
Targeted users / Beneficiaries	ILO staff designing projects
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	
ILO administrative issues (staff, resources, design, implementation)	
Other relevant comments	

<p>Lesson Learned Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of lesson learned (link to project goal or specific deliverable)	The development of competency standards can enable quick wins, which raises the credibility and visibility of the ILO amongst national constituents.
Context and any related preconditions	The development of competency standards is highly relevant to many countries, supporting in the recognition of prior learning, as well as the mutual recognition of skills in South East Asia. As such,

	support in this area can be very well-received by national constituents.
Targeted users / Beneficiaries	ILO staff designing projects
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	
ILO administrative issues (staff, resources, design, implementation)	
Other relevant comments	

<p>Lesson Learned Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of lesson learned (link to project goal or specific deliverable)	Engaging with industry can be time consuming - specifically, it takes time to engage with the right people in industry. Projects need to allow adequate time to undertake thorough industry consultations.
Context and any related preconditions	Tripartite engagement was key to ensure skills development was demand-driven and relevant to industry. However, engaging with the right people can take time, as many introductory meetings with junior staff may be first required.
Targeted users / Beneficiaries	CTAs and NPOs
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	
ILO administrative issues (staff, resources, design, implementation)	
Other relevant comments	

Lesson Learned Template

Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID

Name of Evaluator: Ecorys Date: 8 Dec 2017

The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.

Brief summary of lesson learned (link to project goal or specific deliverable)	The importance of senior technical officer on the ground with understanding of political sensitivities to ensure buy-in by all national partners.
Context and any related preconditions	More junior staff may not have adequate political understanding to handle any resistance to project activities by national partners. It is important that projects are adequately staffed with sufficient senior technical capacity.
Targeted users / Beneficiaries	ILO staff designing projects
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	
ILO administrative issues (staff, resources, design, implementation)	
Other relevant comments	

Emerging Good Practices

<p>Emerging Good Practice Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	STED efficiently harnessed the synergies of other ILO projects, which allowed project activities to be sustained or completed.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Existence of relevant programmes with similar aims
Establish a clear cause/ effect relationship	
Indicate measurable impact and targeted beneficiaries	Further implementation of project activities
Potential for replication and by whom	Other country projects
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

<p>Emerging Good Practice Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	STED's reach was extended through the global team providing technical input into a wider network of projects.

Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Global team with technical expertise
Establish a clear cause/ effect relationship	
Indicate measurable impact and targeted beneficiaries	Further implementation of project activities
Potential for replication and by whom	Other global programmes
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

Emerging Good Practice Template	
Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID	
Name of Evaluator: Ecorys Date: 8 Dec 2017	
The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	STED showed effective collaboration with other development partners working in the same sector. In particular, the collaboration of the STED team with LuxDev in Myanmar was notable.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Other development partners working in the same area.
Establish a clear cause/ effect relationship	Pro-active collaboration and regular communication between partners.
Indicate measurable impact and targeted beneficiaries	Synergies between projects.
Potential for replication and by whom	CTAs
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

<p>Emerging Good Practice Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	Templates related to the RBM/M&E tool are important to ensure understanding and operationalise the tool at the country-level.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Complex causal relations means the RBM/M&E tool can be detailed and complicated to operationalised.
Establish a clear cause/ effect relationship	Templates facilitate the understanding and use of the tool.
Indicate measurable impact and targeted beneficiaries	
Potential for replication and by whom	Designers of the RBM/ M&E tool
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

<p>Emerging Good Practice Template</p> <p>Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID</p> <p>Name of Evaluator: Ecorys Date: 8 Dec 2017</p> <p>The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.</p>	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	STED effectively garnered the support of higher-level government and partner institution staff, which was a key success factor in the project.

Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Country level programmes where the ILO has access to engage with higher-level staff.
Establish a clear cause/ effect relationship	The commitment and support of higher-level national counterparts facilitates effectiveness and efficiency in delivering anticipated outputs.
Indicate measurable impact and targeted beneficiaries	
Potential for replication and by whom	CTAs.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

Emerging Good Practice Template	
Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID	
Name of Evaluator: Ecorys Date: 8 Dec 2017	
The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The global technical capacity was successful in providing remote technical input to country, and this was particular useful to ensure there were no technical gaps due to staff movement.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Global level staff with strong technical capacity.
Establish a clear cause/ effect relationship	Strong technical input can support new staff members at the country level.
Indicate measurable impact and targeted beneficiaries	
Potential for replication and by whom	ILO staff and donors designing projects.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

Emerging Good Practice Template	
Evaluation Title: STED Project TC/SYMBOL: GLO/14/11/SID	
Name of Evaluator: Ecorys Date: 8 Dec 2017	
The following Lesson Learned has been identified during the course of the evaluation. Further text can be found in the conclusions of the full evaluation report.	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The inclusion of national partners into the STED analysis and implementation stages is key to ensure national capacity building.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Activities in country with national partners involved.
Establish a clear cause/ effect relationship	Collaborating closely in project implementation with national partners helps to build their capacity.
Indicate measurable impact and targeted beneficiaries	
Potential for replication and by whom	CTAs
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	

Annex Three: Terms of Reference

Project TC Code and Administrative Unit in the ILO responsible for administrating the project:	Umbrella GLO/14/11/SID <ul style="list-style-type: none"> • GLO/14/63/SID (SKILLS) • RAS/14/65/SID (CO-Bangkok) • MLW/14/50/SID (CO –Lusaka)
Technical Unit(s) in the ILO responsible for backstopping the project	SKILLS, Employment Policy Department
Type of evaluation	Independent
Timing of evaluation	Final

Project background and Introduction

STED Programme

The Skills for Trade and Economic Diversification (STED) programme provides guidance for the integration of skills development in sectoral policies. STED is a sector level methodology and is designed to support growth and decent employment creation in sectors that have the potential to increase exports and contribute to economic diversification. STED takes a forward-looking perspective, anticipating a sector's development and growth opportunities based on its global competitive position and market development. Together with an analysis of current skills supply and demand, this provides an outlook of existing and future skills shortages and skill gaps. Thus, STED supports the formation of skills for which there is demand in the labour market and helps to avoid skills mismatches. The immediate outcomes of the STED process are concrete recommendations on skills development at the policy, institutional and enterprise levels for each sector targeted. The process involved in designing these recommendations itself contributes to improvements on the ground by raising awareness and stimulating dialogue on skills development among key stakeholders within a sector. As such, the STED programme provides a framework for partnerships among labour ministries, trade ministries, TVET institutions, employers' organizations and trade unions and sector bodies to bring their individual perspectives and information together. STED helps to integrate skills development in the trade policy, to anticipate and prepare for emerging skill needs, and to increase competitiveness of business and productivity of workers in the selected sectors.

After its launch in 2010, STED was piloted in four countries: Ukraine (Metal and Tourism sectors), FYR Macedonia (Tourism and Food processing), Kyrgyzstan (Garments) and Bangladesh (Agro-processing and Pharmaceuticals). Since then STED has been implemented in a number of countries within the framework of the following projects financed by different donors:

1. SIDA-funded "Scaling up STED: Skills for Trade and Economic Diversification"

Countries and sectors covered:

- Malawi (Horticulture and Oil seeds sectors),
- Cambodia (Light manufacturing and Food processing sectors) and
- Myanmar (Tourism and Vegetable& fruits sectors)

2. Russian-funded "Applying the G20 Training Strategy Project"

STED activities in:

- Viet Nam (Tourism) and
- Jordan (Pharmaceuticals and Food processing)

3. Aid for Trade Initiative for the Arab States

Countries and sectors covered:

- Egypt (Food processing and Furniture)
- Tunisia (Metallurgy and Food Processing sectors)

9.1.1 SIDA-funded “Scaling up STED: Skills for Trade and Economic Diversification”

The project is intended not just as a stand-alone implementation of STED in the three targeted countries, but also as a major contribution to maturing STED into a coherent programme. Hence the project has three main components and their main outputs are:

➤ Component 1: STED country projects

Main outputs:

- **Cambodia:** full STED programme in two selected sectors: Analysis of export growth potential sectors, analysis of skill needs to realise that growth, support to the establishment of industry skills councils, implementation of recommendations to upgrade TVET provision in at least one target sector
- **Myanmar:** STED analysis in two selected sectors, skills gaps analysis in those sectors, tripartite partner recommendations for TVET, and development of implementation work plans
- **Malawi:** STED analysis of skill needs in two sectors already identified in the National Export Strategy and capacity building to upgrade training in at least one sector

➤ Component 2: STED programme development

Main outputs:

- Results-based Management (RBM) and Monitoring and Evaluation (M&E) frameworks
- Experts vetting workshop for the two frameworks (2014-15)
- Knowledge products from analytical research with WTO
- Comparative studies based on country background research
- Pilot testing of the RBM and M&E framework in the target countries
- Programme management

➤ Component 3: Regional and global knowledge-sharing

Main outputs:

- Arab States Knowledge Sharing Workshop (linking this project to broader knowledge sharing with the Aid for Trade initiative)
- Expanding the Global Public-Private Knowledge Sharing Platform on skills for employment (Global KSP)
- Knowledge sharing workshop on STED (last semester of the project, 2017)

As the country implementation parts are decentralised to the relevant regions (Malawi (MLW/14/50/SID) and Cambodia and Myanmar (RAS/14/65/SID)), the Global Component (GLO/14/63/SID) of the project is responsible for the project inception period as well as for the outputs under Components 2 and 3 and the overall coordination.

On the basis of the STED programme’s proposed strategy for 2017 to focus both on further building on STED programme and implementation in target countries, **an additional amount of 622'895 USD** was allocated by the SIDA. The detailed outputs of the additionally funded project activities were:

➤ Work on further building the programme focuses on:

- further developing the STED programme;
- outreach and advocacy as well as the development of relevant promotional materials (e.g. video stories, success stories);
- collaboration and partnership with other trade-related agencies;.
- continuous technical backstopping and coordination of country level work through the central component.

➤ For Malawi, the project aims to build on the STED analytic work in Malawi, and on synergizing implementation with other ILO interventions.

Main outputs:

- Enhance the capacity of women smallholder farmers and farmworkers working in open space vegetable cultivation, in productivity improvement, disease control, basic business principles and life skills
 - Support in institutionalizing the STED analytical skills anticipation approach
- For Cambodia, the strategy was to put limited resources into making the most of implementation activities already underway. The additional funding is devoted to supporting STED work in Cambodia in the following areas:
- Main outputs:
- Piloting of competency standards and curriculum
 - Technical conceptual support to the design of the establishment of a Skills Council for Manufacturing through workshop (collaboration with the ADB, as the ADB's project is leading the work on the establishment of a Skills Council)
- Overview of Project budget:

Components	Initial Budget (USD)	Additional allocation 2017 (USD)	Total Budget (USD)
Global Component - GLO/14/63/SID	1,419,042	181,516	1,600,558
Malawi - MLW/14/50/SID	682,577	291,954	974,531
Cambodia and Myanmar - RAS/14/65/SID	1,490,892	149,425	1,640,317
Total	3,592,511	622,895	4,215,406

Purpose, objective and scope of the evaluation

As per ILO evaluation policy, the project is subject to a mid-term and final evaluation, one of which must be independent. A mid-term internal evaluation having been completed in June 2016 (covering the first 20 months of the project), the final evaluation will therefore be independent.

The core objective of the evaluation is to assess the outcomes of the project and the likelihood that the project interventions will achieve impact. The evaluation provides an opportunity for in-depth reflection on the project strategy and assumptions guiding the project interventions.

The evaluation will analyse STED outcomes in the context of raising the awareness of the need to push policy coherence between trade and skills development, and developing forward looking approaches in skills assessments to help countries in reaching SDGs and face challenges linked to the future of work.

The scope of the evaluation covers 42 months from June 2014 till December 2017 including the inception period as well as the implementation of 2017 (partially) supported through the additional funding. The final independent evaluation will assess and review the implementation of all the above-mentioned main outputs of the project's different components.

Clients for the evaluation are the ILO's tripartite constituents, the SIDA (donor), the ILO Employment Policy Department, and other relevant colleagues at the HQ and field. While being summative by nature, it is important that the evaluation also includes a formative approach and generates key lessons which can feed into the fine tuning of the STED programme and its tools which are being further developed at HQ level and applied at country level.

Evaluation Criteria

The independent evaluation will enable the ILO, the donor (SIDA), constituents and other relevant stakeholders to assess and review the achievement of the project including its decentralized components and determine how to improve strategy and implementation arrangements of upcoming STED application at country level to achieve the desired development results. It will also help stakeholders to see if STED is a valuable tool for tackling labour market

challenges in the future and the ILO to improve the methodology further to make it fit for purpose for the future of work.

The evaluation will be based on the OECD DAC evaluation criteria which are the five criteria listed below:

- The relevance and strategic fit of the project; the extent to which the objectives are keeping with sub-regional, national and local priorities and needs, the constituents' priorities and needs, and the donor's priorities for the project countries;
- Project progress and effectiveness: - the extent to which the project can be said to have contributed to the development objectives and the immediate objectives and more concretely whether the stated outputs have been produced satisfactorily; in addition to building synergies with national initiatives and with other donor-supported projects and project visibility;
- The validity of project design: the extent to which the project design, logic, strategy and elements are/ remain valid vis-à-vis problems and needs;
- Effectiveness of management arrangements and efficiency of resource use: the productivity of the project implementation process taken as a measure of the extent to which the outputs achieved are derived from an efficient use of financial, material and human resources;
- Impact orientation: the positive and negative changes produced by the project, directly or indirectly, intended or unintended.
- Project sustainability: the extent to which adequate capacity building of social partners has taken place to ensure mechanisms are in place to sustain activities and whether the existing results are likely to be maintained beyond project completion.

The list of evaluation questions will be discussed with the consultant-to-be in detail. (Please see Annex for the proposed questions). Discussion will aim to clarify which questions will be posed to which type of stakeholders.

The Evaluator is also asked

- To produce specific recommendations to enhance the use of project findings by the ILO and the SIDA and their constituents,
- To produce recommendation for the improvement of the management with a view of further scaling-up STED into a coherent programme.

The Evaluator is also asked to analyse the project's performance related to ILO's cross-cutting issues on gender, labour standards, and tripartism/social dialogue.

All the relevant project documents will be shared with the consultant at the start of the contract.

Methodology and framework

The methodology for all project components will be common in order to facilitate the consolidation of a global report and generate sufficient information for the evaluation.

The methodological approach will include several methods, with analysis of both qualitative and quantitative data, including:

- Desk review of documents related to the project, including the initial project document, technical progress reports, training and workshop reports and other documents developed by the project.
- Review of the STED RBM and M&E Framework (manual and tools), developed by the project, and its piloting.
- Meetings and interviews with the project team in HQ, with specialists in HQ involved in STED, SIDA representatives as well as with the project staff and relevant Skills Specialists in the field.
- Interviews with relevant experts of the key collaborating partners of the project
- Field interviews with project implementing partners and project beneficiaries to more in depth reviews of project activities, strategies and the delivery of outputs and outcomes.

A detailed methodology will have to be provided by the evaluator as part of the inception report and approved by the evaluation manager.

Relevant data should be sex-disaggregated and different needs of women and men should be considered throughout the evaluation process. The suggested structure for the independent evaluation report is set out in the annex.

Deliverables

The consultant should provide the following deliverables:

Deliverable 1: Inception report with methodology

The inception report should detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods; proposed sources of data; and data collection procedures. The inception report should also include an evaluation matrix, proposed schedule of tasks, activities and deliverables.

Guidance is available at the following link:

http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165972.pdf

Deliverable 2: Draft evaluation report

To be submitted to the evaluation manager in the format prescribed by the ILO, including templates on lessons learnt and emerging good practices, available at:

http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165967.pdf

Deliverable 3: Presentations of draft report

A presentation should be prepared for the ILO and SIDA on the draft report.

Deliverable 4: Final evaluation report with executive summary

To be submitted to the evaluation manager. The quality of the report will be determined based on quality standards defined by the ILO Evaluation unit. The report should be professionally edited;

An evaluation report of no longer than 30-35 pages, excluding annexes. A final independent evaluation report will integrate comments from ILO.

Tentative timeline:

- Submission of inception report with detailed methodology by 24 October 2017
- Submission of draft report to the Evaluation Manager by 8 December 2017
- Presentation of the draft report to the ILO and SIDA by 11 December 2017
- Submission of final report to the Evaluation Manager by 31 December 2017

The quality of the report will be determined by conformance with Checklist 4 Formatting Requirements for Evaluation Reports, and Checklist 5 Rating for Quality of Evaluation Reports. The Evaluation Manager will give the clearance for the deliverables of the evaluator.

Management, schedule of payment and remuneration

The evaluation will be funded from the Project budget. The Evaluation Manager will be in charge of the selection of the evaluator in consultation with the STED team.

The STED team in Geneva and in the relevant field offices will provide logistical support to the evaluator and will assist in organizing a detailed evaluation programme for the meeting and interviews. The STED team will ensure that all relevant documentation is up to date and easily accessible by the evaluator. The team will also handle all contractual arrangements with the evaluator and provide any other assistance as may be required.

The STED HQ team includes Olga Strietska-Illina (Area Leader and Technical Supervisor), Con Gregg (Global CTA of the project), Bolormaa Tumurchudur Klok (Coordinator and Technical officer, STED). The STED team in Malawi

includes Naomy Lintini (STED CTA in Malawi) and Patrick Makondesa (STED National Officer in Malawi). The STED team in Cambodia and Myanmar includes Ma. Concepcion Sardaña (STED CTA for Cambodia and Myanmar) and Rim Khleang (STED National Officer in Cambodia).

The evaluation process is expected to be undertaken over a period of two months and should be concluded by 31st December 2017.

The planned activities of the evaluation exercise and the corresponding timelines are indicated below:

Phase	Tasks	Level of Effort (in days)	Deadline (2017)
1.	Contract Signing		5 October
2.	Desk review of project related documentation	1	10 October
3.	Inception and briefing meeting with Evaluation Manager	½	10 October
4.	Desk review of project related documentation	2½	13 October
5.	Design of evaluation instrument based on desk review	1	13 October
6.	Inception report	1	24 October
7.	Mission to Geneva Interviews and Consultations with:- <ul style="list-style-type: none"> • Project management/staff • Staff from Skills and Employability Branch • Project Partners (WTO and others) 	2	30-31 October
8.	Mission to Cambodia <ul style="list-style-type: none"> • Project staff • Skills specialists (field), ILO field management • Project Partners (ILO constituents + other national, sectoral and development partners) 	7	25 November
9.	Mission to Myanmar <ul style="list-style-type: none"> • Project staff • ILO field management • Project Partners (ILO constituents + other national, sectoral and development partners) 	5	18 November
10.	Mission to Malawi <ul style="list-style-type: none"> • Project staff • Skills specialists (field), ILO field management • Project Partners (ILO constituents + other national, sectoral and development partners) 	7	25 November
11.	Draft Evaluation Report	6	5 December
12.	Presentation of the draft report	1	11 December
13.	Feedback from ILO		15 December
14.	Evaluation Report finalization	4	31 December
15.	Submission of final Report		31 December
16.	Total Level of Effort	37	
17.		days	
18.			

List of proposed evaluation questions

The evaluation will examine the project on the basis of the questions listed below and against the standard evaluation criteria mentioned above. The evaluators will start from the proposed set of questions and develop a more detailed analytical structure of questions and sub-questions. Gender equality concerns will always be taken into account.

Relevance and Strategic fit	<ul style="list-style-type: none"> • Has the project supported global strategies on skills development and does it address the situation facing member States' governments and social partners? • To what extent has the project been coherent and complementary to ILO's strategy with regards to skills development? • To what extent has the project approach included the comparative advantage of ILO? • Has the project supported the existing policy frameworks and priorities for economic development in target countries? <ul style="list-style-type: none"> ○ To what extent does the Project make a relevant contribution to skills development in the selected sectors of target countries? ○ Has the Project supported the realization of the Decent Work Country Programme outcomes and the needs and priorities of ILO partners in target countries? ○ To what extent were the project objectives consistent with the requirements of national policy frameworks in target countries? • Does the project align with ILO's mainstream strategy on gender equality?
Project progress and effectiveness	<ul style="list-style-type: none"> • What outputs have been produced and delivered, and has the quality and quantity of these outputs been satisfactory? • Were outcomes/outputs produced and delivered as per work plan? How do the stakeholders perceive them? Do the benefits accrue equally to men and women? • Has the Project achieved its planned objectives? To what extent management capacities and arrangements supported the achievements of results?
Validity of project design	<ul style="list-style-type: none"> • Was the project design adequate to meet project objectives? • Was the project design chosen in terms of methods, timing, and staffing conducive to achieving quality products and results? • To what extent was the project design adequate and effective for strengthening capacities in identifying and addressing skills gaps in sectors exposed to international trade? • Do outputs causally link to the intended outcomes/objectives? • Did the project design adequately plan for an effective participation of partners at sector level in the implementation of the project? • Do what extent the project design adequate and effective in the coherence and complementarity between the different components of the project? • Were the planned monitoring and evaluation arrangements adequate?
Effectiveness of management arrangements	<ul style="list-style-type: none"> • In what ways has the Project used the ILO managed programme resources efficiently (funds, human resources, etc.)? Could things have been done differently or more efficiently? • Have Project funds and activities been delivered by ILO in a timely manner? What are the factors that have hindered timely delivery of project funds and the counter-measures that were put in place? • Are the available technical and financial resources allocated and used strategically to provide the necessary support and to achieve broader project objectives? • How appropriate and useful were the project's RBM and M&E frameworks, if any, including targets and indicators, in assessing Project's progress and outputs? • How effective were the backstopping support provided so far by the ILO to the project?

Project sustainability	<ul style="list-style-type: none"> • What are the possible impacts of the Project? Is the project strategy and management steering towards impact and sustainability? • Are implementing partners able to, willing and committed to continue with similar interventions? • Is the Project contributing to the strengthening of the enabling environment at country level (laws, policies, technical capacities, local knowledge, people’s attitudes, etc.)? • How likely is it that the procedures and tools developed by the project will be replicated in future? • How much is the methodology suited to help countries to reach SDGs and to be prepared for the challenges of future labour markets?
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Annex Four: List of Interviewees

Geneva Mission

Meeting Date	Attendees	Role	
Geneva Visit			
30 Oct 2017	Dorothea Schmidt-Klau (DSK) Bolormaa Tumurchudur-Klok (BTK) Olga Strietska-Ilina (OSI)	Head of DCMU, Evaluation Manager for STED Technical Officer, STED Senior Skills and Employability Specialist	
	Olga Strietska-Ilina (OSI) Jean Francois Klein (JFK) Dorothea Schmidt-Klau (DSK) Girma Agune (GA) Ashwain Aggarwal (AA) Angelica Munos Marmolejo (AMM) Cezar Dragutan (CD) Bolormaa Tumurchudur-Klok (BTK) Jeannette Sanchez (JS) Valentina Barcucci (VB)	Senior Skills and Employability Specialist Senior Administrator (DCMU), Evaluation Focal Point Head of DCMU, Evaluation Manager for STED Branch Chief, Skills and Employability Branch Senior Skills and Employability Specialist Technical Officer (Russian Funded Applying G20...) CTA (Russian Funded Applying G20...) Technical Officer, STED Knowledge Manager, Skills Knowledge Sharing Platform Technical Officer (Norway Project)	
	Jean Francois Klein (JFK) Dorothea Schmidt-Klau (DSK)	Senior Administrator (DCMU), Evaluation Focal Point Head of DCMU, Evaluation Manager for STED	
	Jean Francois Klein (JFK)	Senior Administrator (DCMU), Evaluation Focal Point	
	Bolormaa Tumurchudur-Klok (BTK) Olga Strietska-Ilina (OSI) Cornelius Gregg (CG)	Technical Officer, STED Senior Skills and Employability Specialist Senior Technical Specialist	
	Olga Strietska-Ilina (OSI)	Senior Skills and Employability Specialist	
	Cornelius Gregg (CG)	Senior Technical Specialist	
	Marc Bacchetta	Counsellor, WTO	
	31 Oct 2017	Girma Agune (GA)	Branch Chief, Skills and Employability Branch
		David Cheong	CTA, EU Funded Project
Jeannette Sanchez (JS)		Knowledge Manager, Skills Knowledge Sharing Platform	
Angelica Munos Marmolejo (AMM) Cezar Dragutan (CD) Cornelius Gregg (CG)		Technical Officer (Russian Funded Applying G20...) CTA (Russian Funded Applying G20...) Senior Technical Specialist	
Bolormaa Tumurchudur-Klok (BTK)		Technical Officer, STED	
Ashwain Aggarwal (AA)		Senior Skills and Employability Specialist	

	Valentina Barcucci (VB)	Technical Officer (Norway Project)
	Mohammed Mwamadzingo	Senior Economist, Bureau for Workers Affairs, ACTRAV
	Tugschimeg Sanchir	Senior Adviser, Bureau for Employers' Activities, ACTEMP
	Dorothea Schmidt-Klau (DSK) Bolormaa Tumurchudur-Klok (BTK) Olga Strietska-Ilina (OSI) Cornelius Gregg (CG)	Head of DCMU, Evaluation Manager for STED Technical Officer, STED Senior Skills and Employability Specialist Senior Technical Specialist
Skype Interviews		
6 Nov 2017	Christine Hoffman	ILO Decent Work Team/County Office-Cairo
10 Nov 2016	Hanna Marsk	SIDA Representative
	Jonas Aissi, Andrea Marinucci, Peter Rademaker	Pardev Representatives
	Naomy Lintini	Former STED CTA, Malawi

Malawi Mission

Meeting Date	Meeting No.	Attendees	Role/ Organisation
19 Nov 2017	Arrival, brief initial introduction with Patrick		
Day 1 20 Nov. 2017	1	Patrick Makondesa (PM) Gift Mabvumbe (GM) Chisomo Ngosi (CN)	National Project Officer (STED) National Project Officer (Skills for Employability) ILO Malawi staff member (former intern)
	2	Dr Kafere	Director of Skills- Ministry of Labour (MoL)
	3	Samuel Madula	Permanent Secretary- Ministry of Labour
	4	Gift Mabvumbe (GM)	National Project Officer (Skills for Employability)
	5	Mr Muyepa	Director of Planning- Ministry of Labour
	6	Lereto Lekhoanba (LL) & Ruben (R)	Tradelines
21 Nov. 2017	7	Felix Nankhuni (FN)	Planning and Research Specialist- Technical, Entrepreneurial and vocational Training Authority (TEVETA)
	8	Ezron Chirambo (EC)	Trade Officer- Ministry of Trade (MoTO)
	9	Joseph L. Kankhwangwa (JK)	Project Officer- Malawi Congress of Trade Unions (MCTU)
	10	Grace Kuchulesi (GK) Elsie Salima (ES)	Director- Malawi Public Policy Research and Analysis Project (MPPRAP) Project Coordinator- MPPRAP and Ministry of Finance Economic Planning & Development (MoFEPD or MoF)
22 Nov. 2017	11	Hector Kamkuwe (HK)	Assistant Commissioner for Statistics-NSO
	12	Aubrey Matemba (AM)	Skills Specialist- MoL
22 Nov. 2017	Travel to Blantyre		
23 Nov. 2017	13	Ruth Kalima (RK) (TEVETA name unknown)	Founder- Roseberry Farms (TEVETA)
	14	Beyani Muthali (BM)	Employers' Consultative Association of Malawi (ECAM)
	15	Ellen Ziwoyn (EZ) Lughano Mlenga (LM)	Communications- ECAM Membership Services-ECAM
24 Nov. 2017		Attended Graduation Ceremony of Farmers Participating in Capacity Building Training	
	16	Four Female Farmers	STED Farming Participants

	17	Sam Mankhwanda (SM)	Bvumbwe Research Officer (Ministry of Agriculture)
	18	Donald Kachigamba (DK)	Bvumbwe Research Director (Ministry of Agriculture)
	19	Alexio Musindo (AM)	ILO Director for Zambia, Malawi and Mozambique
25 Nov. 2017	Return travel from Blantyre (incl. wrap up meeting with PM)		

Myanmar Mission

Date	Meeting Participants	Organizations
14 Nov	Ma. Concepcion Saradaña, STED CTA	ILO
15 Nov	Director (Mr) Rory Mungoven/ Deputy Director (Ms) Piyamal Pichaiwongse Programme Officer (Ms) Lourdes Kathleen Macasil	ILO
15 Nov	Director Daw Khin Mar Aye	National Skills Standards Authority
15 Nov	Training School Director U Aung Thu	MOHT Training School
16 Nov	Director General U Tint Thwin and team	Ministry of Hotel and Tourism
16 Nov	Further meeting with Ma. Concepcion Saradaña, STED CTA	ILO
16 Nov	Permanent Secretary U Myo Aung and team	Ministry of Labour, Immigration and Population
17 Nov	Representatives of Tour Guide Associations	Tour Guide Associations
17 Nov	Representatives of Travel Operators/ Associations	Travel operators/associations
17 Nov	Skype meeting with Carmela (Amy) Torres, Former Skills Specialist Bangkok	ILO
20 Nov	Skype meeting with Mr Bien Claravall, Tour Guide Competency Standards Consultant	External Consultant

Cambodia Mission

Date	Meeting Participants	Organizations
20 Nov	Ma. Concepcion Sardaña, STED CTA Rim Khleang, ILO-STED National Project Officer	ILO
20 Nov	Mr. Teang Sak, Director Department of Standards and Curriculum	DG TVET
21 Nov	Mr. Khim Yorm, Deputy Director Mr. Enn Vuthy, Chief Office	DG TVET
21 Nov	Kuoch Somean, Deputy Head, NEA Khun Sambath, Deputy Director of Employment and Manpower.	National Employment Agency
22 Nov	Mr. Muong Phasy, Vice President Hour Sokaon and teachers of pilot training course on Machining Loav Tek Veng, Thai Chharat and teachers of piloting training course on Baking Soy Rattana, Sok Chanty and teachers of piloting course on Fruit and Vegetable Processing Meeting with teachers and students of piloting course	National Polytechnic Institute of Cambodia (NPIC)
22 Nov	Meeting with Chairman of Industry Advisory Group on Manufacturing: Ms. Oknha Keo Mom, CEO of Lyly Food Industry	Lyly Food Industry
23 Nov	Attend the expert workers workshop to validate the competency assessment packages (CAP) of arc welding, machining, baking and vegetable processing, organized by Department of Standard and Curriculum, MOLVT	Ministry of Labour, Immigration and Population
23 Nov	Mr. Tep Sophorn, CAMFEBA	Camfeba
23 Nov	Mr. Nak Heng, Representative, National Union Alliance Chamber of Cambodia (NACC) Mr. Phoung Montry, Representative, Cambodia Confederation of Trade Union (CCTU) Ms. Meng Navy, Representative, Cambodia Labour Confederation (CLC)	Trade Unions (NACC, CCTU, CLC)
23 Nov	Mr. Sophorn Tun, National Coordinator, ILO Cambodia	ILO
24 Nov	PAC meeting: Members of Project Advisory Committee (PAC).	
24 Nov	H.E. Laov Him, DG	DG TVET
24 Nov	Mr. Moan Sam Oeun, Director, Khay Socheat, Keo Sambat, Pich, and teachers of piloting the CS, CBC and CAP on arc welding. Meeting with students of piloting course.	Industrial Technical Institute (ITI)
24 Nov	Debriefing Meeting	ILO

Annex Five: Topic Guides

Name of Key Informant:

Role(s):

Organisation(s):

Areas of expertise:

Interviewed by:

Date of interview:

Consent

We are conducting a final evaluation of ILO's STED (Skills for Trade and Economic Diversification) programme, funded by the Swedish International Development Cooperation Agency (SIDA). This programme works to integrate skills development into sectoral policies. The final evaluation aims to understand what changes have occurred since the programme began in June 2014, and whether these changes can be attributed to the SESEA project.

We would like to invite you to be a part of this research project. The aims of the interview are to explore, with regards to the ILO STED programme:

- The relevance of the programme and its coherency with relevant priorities and policies
- The effectiveness of the programme
- The validity of the project design
- The efficiency with which programme resources were allocated and used
- The likely sustainability of programme impacts

All interview responses will be treated in strict confidence, and whilst quotes may be used in the final report, these will not be attributable to any individual.

Check that interviewee is happy to proceed on this basis.

Interviews will need to focus on different elements of the programme, depending on the role and knowledge of the stakeholder. The box below should be used to prompt answers on all relevant programme activities during the interviews.

Box 1: Overview of Programme Activities

Global Component:

- *Outreach and advocacy activities (e.g. publications; conferences; promotional materials)*
- *Collaboration and knowledge sharing activities (e.g. with other trade related agencies; with other ILO teams)*
- *RBM and M&E frameworks and piloting of these activities*
- *Publication and launch of analytical research with the WHO*

Malawi:

- *Implementation work to enhance the capacity of women and smallholder farmers; work to facilitate market access for women farmers.*
- *Working institutional model for STED, where Malawi's own institutions piloted STED.*
- *Community sensitization about women engaging in economic activities.*
- *Outreach and advocacy activities (e.g. STED results and stories)*
- *Work on mobilizing support for action from other donors.*

Cambodia:

- *Implementation work in piloting and rolling-out competency standards, assessment packages and curriculum for four priority occupations.*
- *Support to establish a skills council for manufacturing.*
- *Outreach and advocacy activities (e.g. STED results and stories)*

Myanmar:

- *Support for developing the development of competency standards for tourist guides.*
- *Support for the development of work plans in the fruit and vegetable sectors, including training on occupational safety and health, particularly on chemical handling.*

ILO STED Project Staff Questions

Introductory Questions

- Clarify role / remit of informant and involvement with the ILO STED Project.

Overall Perspective on Project

1. Overall, what is your perspective on this project? What has been its major successes and its major challenges?

Relevance

2. How coherent is the project with:
 - a. Global strategies on skills development
 - b. ILO strategy on skills development
 - Probe for the alignment of the project with the Decent Work Country Programme (DWCP) outcomes
 - Other ILO in-country initiatives
 - c. National strategies and policies
 - Probe for relevance to existing policy frameworks and priorities
 - Probe for relevance to needs of target countries
 - Probe for contextual factors e.g. government interest and involvement in STED
 - d. Other country partners
 - Probe for alignment with other in-country skills-development initiatives (e.g. other UN projects / WB projects)
 - What is the ILO's comparative advantage and how does this project add value to other initiatives?

Validity

3. How appropriate is the overall STED approach to integrating skills development in sectoral policies?
 - Probe for appropriateness of analytical phase (skills gap analysis)
 - Probe for appropriateness of implementation phase (e.g. capacity building; implementation of short training courses)
 - Probe for the appropriateness of social dialogue processes
4. How appropriate is the overall management structure of the project?
5. How appropriate are the monitoring and evaluation arrangements of the project?
 - Probe for any challenges or limitations to using these tools

Effectiveness

6. From your perspective, how effective has the implementation of the project been?
 - Probe for specific areas where the project has been effective/less effective (refer to Box 1).
7. *Why* has the project been more/less effective?
 - Probe for success factors and constraints (internal and external to the project)
8. How has the project addressed issues of gender? Has the project had an equal impact on men and women?

9. More broadly, is there adequate coordination with other donors and partners in the implementation of the project?
- To what extent has the project engaged the private sector?
 - To what extent has the project engaged the public sector?

Efficiency

10. From your perspective, how efficiently have resources been used in this project?
- Probe for efficiency with human resources (both HQ and in country staff)
 - Probe for efficiency with project funds
 - Probe for use of synergies with other ILO projects
11. How effective and efficient have the various management structures of the project been?
- Probe for effectiveness of back-stopping support
 - Probe for efficiency of reporting lines

Sustainability

12. What impacts of the project are likely to be sustainable?
- Probe for effects on enabling environment at the country level (e.g. laws/policies/technical capabilities/attitudes)
 - Probe for impacts on project partners (e.g. capacity building)
13. Are any elements of the project likely to be replicated?
14. What exit strategies are in place?

Recommendations

15. Are there any lessons/recommendations from the implementation that you are aware of that might help if the design and implementation of future projects of this type?
16. How could the sustainability of the project's impacts be improved?

External Stakeholder Questions

Introductory Questions

- Clarify role / remit of informant and involvement with the ILO STED Project.

Overall Perspective on Project

1. Overall, what is your perspective on this project? What has been its major successes and its major challenges?

Relevance

2. How coherent is the project with:
 - a. Global strategies on skills development
 - b. National strategies and policies
 - Probe for relevance to existing policy frameworks and priorities
 - Probe for relevance to needs of target countries
 - Probe for contextual factors e.g. government interest and involvement in STED
 - c. Other country partners
 - Probe for alignment with other in-country skills-development initiatives (e.g. other UN projects / WB projects)
 - What is the ILO's comparative advantage and how does this project add value to other initiatives?

Validity

3. How appropriate is the overall STED approach to integrating skills development in sectoral policies?
 - Probe for appropriateness of analytical phase (skills gap analysis)
 - Probe for appropriateness of implementation phase (e.g. capacity building; implementation of short training courses)
 - Probe for the appropriateness of social dialogue processes

Effectiveness

4. From your perspective, how effective has the implementation of the project been?
 - Probe for specific areas where the project has been effective/less effective (refer to Box 1).
17. *Why* has the project been more/less effective?
 - Probe for success factors and constraints (internal and external to the project)
5. How has the project addressed issues of gender? Has the project had an equal impact on men and women?
6. More broadly, is there adequate coordination with other donors and partners in the implementation of the project?
 - To what extent has the project engaged the private sector?
 - To what extent has the project engaged the public sector?

Efficiency

7. From your perspective, how efficiently have resources been used in this project?

Sustainability

8. What impacts of the project are likely to be sustainable?
 - Probe for effects on enabling environment at the country level (e.g. laws/policies/technical capabilities/attitudes)
 - Probe for impacts on project partners (e.g. capacity building)
9. Are any elements of the project likely to be replicated?

Recommendations

10. Are there any lessons/recommendations from the implementation that you are aware of that might help if the design and implementation of future projects of this type?
11. How could the sustainability of the project's impacts be improved?