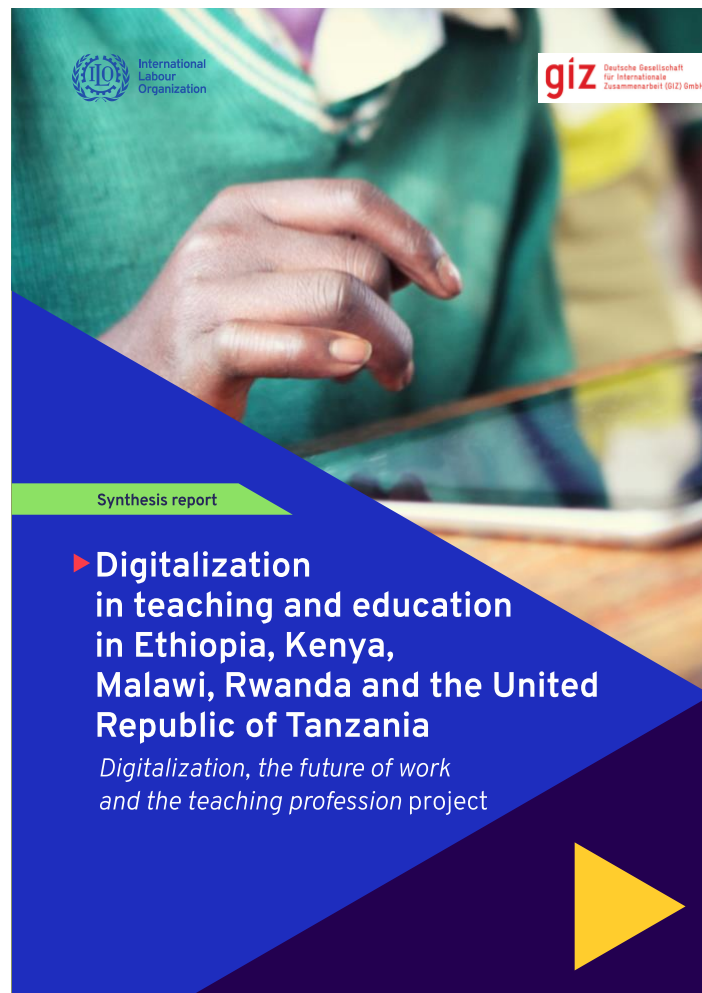**International Labour Organization**

Final Progress Report
18 November 2019 – 31 December 2021

Digitalization, the future of work and the teaching profession
Project Code (RAF/19/12/DEU)

14 March 2022

Donor: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
Admin Unit: Sectoral Policies Department (SECTOR)

Project title: **Digitalization, the future of work and the teaching profession**

Report type (pick one) Components	Final Progress Report incorporating Self Evaluation
Reporting period:	**From 18 November 2019 to 31 December 2021**

Linkages:

Strategic Policy Outcome: Outcome 5 – Skills and lifelong learning to facilitate access to and transitions in the labour market

Country Programme Outcome: GLO 343 - Increased capacity of ILO constituents to design and deliver innovative, flexible, and inclusive learning options, encompassing work-based learning and quality apprenticeships

Sustainable Development Goal: SDG 4 on quality education and SDG 8 on decent work and economic growth

Related project(s): Teaching and the teaching profession in a digital world: COVID-19 and beyond (GLO/20/44/DEU)

Preparation and Review

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1 Executive Summary

In November 2019, the ILO and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) launched a research initiative to examine how digital technologies are impacting learning and the work of educators in Eastern Africa. The project – *Digitalization, the future of work and the teaching profession* – was developed to understand how education systems have been impacted and are responding to rapid transformations in the world of work, primarily as a result of technological advancements. It focused on five countries in Eastern Africa – Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania – and examined the period before and the early responses to the COVID-19 pandemic, producing ten studies as well as a synthesis report. The initiative draws on the ILO Centenary Declaration for the Future of Work, 2019 and principles of the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966.

The COVID-19 pandemic significantly impacted the original outputs and activities of the project, which necessitated revising the project workplan and extending the project timeline. The original project workplan included the development of five country studies and the organization of a sub-regional workshop to exchange and analyze experiences and practices in relation digitalization in teaching and education. However, due to COVID-19 measures, consultants were prevented from conducting key informant interviews and accessing relevant data, which required extending the deadline of the original five studies. Given the relevance of the digitalization topic to the COVID-19 pandemic, in consultation with GIZ, the ILO launched follow-up studies in the five countries to document the rapid uptake of technology in education and the implications for the teaching profession. Due to travel restrictions and social distancing provisions in response to COVID-19, the sub-regional workshop was cancelled and in its place a synthesis report was developed to present the findings and conclusions of the ten country studies as well as other relevant research. The synthesis report was reviewed by area experts from the ILO and non-governmental organizations, which informed the final conclusions and recommendations of the project.

In April 2021, the findings and conclusions of the project were the primary focus of a course elective on 'equitable access to quality services for rural development' at the ILO-International Training Centre (ITC) Rural Development Academy 2021, which was attended by stakeholders from various sectors in Africa. To contribute to knowledge sharing, the project developed a video to highlight the conclusions of the synthesis report as well as a webpage on the ILO website to share the research findings toward informing equitable and inclusive pathways for digitalization in education. The video, synthesis report and country studies were made public in April 2021 on the project webpage. In October 2021, to broaden the accessibly of the project findings to wider audiences, the synthesis report was translated into French and Portuguese.

In December 2021, the ILO, in partnership with GIZ, Enabel – Belgian Development Agency and VVOB – Education for Development, organized a session entitled 'Digital Teaching Innovations and the Teaching Profession' at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030. The session engaged in a discussion based on the findings and recommendations of both the *Digitalization, the future of work and the teaching profession* project and the *Teaching and the teaching profession in a digital world: COVID-19 and beyond* project and included presentations from the project manager and diverse education stakeholders.

2 Basic Information

Countries covered:	Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania
Donor:	Deutsche Gesellschaft für Internationale Zusammenarbeit
Budget:	USD 276,446
DC Symbol:	RAF/19/12/DEU
Administrative unit:	Sectoral Policies Department (SECTOR)
P&B Outcome:	Outcome 5 – Skills and lifelong learning to facilitate access to and transitions in the labour market
DWCP outcome:	GLO343 – Increased capacity of ILO constituents to design and deliver innovative, flexible, and inclusive learning options, encompassing work-based learning and quality apprenticeships
Start date:	1 November 2019 · 18 November 2019
End date:	30 April 2020 · 31 December 2021
Project Duration in months:	6 months · 25.5 months

3 Summary outputs

Output	Output status	Analysis of Output Delivery
Outcome 1: Tripartite constituents and other education stakeholders have the knowledge to better understand and address the impact of digitalization on teaching and learning, taking into account the situation of both men and women and boy and girl learners		
1.1 Research on the challenges and opportunities presented by digitalization to enable teachers to adapt to new conditions and to better prepare students for future skills demands, including in the context of the COVID-19 crisis	Completed	Planned: - five country studies on digitalization in teaching and education Actual: - five country studies on digitalization in teaching and education - five country studies on digitalization in teaching and education in the context of COVID-19 - synthesis report on digitalization in teaching and education (developed in consultation with area experts and available in English, French and Portuguese)
1.2 Virtual consultations to inform the development of a roadmap for teaching and learning strategies in relation to digitalization, including in the context of the COVID-19 crisis	Completed	Planned: - sub-regional workshop Actual: - session at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 - synthesis report on digitalization in teaching and education (developed in consultation with area experts and available in English, French and Portuguese)
Outcome 2: Project management		

2.1	Personnel costs	Completed	Delivered as planned (ILO project manager for 13 months)
2.2	Travel ILO staff	Cancelled	Cancelled due to national and institutional COVID-19 measures
Outcome 3: Programme support costs			
3.1	Programme support costs	Completed	Delivered as planned

OUTPUTS: Overall delivery assessment

☒ **Highly satisfactory**
Almost (>80%) outputs have been implemented on schedule as envisaged in the implementation plan and almost all (>80%) indicator targets have been met.

☐ **Satisfactory**
Some (60-80%) of outputs have been implemented on schedule as envisaged in the implementation plan and the majority (60-80%) of indicator targets have been met.

☐ **Unsatisfactory**
Some (40-60%) outputs have been implemented on schedule as envisaged in the implementation plan and only some (40-60%) indicator targets have been met.

☐ **Very unsatisfactory**
Few (<40%) outputs have been implemented on schedule as envisaged in the implementation plan and only a few (<40%) indicator targets have been met.

4 Summary outcomes

OUTCOME ACHIEVEMENT		
Indicator	**Baseline** (before project start)	**Outcome summary**
Outcome 1: Tripartite constituents and other education stakeholders have the knowledge to better understand and address the impact of digitalization on teaching and learning, taking into account the situation of both men and women and boy and girl learners Outcome Achieved		
1.1 Research on the challenges and opportunities presented by digitalization to enable teachers to adapt to new conditions and to better prepare students for future skills demands, including in the context of the COVID-19 crisis	- terms of reference for the research developed - five studies on country-specific conditions, experiences and practices developed - five studies through consultations validated	- terms of reference for the research developed - five studies on country-specific conditions, experiences, and practices developed - five follow-up studies on digitalization in teaching and education in the context of COVID-19 developed - periodical reports on implications of COVID-19 in the education sector shared - synthesis report on digitalization in teaching and education developed - synthesis report validated
1.2 Virtual consultations to inform the development of a roadmap for teaching and learning strategies in relation to digitalization, including in the context of the COVID-19 crisis	- sub-regional workshop to exchange and analyse experiences and practices organized - report of the sub-regional discussions and conclusions drafted	- session to share conclusions of the studies and discuss experiences and practices organized at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030 (discussion outcomes shared at the plenary session of the 13th Policy Dialogue Forum) - synthesis report on digitalization in teaching and education developed
Outcome 2: Project management Outcome Achieved		
2.1 Personnel costs	- international expert (P2)	- international expert (P2) maintained for 13 months
2.2 Travel ILO staff	- project missions	- cancelled due to COVID-19 measures
Outcome 3: Programme support costs Outcome Achieved		
3.1 Programme support costs	- programme support costs (13%)	- programme support costs (13%)

OUTCOME: Overall outcome summary	
☒ **Highly satisfactory** Based on the indicators & the risk assessment, all outcomes have been achieved by the end of the project.	☐ **Satisfactory** Based on the indicators & the risk assessment, the majority of outcomes have been achieved.
☐ **Unsatisfactory** Based on the indicators & the risk assessment, only some outcomes have been achieved.	☐ **Very unsatisfactory** Based on the indicators & the risk assessment, only a few outcomes have been achieved

5   Narrative Report: Managing for Results

5.1   Result summary

Much research exists on the opportunities created by digital technology in education, from granting greater access to educational opportunities to enabling greater creativity and student-centred learning. The impact of digital technologies on the teaching profession and on the working conditions of teachers, as well as the centrality of teachers to inclusive digital education, have not been thoroughly researched. Drawing from the ILO Centenary Declaration for the Future of Work, 2019 and the principles of the ILO/UNESCO Recommendation concerning the Status of Teachers, 1966, the *Digitalization, the future of work and the teaching profession* project contributed to the development and dissemination of new knowledge on this theme toward the realization of Sustainable Development Goal (SDG) 4 on inclusive and equitable education for all. Research indicates that young people lack the adequate skills, most notably digital skills, to respond to the rapidly changing world of work. Decent work and the digital competencies of teachers are key success factors for the integration of digital technology in teaching and learning, and thereby for preparing students for the digital world and labour market.

The project focused on five countries in Eastern Africa – Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania. It originally planned and launched country studies on digitalization in teaching and education in the five countries, which were to be followed up by a sub-regional workshop to bring together tripartite constituents to exchange and analyze experiences and practices in relation to the project theme. These studies commenced prior to the COVID-19 pandemic. Following the closure of schools and learning institutions in response to the pandemic, digital technology was increasingly adopted within education systems to continue teaching and learning. Given the centrality of digital technology to the focus of the project, follow-up studies in the five countries were launched to document the rapid uptake of technology in education and to explore the impact of this uptake on the work of educators. The follow-up studies provided an opportunity to assess both the extent to which existing initiatives were taken up as well as newly emerging digital strategies. After rescheduling the sub-regional workshop several times, the workshop was cancelled due to the uncertainty of the continuation of pandemic measures. In its place, a synthesis report was developed to present the findings and conclusions of the ten studies as well as other relevant research. The synthesis report was reviewed by area experts from the ILO and non-governmental organizations, with their input being gathered to further inform the final conclusions and recommendations. The synthesis report was translated into French and Portuguese to broaden the accessibility of the project findings to wider audiences.

To contribute to knowledge sharing, in April 2021, the findings and conclusions of the project were the primary focus of a course elective on 'equitable access to quality services for rural development' at the ILO-ITC Rural Development Academy 2021, which was attended by stakeholders from various sectors in Africa. The project also developed a video to highlight the conclusions of the synthesis report (1,024 views by 11 March 2022) as well as a webpage on the ILO website to share the research findings toward informing equitable and inclusive pathways for digitalization in education. On 3 December 2021, the ILO, in partnership with GIZ, Enabel – Belgian Development Agency and VVOB – Education for Development, organized a session entitled 'Digital Teaching Innovations and the Teaching Profession' at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, which took place in Kigali, Rwanda. The session, which included both in-person and virtual participation, engaged a discussion based on the findings and recommendations of both the *Digitalization, the future of work and the teaching profession* project and the *Teaching and the teaching profession in a digital world: COVID-19 and beyond* project, and included presentations from the project manager and various education stakeholders. The discussions of the session continue to inform the activities and recommendations of the *Teaching and the teaching*

profession in a digital world: COVID-19 and beyond project (the second phase of the ILO-GIZ cooperation).

Many initiatives emerged during the COVID-19 pandemic to accelerate the uptake of technology in schools and at home to ensure continuation of learning and access to relevant information and resources, including in the project partner countries. Many of these focused on improving infrastructure, increasing access to devices and internet connectivity and providing training for education workers. The *Digitalization, the future of work and the teaching profession* project uniquely maintained a decent work perspective in analyzing these initiatives and in developing conclusions and ways forward toward increased opportunities for all. For meaningful and equitable change, labour and the conditions of that labour have to be placed centrally within digitalization initiatives and education reforms. By placing the teacher and the teaching profession at the centre of its analysis, the project developed knowledge intended to support the African Union Continental Education Strategy for Africa 2016-2025, which aims to "reorient Africa's education and training systems to meet the knowledge, competencies, skills, innovation and creativity required to nurture African core values and promote sustainable development".

Self-evaluation results

Relevance – The project's focus on digitalization in education and the impact of digital technologies on the work of teachers responds to the increasing digitalization of work and social life, which has placed greater expectations on education systems to prepare students to participate meaningfully in a digitally-enhanced society. Teachers' working conditions, training and development and lifelong learning are central to delivering this ambitious agenda. Focusing on these themes, the project aimed to address the call of the ILO Centenary Declaration for the Future of Work for "[s]trengthening the capacities of all people to benefit from the opportunities of a changing world of work through […] effective lifelong learning and quality education for all". The COVID-19 pandemic made the topic particularly urgent, which placed increasing pressure on the need to adopt remote learning strategies, as well as address inequalities in access to digital technologies and connectivity across regions, countries, urban and rural areas and income brackets. The project aimed to identify the particular challenges to and best practices in digitalization in teaching and education in Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania to better inform digitalization strategies. The project's conclusions recognize the central role of social dialogue in the digital transformation of education systems, as set out in the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers.

Effectiveness – The project informed a growing body of knowledge on digitalization in education by placing a particular emphasis on the importance of teachers, including their working conditions and lifelong learning opportunities, in the integration of digital technologies in teaching and learning. It worked to construct a knowledge-base to instigate exchange and analysis of experiences and practices towards informing future digitalization strategies and initiatives. Discussions of project findings and conclusions recognized the importance of social dialogue to ensuring equitable access to quality digital education services.

Sustainability – The findings and conclusions of the project have addressed data gaps and identified priorities for advancing digitalization in education. The focus on selected countries in Eastern Africa has shown the need to gather data and information on challenges and best practices as well as identify ways forward in other regions. Based on a similar project design, in January 2021, the ILO and GIZ launched a second phase of the initiative – *Teaching and the teaching profession in a digital world: COVID-19 and beyond* – to expand the knowledge-base on digitalization in education in other regions in Africa as well as in Europe. The overall aim of the second initiative will be to promote dialogue within and between regions on both challenges and opportunities towards developing policy recommendations on the integration of digital technologies in teaching and learning.

5.2 Monitoring, evaluations and other reviews

Collecting information on the outcomes and challenges was established though regular and timely communication with consultants and external partners and the GIZ focal point through email. This included sharing relevant resources, providing timely comments and edits on study drafts and following up with regards to deadlines. The majority of the consultants were forthcoming about challenges in their research, which experienced delays primarily due to COVID-19 measures, and additional supports needed.

At the outset of the project, the consultants were provided with the contact information of focal points at workers' organizations for data collection. The focal points were shared with the ILO by Education International Africa Region, who made the initial outreach with the focal points. The consultants were also provided with the contact information of GIZ colleagues in their respective countries who could provide data on the technical and vocational education and

training (TVET) sub-sector. During the consultation phase, feedback on the synthesis report and project findings was obtained from external partners such as GIZ, VVOB – Education for Development and Voluntary Service Overseas (VSO) as well as relevant ILO branches and bureaus, including the Skills and Employability Branch, Bureau of Workers' Activities and Bureau of Employers' Activities. In addition, input was also sought from various stakeholders – ministries of education and employers' and workers' organizations – at the national level by individual consultants for the country studies.

The ILO project team established and maintained weekly meetings throughout the duration of the project to review progress on the outcomes and to discuss emerging research and initiatives pertaining to the project theme.

5.3 Main challenges, risks and corrective action

The COVID-19 pandemic and the ensuing mitigation measures, including restrictions on travel and meetings, the closure of workplaces and the shift to remote working, significantly impacted progress on project activities. Due to ministry, school and institutional closures, consultants were prevented from conducting key informant interviews and accessing relevant data. In Ethiopia, this was further complicated by the suspension of the internet as a result of an internal conflict. The technological solutions implemented in response to the COVID-19 pandemic in the education sector necessitated developing new terms of reference to capture the transformations taking place in relation to the project theme, which further complicated the project timeline. Lastly, the sub-regional workshop and the project missions were postponed and eventually cancelled due to continued travel restrictions and social distancing provisions, which required revising the original project activities and budget.

To ensure compliance with national and institutional COVID-19 measures as well as to protect the health and wellbeing of all project personnel, the ILO requested an extension of the project, which extended consultant deadlines and permitted the launching of follow-up studies to capture COVID-19-related digital transformations in the education sector. Due to the uncertainties of the pandemic (e.g. changing national and institutional re-opening dates) and associated inconsistencies in news reporting, it was difficult to anticipate the time needed to complete the project activities, which required several extensions of the project. Revising the activities of the project in response to the pandemic also necessitated several budget, workplan and contract revisions – these processes consumed considerable time and contributed to delays in some areas. Nonetheless, despite these challenges, the ILO and their partners developed new activities suited and responsive to COVID-19 conditions to share the findings and conclusions of the project. This included, for example, developing a video to share the findings of the country studies and synthesis report. Furthermore, the session organized at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, which took place in Kigali, Rwanda, was recorded and made available on the YouTube page of the International Task Force on Teachers and was also shared via their newsletter to allow for greater communication of research findings.

It is difficult to assess whether the original project timeline would have been met had the COVID-19 pandemic not occurred; nonetheless, events indicate that the initial timeline was optimistic. For example, the project initially anticipated two rounds of feedback on consultant study drafts; however, in some cases, up to five rounds of feedback were required. Providing detailed comments, verifying the accuracy of the data and information, obtaining and addressing comments from area experts and editing and formatting the studies all took much longer than initially anticipated, with many external collaborators and partners requiring additional time to complete activities. The key lesson drawn is that there should be a much larger buffer to account for unanticipated delays and unforeseeable events – a lesson that will be observed in the second phase of the ILO-GIZ initiative.

5.4 Opportunities and corresponding strategy adjustments

The country studies on digitalization in teaching and education were launched prior to the COVID-19 pandemic. Although the pandemic delayed data collection on these studies due to institutional closures and social distancing provisions, new opportunities arose to document the uptake of digital technology in education and the impact on the teaching profession in the partner countries. The project leveraged already established connections and research and consultants from the original studies to conduct follow-up studies on challenges and best practices regarding the acceleration of digital technology in education in the context of COVID-19. The follow-up studies allowed for a preliminary assessment of existing digital initiatives and policies in the education sector.

The pandemic also presented new avenues and opportunities to share project findings – a video, a session, newsletters, an online course and a virtual knowledge exchange event. Increased virtual presence allowed for more opportunities to communicate project conclusions in real-time, which may have resulted in wider dissemination of the knowledge produced. The outputs achieved created support for a second phase of the project.

5.5 Overall Budget Analysis

Approximately 91 per cent of the budget was spent by 31 December 2021. Many of the activities initially planned and budgeted for had to be cancelled and/or re-envisioned in order to respond to the measures implemented in response to the COVID-19 pandemic. For example, the project initially budgeted approximately USD 26,000 for project missions and USD 85,000 for a sub-regional workshop. The former was cancelled due to institutional restrictions on travel and the latter was realized through the development of a synthesis report, as drafted by the ILO project manager and education specialist, and the organization of a session at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, which included both in-person and virtual participation. Organizing and participating in the session amounted to approximately USD 2,000. The shift to virtual meetings, workshops and courses resulted in significant savings; however, with the continuation of the pandemic, it is too early to assess whether virtual means have resulted in equal or more meaningful results/change. The unused funds, nonetheless, permitted the project team to broaden access to the project findings, including by translating the synthesis report into French and Portuguese.

Self-evaluation results

Efficiency – Optimal use of resources and inputs was made to produce the project results, including by utilizing local and international experts to recruit national researchers/consultants and to provide feedback on the project design and findings. Optimization was also achieved by making use of available means, networks and platforms, as well as creating new avenues to share findings and results. Project results were achieved under budget, including due to the circumstances of the pandemic which necessitated that some activities be completely suspended or shifted online. Nonetheless, the unexpected availability of funds also created opportunities for new and innovative ways to communicate project results.

In the second phase of the initiative, the project will have to do more to leverage resources to promote gender equality. Although gender balance was reflected on the penal of the session organized at the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, the project encountered difficulties in recruiting female consultants to conduct research at the national level. This can partially be addressed through a longer recruitment period, which would allow for a more thorough recruitment process.

5.6   Lessons learned and good practices

As mentioned above, one of the key lessons learned is that a larger time buffer is required for project activities to account for unanticipated delays and unforeseeable events. This lesson emerged from the unexpected circumstances created by the COVID-19 pandemic, the unpredictability of its impact and duration, delays in submissions by external partners and consultants and emergence of unanticipated research developments that require more time to assess and investigate. All activities in the project were impacted by COVID-19 measures, which introduced data collection challenges as well as redirected attention to other activities and events. The buffer should be included in the design stage of the project and should undergo continuous evaluation to allow for adequate feedback on activities, account for delays on deliverables and eliminate the need for numerous project extensions. Considerable time was also spent waiting for the approval of project extensions, with the last approval taking almost three months, a period during which the project funds could not be used, thereby delaying progress on some project activities. In case an extension may be required, it is vital to make the extension request well in advance of the project end date to ensure that activities can continue without interruption.

The project benefited significantly from existing networks with education actors, who provided consultant recommendations, access to research and data and validated the findings and conclusions of the research. These networks were developed through education and teacher platforms such as the International Task Force on Teachers for Education 2030 and the Norwegian Teacher Initiative. Without these networks, it would be difficult to develop and sustain meaningful engagement and gain access to different knowledge and ways of doing. Maintaining and sustaining these networks will allow for greater knowledge exchange and collaboration toward achieving project results as well as SDG 4 on quality education.

5.7   Visibility & Communication

To promote visibility and communication of project findings, a project webpage was developed on the ILO website. The link to the webpage was shared with ILO regional and country offices as well as with international organizations, non-governmental organizations, academic institutions and research groups working in the areas of education and labour. The synthesis

report was posted on the webpage of the International Task Force on Teachers for Education 2030, whose membership includes national governments, intergovernmental organizations, non-governmental organizations, international organizations and civil society and private sector organizations. It was also shared through the Task Force on Teachers monthly newsletter (30 April 2021). The webpage and synthesis report were also shared through the Norwegian Teacher Initiative, which includes as part of its team UNESCO national project officers in Burkina Faso, Ghana, Malawi and Uganda as well as international technical officers from UNESCO, UNICEF, UNHCR, Education International, Global Partnership for Education and the World Bank.

Furthermore, a video was developed to allow for dissemination of project findings through digital platforms and social networks – ILO and GIZ colleagues played a significant role in sharing the video and drawing attention to the project webpage. The project findings and conclusions also contributed to other research at the ILO – for example, box 1 (page 26) of the report on The future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda (2021), which informed the discussions of a technical meeting on said subject. Finally, the findings and conclusions of the project were discussed in a course elective on 'equitable access to quality services for rural development' at the ILO-ITC Rural Development Academy 2021, which was attended by stakeholders from various sectors in Africa, as well as in a session of the 13th Policy Dialogue Forum of the International Task Force on Teachers for Education 2030, which took place in Kigali, Rwanda. Printed copies of the synthesis report were made available at the Forum.

The *Digitalization, the future of work and the teaching profession* project is displayed on the ILO Development Cooperation Dashboard, which includes detailed information on the project objectives, allocations, commitments, expenditure and delivery rates. The Dashboard is accessible to the public.

5.8   Conclusions and Recommendations

Conclusions and recommendation from the self-evaluation		
Conclusions	1. The project focus and findings are especially relevant to current transformations taking place both within education and the teaching profession in Eastern Africa. 2. The project informed a growing body of knowledge on digitalization in education by placing a particular emphasis on the importance of teachers, including their working conditions and lifelong learning opportunities, in the integration of digital technologies in teaching and learning. 3. Optimal use of resources and inputs was made to produce the project results; however, more realistic timelines should be constructed to account for unexpected delays and required changes in activities and greater efforts should be made to promote gender equality.	
Recommendations	1. *Engage in greater knowledge sharing, including through ILO regional offices and by using existing education and teacher networks and platforms.*	Responsible entity: ILO (Sectoral Policies Department)
		Priority *(high, medium, low): medium*

		Resources *(high, medium, low, NA):* medium
		Timeframe *(long-, medium, short-term):* short-term
	2. *Ensure that the second phase of the initiative continues to be proactive in promoting the status of the teaching profession, including by creating greater dialogue on the topic of digitalization and the teaching profession between education sector stakeholders.*	Responsible entity*:* ILO (Sectoral Policies Department)
		Priority *(high, medium, low):* high
		Resources *(high, medium, low, NA):* medium
		Timeframe *(long-, medium, short-term):* medium-term
	3. *Ensure that the second phase of the initiative constructs realistic timelines for project activities and provides greater gender equality on the research team and in project events.*	Responsible entity*:* ILO (Sectoral Policies Department)
		Priority *(high, medium, low):* high
		Resources *(high, medium, low, NA):* medium
		Timeframe *(long-, medium, short-term):* medium-term