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Evaluation Office

i-eval Discovery

Flanders' contribution to the Global Programme on Skills and Lifelong Learning

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Contents

List of Acronyms and abbreviations

Abbreviation	**Meaning**
CAP	Country Assessment and Priorities
EMP/SKILLS	Skills and Employability Branch (of ILO)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPSL3	Global Programme on Skills and Lifelong Learning
HQ	Headquarters
ICT	Information and Communication Technology
ILO	International Labour Organization
ITCILO	International Training Centre of the ILO
LLL	LifeLong Learning
NCE	No-cost extension
NEET	Not in Education, Employment or Training
OECD/DAC	Organisation for Economic Co-operation and Development - Development Assistance Committee
P&B	Programme & Budget (of ILO)
SDG	Sustainable Development Goals
ToC	Theory of Change
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive Summary

1. Description of the Project

1.1. Context and background

Worldwide, millions of people are unable to find decent job opportunities, while employers are struggling to fill vacancies, due to lack of skilled workforce. An important factor contributing to skills mismatches and gaps are global trends and transformations including technological advancement, globalization, climate change and demographic shifts, which affect job requirements.[1] At the same time, education providers are not as flexible as necessary to realign curricula with the constantly changing needs of the job market. As a result, graduates are not sufficiently skilled to meet demands of the labour market.

Skills and lifelong learning can allow reskilling and upskilling of people in line with the changing needs of employers and open up new opportunities for decent work.[2] The World Economic Forum noted in 2024 that "*half of today's global workforce needs to upskill or reskill – but the skills market is not fit for purpose*." This links to gaps in skills forecasting abilities that hinder governments from adequately investing in education.[3]

Some of the main challenges regarding employability and skills faced by **India** include:

- With high economic growing rates and an evident shortage of skilled workers, the modernisation of VET increased in importance.[4] Current training provision falls short of the numbers of skilled workers required in the coming decades. Traditionally, the Indian TVET system is predominantly government-funded with limited engagement from the private sector (which also hinders the sector from being demand-driven).[5] However, the public **funding** currently available is not sufficient to support the expansion of the TVET system and India has no mechanism for attracting private funding for TVET.[6]
- India's ICT adoption has been rapid since the year 2000, but with sizable inequalities across the country. The less educated, lower-income group, and lower caste strata are further marginalised as they neither have ICT assets nor the skills to use them.[7] Training providers suffer from a **lack of up-to-date ICT equipment**, curricula, training methods and trained trainers. As a result, the employability of graduates is low in relation to the **digital skills** required by employers.[8] The 2020 State of TVET in India report, published by UNESCO, noted that "*Digitalization of TVET must become a key focus area going forward. There is also the need to create enough opportunities for upskilling, reskilling, and lifelong learning through high-quality courses in new and upcoming areas such as Industry 4.0.*"[9]

In **South-Africa**, the following challenges were identified:

- Gaps in the education system are linked to **underfunding** of the education system overall. The TVET system is funded by the government, a skills development levy and fees paid to private training providers. The government contribution to education

[1] ILO and OECD (2023) Global skills gaps measurement and monitoring: Towards a collaborative framework. *Technical paper prepared for the 1st meeting of the Employment Working Group under Indian presidency*.
[2] ILO Brochure on the Global Programme on Skills and Lifelong Learning
[3] World Economic Forum (2023) 3 ways governments can solve the global skills crisis. https://www.weforum.org/stories/2024/08/skills-market-government/
[4] Pilz, M and Regel, J (2021) Vocational Education and Training in India: Prospects and Challenges from an Outside Perspective. Margin: The Journal of Applied Economic Research, vol. 15.
[5] NSDC (2020) Financing in Technical and Vocational Education and Training Sector: Indian and Global Perspective.
[6] ILO India Country Assessment and Priorities (CAP).
[7] Tewathia, N. et al (2020) Social inequalities, fundamental inequities, and recurring of the digital divide: Insights from India. Technology in Society, Volume 61.
[8] ILO India Country Assessment and Priorities (CAP).
[9] UNESCO Delhi office (2020) *State of the Education Report for India 2020 Technical and Vocational Education and Training (TVET).*

prioritises primary and secondary education, with only 10,7% allocated to TVET.[10] A 2023 World Bank report noted that current levels of TVET funding are vastly insufficient for South Africa to meet its TVET-related SDG commitments.[11]

- Like India, South Africa faces a large **digital divide** among its population, as well as general low digital skills among graduate students at different levels of education. Although progress was made, pushed by COVID-19, research shows that TVET colleges face inadequate teaching and learning technologies, training for teaching staff on the use of technology; poor connectivity; lack of ICT equipment and infrastructure; lack of ICT Strategies; and a lack of policy direction.[12]

The International Labour Organization (ILO) Strategy on Skills and Lifelong Learning 2030 aims to "*enable the development of resilient systems based on social dialogue that provide inclusive access to high quality skills development and lifelong learning opportunities to all to promote human development, full, productive and freely chosen employment and decent work for all*".[13]

The **Global Programme on Skills and Lifelong Learning (GPSL3)** is a comprehensive package of the ILO's services on skills and lifelong learning, with the vision that "*Lifelong learning enables successful economic structural transformation and a human-centered recovery*". It has two main lines of activities, namely to:

- develop and implement market relevant skills and lifelong learning ecosystems and
- implement innovative and scalable solutions to skill, reskill and upskill people of all ages.[14]

The programme aims to benefit no less than half a million direct beneficiaries by 2028 – at least 40% of them women, and close to 60,000 teachers, trainers, managers and tripartite constituents from nearly 6,000 organizations/institutions in 61 countries.[15]

The GPSL3 is funded through a pooled funding modality, as well as through streams of funding earmarked for specific projects that fall more broadly under the programme. Currently the Government of Flanders was the only contributor to the pooled fund in 2024, and Norway joined in 2025..

1.2. Project description

Flanders' contribution to the GPSL3 aimed at (a) improving TVET digitalization in India and South Africa; (b) costing lifelong learning and researching the financing of skills development in India and South Africa. Flanders provided a contribution of 800,000 USD to achieve these objectives. In particular, the funding supported the following activities[16]:

India

- **Digitalisation of TVET** - including (a) concrete solutions to bridge the digital divide for distance and blended learning, for disadvantaged groups, particularly girls, based on a review of Indian practices during the pandemic and a hackathon to source innovative ideas and solutions, (b) a review of Indian good practices to facilitate the digitalisation of TVET curricula and piloting of an integrated model to fast track them.

[10] ILO South Africa Country Assessment and Priorities (CAP)
[11] World Bank Group, DBSA, South African Ministry of Education (2023) Going beyond the Infrastructure Funding Gap: A South African Perspective. Technical and Vocational Education and Training (TVET) Sector Report
[12] Denhere, V, and Moloi, T. (2021) Readiness of Public TVET for the Fourth Industrial Revolution: The Case of South Africa.
[13] The ILO strategy on skills and lifelong learning 2030, adopted in 2023.
[14] Global Skills Programme. https://www.ilo.org/global-skills-programme
[15] Global Skills Programme. https://www.ilo.org/global-skills-programme
[16] Progress Report – Flanders contribution to the GPSL3 August 2023 – August 2024. Summarised in the Terms of Reference for the final internal evaluation.

- **Improved Financing of TVET** – In depth review of financing framework for lifelong learning (LLL), elaboration of a formula to calculate the total cost for lifelong learning, and provision of evidence-based recommendations for expanded, diversified and stable LLL financing.

South Africa

- **Digitalisation of the TVET** – Digitalisation of the TVET system and improved outreach to youth *Not in Employment, Education and training (*NEET) with the full implementation of the National Digital and Future Skills Strategy. This will be done through (a) the development and adoption of a streamlined process to digitalize curricula; (b) the development and rollout of digital skills training programmes at pre-entry level to the workplace; (c) the institutional capacity to provide youth NEET with decent employment opportunities through innovative labour intermediation.
- **Improved Financing for TVET** – the Flanders' contribution will support an in-depth review of financing of skills development and lifelong learning in South Africa, especially flows and amounts, and an innovative approach to calculate total amount required for lifelong learning

The project's funds and management are centralized and based in the ILO Headquarters in Geneva, while some parts of the country level component are decentralized to the respective countries (India and South Africa). The project is located within and managed by the ILO Employment Policy Department in Geneva, under the Skills and Employability branch.

2. Evaluation purpose and scope

2.1. Purpose and scope of the evaluation

The purpose of the current final evaluation was to indicate to the ILO, and the Government of Flanders the extent to which the interventions have achieved their aims and objectives and to determine the relevance, effectiveness, efficiency and sustainability of project outcomes. It is important to note that, at the time of the final internal evaluation, various activities were still ongoing. Therefore, the focus of the evaluation was to assess process towards those aims, and likelihood of achievement, rather than completion and full achievement.

The interventions were reviewed in the context of the GPSL3. The knowledge generated by the evaluation can therefore feed in the design of future intervention models and contribute to documenting management and delivery approaches for GPSL3.

The main objectives of the evaluation were to:

a. Assess the relevance, effectiveness, efficiency and sustainability of the project in light of the results achieved.
b. Identify, document, and publish lessons learned, especially regarding models of interventions that can be applied further; and
c. Provide recommendations relevant to the future development and implementation of projects of this type.

The evaluation covered the entire duration including No-Cost extension (January 2022 – December 2024) of the project.

2.2. Clients of the evaluation

The primary clients of the evaluation are the ILO, the ILO constituents, and the Government of Flanders. Secondary clients include other development partners active in the same field, other project partners and indirect project beneficiaries.

3. Evaluation criteria and questions

The evaluation utilised the evaluation criteria of the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD/DAC), thereby focusing on relevance, effectiveness, efficiency and sustainability.

The evaluation was guided by the following main questions:

Relevance

- To what extent has the intervention contributed to generating new knowledge and solutions for the digitalisation and financing of TVET in India and South Africa? Has the project addressed previously unrecognized practices or challenges, particularly in the context of bridging the digital divide and improving access to lifelong learning?
- How well has the project adapted to the specific demands and contexts of the constituents in both countries, particularly disadvantaged groups such as NEET youth in South Africa and girls in India?

Effectiveness
- Has the project met its outcome targets, specifically in promoting the digitalization of TVET systems, the development of financing frameworks for lifelong learning, and implementing digital skills training for NEET youth?
- Has the new analysis and knowledge generated from the project been effectively shared with key stakeholders in a user-friendly format?
- Has this knowledge contributed to policy discussions at the national, regional, or global levels? Are there any unintended outcomes, either positive or negative, resulting from the project?

Efficiency
- To what extent have the results of the intervention been achieved in a cost-effective manner?
- Were various cost-saving options considered in the implementation of activities?
- Were any savings generated, and if so, were they reinvested to strengthen project outputs?

Sustainability
- How has the research and its findings been communicated to stakeholders? Will the research reports be accessible and useful after the project's completion?
- Is there evidence that constituents, including training providers, training institutions and other actors, will use the findings for ongoing policy discussions and practical changes in the TVET and lifelong learning sectors?
- Are there plans for further ILO activities or follow-up actions based on the project results?

More holistically across the four criteria, the evaluation aimed to answer the following questions:
- What lessons can be drawn from the research and activities carried out under the project, particularly regarding the development of financing models?
- Are the lessons based on solid evidence, and can they be replicated in other similar contexts or projects?
- Is there a need for additional research to further explore areas identified in the project? If so, which areas require further investigation or support?

4. Methodology

As the pooled funding contributes to the overall outcomes and impact expected from GPSL3, the contribution of Flanders is not governed by its own Theory of Change (ToC), but rather contributes to the ToC of the GPSL3. Therefore, the evaluation will measure the achievements of the Flanders components and assess the progress those achievements made in line with the broader GPSL3 objectives (i.e. were the interventions supported by Flanders doing the right thing to support the Global Programme).

4.1. Data collection

The evaluation relied on two sources of data, namely desk review (comprising all data made available to the consultant by ILO, as well as additional contextual research) and interviews with ILO staff and stakeholders. The interviews comprised the following stakeholder groups:

ILO staff	Stakeholders
- ILO HQ staff (2) - ILO staff in India (1)	- University of British Columbia (1)

- ICT-ILO staff (1)	- Dr D Y Patil Institute of Management & Research (1) - Donor (2) - External consultants (1)

The draft evaluation findings were presented to the ILO for validation and comments.

4.2. Analysis, reporting, and limitations

Qualitative data was collected from desk research, and interviews. Interviews were summarised in writing and anonymised, and then coded in Word, using the evaluation questions as structure.

Quantitative data was collected from programme statistics and monitoring data and was analysed using Excel.

The **Final Evaluation Report** provides an analysis of the (triangulated) findings by evaluation criteria, highlighting the most visible trends.

The final internal review has the following **limitations**:

- Due to the small scope of the evaluation, there were no opportunities to consult final beneficiaries and obtain their perspectives or gather statistical data through surveys. For the digital skills component, only ILO staff were interviewed.
- As the project was still ongoing, no final conclusions on the activities and their achievements could be made.

5. Findings

5.1. Relevance

Contribution to new knowledge and innovative approaches in the partner countries

In the context of the project, “innovation” as a concept was defined in relation to the state of LLL in the project countries/regions, rather than related to worldwide development. Namely, the approach or method had to be newly introduced in the country or region but could have already been implemented in other countries.

For the skills **innovation challenge** in particular, a manual was developed that outlined criteria for “innovative approach” that applications had to comply with.[17] ILO and stakeholders noted that, indeed, from a global perspective the approaches may not seem new, they were certainly innovative in the context of the (often vulnerable) communities.[18] A good example in this regard was one project in India:

> “*One of the projects was implemented in a very rural area, and mountainous area in India. The project actually implemented skills training for local women in those local communities using the digital technology. More specifically, they basically put a big screen on a community centre in very remote area to connect with an expert in another big city in India, to provide a detailed technical reason for like stitching or embroidery, for example*.”[19]

However, one interviewee questioned the level of innovation of the winning project. “*A lot of people were basically submitting something that was basically doing what they already were doing. I would look at a trajectory before the innovation challenge that already prepares people for what is an innovative project?*”[20]

Interviewees noted that, while the topic of **TVET and LLL financing** is not new in itself, the research and methodologies used in specific sectors in India and particularly in South-Africa, and the global guidelines in this regard, present new approaches to the topic. “*I think the reason why people haven't done this particular study* [costing] *is because you're connecting so many different data sets, and you really need to take that systems view and connect different departments*.”[21]

Another interviewee confirmed that their work on TVET financing comprises a more multi-stakeholder-engagement approach compared to existing work.[22] Other interviewees indicated that such holistic research is limited. “*There is research on specific government schemes, but not on financing from the participants’ perspective*”.[23]

However, one stakeholder noted that the ILO SKILLS branch had commissioned guidelines on VET financing, while the Flanders contribution also supported the development of inclusive TVET financing. The link or complementarity between the documents is not clear.[24] ILO staff subsequently explained that the current guidelines are more generic, while the Flanders’ contribution financed more innovative approaches. The goal is to consolidate lessons learnt and come up with concrete actionable guidance in 2025.

[17] Interview with ILO staff
[18] Interviews with ILO and stakeholders
[19] Interview with ILO staff
[20] Interview with ILO staff
[21] Interview with a stakeholder
[22] Interview with a stakeholder
[23] Interview with a stakeholder
[24] Interview with a stakeholder

Responsiveness to the specific needs of the partner countries and different groups of beneficiaries

The project was designed following extensive needs and background assessments conducted by ILO in India and South-Africa, namely the "Country Assessment and Priorities (CAP)" that was validated by constituents.[25] Project documents demonstrate that the activities were focused on the main disadvantaged groups in terms of digital skills, such as women in rural areas and youth Not in Employment, Education, or Training (NEET).[26]

> In South Africa, the project benefited from a research study outlining the specific needs of NEET Youth in South Africa.[27] Furthermore, the project was designed in line with broader priorities of the country for this specific target group, such as the Digital Skills for Decent Jobs for Youth Initiative and South Africa's National Future and Digital Skills Strategy.[28]

As highlighted above, the concept of innovation was meant to be interpreted in the local or national context, ensuring that the approaches were relevant for the local target beneficiaries.

Stakeholders involved in the project mentioned that in both countries, the government played a role in the implementation of the TVET financing research. They were consulted and actively participated in workshops to discuss the methods and objectives.[29] In relation to the innovation challenge, one ILO staff member noted that "*we didn't come there with our own agenda. We started from priorities that were actually established, and then we looked where can we support with our innovation expertise*."[30]

5.2. Effectiveness

Progress towards its digitalisation of TVET and digital skills training

At the time of the evaluation (Dec 2024-Jan 2025), the innovation challenge activities were still ongoing. Therefore, a detailed assessment of the outcomes of this component could not be made.

In **South Africa**, TVET institutions and TVET educators received capacity-building to digitalise training services and to develop digital courses themselves.[31] The innovation challenge was an important component allowing TVET institutions to develop new approaches tailored to the context of NEET youth, resulting in the piloting of such approaches with 128 NEET youth.[32] Particularly the innovation lab provided by the ITC-ILO supported the winning VET institutions to enhance the quality of their ideas.[33]

As explained by ILO staff, the continued implementation and upscaling of the piloted materials, combined with the results of the capacity-building, will benefit vastly more youth in the future.[34] Furthermore, the project highlighted the need for mainstreaming digital skills across TVET

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[25] India Country Assessment and Priorities, South Africa Country Assessment and Priorities.
[26] E.g. Digital Skills for Youth NEET in South Africa: Innovation Bootcamp, digital innovation lab for skills development, Training of Trainers and networking experience. 20 March 2023 – 28 February 2024. Final Report.
[27] PPT: A Study of Youth Not in Employment, Education or Training (NEET)
[28] Final Progress Report 15 November 2023 - 29 February 2024. Digital Skills 4 Jobs and Income (Skills Innovation Challenge)
[29] Interviews with stakeholders
[30] Interview with ILO staff
[31] Digital Skills for Youth NEET in South Africa: Innovation Bootcamp, digital innovation lab for skills development, Training of Trainers and networking experience. 20 March 2023 – 28 February 2024. Final Report.
[32] Interviews with ILO, and Digital Skills for Youth NEET in South Africa: Innovation Bootcamp, digital innovation lab for skills development, Training of Trainers and networking experience. 20 March 2023 – 28 February 2024. Final Report.
[33] Interviews with ILO, and Digital Skills for Youth NEET in South Africa: Innovation Bootcamp, digital innovation lab for skills development, Training of Trainers and networking experience. 20 March 2023 – 28 February 2024. Final Report.
[34] Interviews with ILO staff.

curricula. ILO staff, DTEACH and ITCILO developed a concept note and curriculum in this regard.[35]

The project faced challenges meeting the target for the number of TVET institutions engaged in digitalization training and workshops as three TVET institutions became unavailable. ILO and the donor agreed to reduce the target to accommodate this situation.[36]

Similarly, interviewees noted interesting initial results of the innovation challenge in **India**, which focused on digital skills in apprenticeships. The piloted interventions were able to reach beneficiaries which are not usually reached by digital initiatives.[37] At the time of the current evaluation, the final reports of the pilots are not yet delivered, therefore no further statements on their results can be provided.

An enabling factor in this regard was the support for the challenge from the Ministry of Skill Development and Entrepreneurship.[38] "*The director of the apprenticeships department from the government actually physically came to our office to jointly conduct the evaluation*."[39] The innovation challenge built effectively on prior and ongoing discussions and collaborations between ILO India and the government on a new ILO Recommendation for Quality Apprenticeships that was adopted in 2023.[40] Furthermore, another Flanders-funded Apprenticeships Development for Universal Lifelong Learning and Training (ADULT) project to support apprenticeships was implemented by ILO in India right before the current project, which already created a communication and collaboration on apprenticeships between ILO and the government, as well as requests from the government to continue this collaboration in follow-up projects.[41]

The implementation of the pilots also demonstrated some challenges. For example, one winning idea was less effective in practice, as the developed mobile application was not actively used by employers. Additional outreach efforts ensured that sufficient employers were still involved. As the purpose of the innovation challenge was to pilot ideas, there are still valuable lessons learnt from the experience.[42]

Progress towards improved financing of TVET

In both countries, as well as globally, important progress has been made to the development of research and recommendations for TVET financing (in specific sectors). Interviewees noted that their work is nearing completion in December 2024, following various discussions and rounds of feedback with ILO.[43]

Interviewees noted as particular strengths of their work that stakeholders were actively engaged and consulted in the progress. One stakeholder praised the ability of ILO to bring various stakeholders together that the stakeholder did not usually work with. They also did not experience any challenges or resistance with stakeholders and even utilized consultations to obtain more datasets to work with. They perceived this might be the result of "*ILO actually doing the groundwork upfront*".[44]

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[35] Progress Report – Flanders contribution to the GPSL3 August 2023 – August 2024. Global Programme on Skills and Lifelong Learning (GPSL3) and ILO, D-TEACH, ITCILO: Digital Skills for Teachers in South Africa - Draft Concept Note (v. 20.02.2024).
[36] Final Report 15 November 2023 - 29 February 2024. Digital Skills 4 Jobs and Income (Skills Innovation Challenge)
[37] Interviews with ILO staff
[38] Final Report 15 November 2023 - 29 February 2024. Digital Skills 4 Jobs and Income (Skills Innovation Challenge)
[39] Interview with ILO staff
[40] Interview with ILO staff
[41] ILO's research project – Apprenticeship Development for Universal Lifelong Learning and Training (ADULT) – funded by the Government of Flanders. https://www.ilo.org/publications/good-practices-apprenticeships-india-challenges-and-opportunities
[42] Interview with ILO staff
[43] Interviews with stakeholders
[44] Interview with a stakeholder

Dissemination and uptake of new knowledge

As the research assignments have not yet been completed, there has not been an opportunity for the dissemination and uptake of the results. However, interviewees noted their intent to conduct workshops and dissemination activities across different platforms, both specifically for the project, but also through potential follow-up research.[45]

An enabler for the future dissemination and uptake has been the active engagement of stakeholders, particularly noted in South Africa. The perceived interest of the government in the study may be a precondition for their use of the results.[46]

5.3. Efficiency

Were the project results achieved in a cost-effective manner?

Flanders' contribution to the Global Programme on Skills and Lifelong Learning comprised 800,000 USD for the period of January 2020 to December 2024 (including one no-cost extension). The funding was lightly earmarked and contributed to the pooled fund for the GPSL3. In practice, this meant that the financing was earmarked for TVET financing and digital skills training in India and South Africa, and TVET financing research at global level, but that details of specific activities and changes in budget allocation among activities was left to the discretion of the ILO.[47]

The cost-effectiveness of the project implementation can be found mostly in its sustainability. The resources were used to create a strong foundation for TVET institutions and stakeholders to improve digital services and digital skills training. "*We needed to find mechanisms to support upscaling, which cannot be done by just providing some interventions here and there. The people that we had with us were also very committed, and we were on a weekly basis in contact with each other*".[48] Therefore, there is an expectation that the investment of funds will create benefits for a vastly broader number of beneficiaries in the upcoming years, thereby reducing the eventual cost per beneficiary.

Several interviewees noted that the structure of the funding arrangements (transferred from Flanders to ILO HQ and then to the field offices and ITCILO) created both benefits and obstacles for the efficient project implementation.

- On one hand, the management of funds by ILO HQ enhanced flexibility for the field offices who could request funding when needed and send funding back to HQ in case of underspending. There was no need to set up rigid activities and targets.
- On the other hand, this structure created delays as the necessary funds had to be transferred to the respective office before activities could be started. One staff member noted that "*it would have been easier if there would be a direct relationship between Flanders and the office, to have less transactional costs and so we could dive faster into the operation*". However, this direct relationship would mean less flexibility as the exact budget per office would have to be established in advance.

Interviewed ILO staff noted that limited exchange took place between India and South Africa offices, despite the fact that similar activities were implemented (such as the innovation challenge). One interviewee did seek lessons learned from other countries who implemented the challenge before.[49]

[45] Interviews with stakeholders
[46] Interview with a stakeholder
[47] Cover Note: ILO- Government of Flanders partnership in implementing the Global Programme on Skills and Lifelong Learning (GPSL3), and interviews with ILO staff and stakeholders.
[48] Interview with ILO staff.
[49] Interviews with ILO staff

Did the project use cost-saving measures and were savings efficiently reinvested?

The fact that the funding was highly flexible meant that there were no detailed, rigid budgets against which savings or cost-exceeding could take place. As ILO staff explained, funding was allocated based on the requests and needs of the different offices.

However, some examples exist of how the project effectively shared costs with GIZ. In South Africa, the innovation challenge was held with financial input from GIZ as well, to mobilise the cash prizes for the winners. The Flanders contribution was subsequently fully used for the capacity building process and to offer additional services.[50]

> *"We realized that GIZ was also working on something very similar. We compared notes with them to check if they were aware of some institutions and their absorption capacity, and whether they had some recommendations. If they were already funding one institution, we focused on another.*[51]

5.4. Sustainability

What is the likelihood that project research and activity outcomes will be utilized by stakeholders after completion of the project?

At the time of the current evaluation, several activities were still ongoing and final dissemination activities had not yet taken place[52]. The specific Flanders contribution does not have its own sustainability strategy. Therefore, more concrete insights into stakeholders' plans for the use of completed materials are not available.

The research, recommendations and guidelines were developed with an eye on their continued use and therefore sustainability. For example, one interviewee noted that they specifically aimed their TVET costing model to be replicable multiple times in the future. The guidelines equally can be used by countries and stakeholders worldwide to inform their financial models.[53]

Furthermore, the design of the activities was also aimed at future sustainability. One ILO staff member noted for the innovation challenge that "*we worked with the winners of these challenges to improve their project from an innovation component, but also from a more systemic component on how these projects then could be translated into sustainable projects afterwards*".[54] As noted above, the aim of the digital skills trainings, workshops, and innovation challenge were not to serve as one-off activity but included comprehensive, in-depth support to ensure that the results could be replicated in the future.

What plans exist for follow-up activities based on the project results?

As mentioned above, it is too early to identify concrete follow-up activities, but initial signs can be found.

Firstly, an important effort of ILO in South Africa included connecting the rural TVET institutions with the national government. The South African government has TVET activities and initiatives itself, that the TVET institutions in rural and disadvantaged areas often lose out

50 Interview with ILO
51 Interview with ILO
52 Note: the activities were completed when the evaluation report was completed.
53 Interviews with stakeholders
54 Interview with ILO staff

on. As a result of the project activities and communications, the opportunities for the participating TVET institutions to better access government initiatives may have increased.[55]

Secondly, in South Africa, TVET institutions flagged that it is necessary to include a digital skills module in professional development of teachers and trainers. ILO staff took this on in the form of a Concept Note for a dedicated module.[56]

However, it is not clear (i.e. there is no plan or strategy) how the achievements of the Flanders contribution would be sustained through the overall GPSL3 interventions or how the lessons and practices from the Flanders contribution would be used to inform other work of ILO.

[55] Interview with ILO staff.
[56] Interviews with ILO staff

6. Conclusions, lessons learned, and good practices

6.1. Conclusions

The Flanders component of the GPSL3 contributed to important gaps and challenges in financing and digitalization of lifelong learning identified for India and South Africa. As the interventions were based on clear needs (assessments) and ongoing national priorities, the project benefited from buy-in from the government as well and created visible (initial) results for beneficiaries. At the same time, the project managed to build on, and strengthen, existing collaboration on topics such as apprenticeships in India, which contributed to government buy-in as well as sustainability.

Importantly, the project was respectful of the national and local contexts, by defining “innovation” in line with local developments, and by targeting the most vulnerable beneficiary groups in both countries. This was facilitated to some extent by the flexibility of the pooled fund, to adjust activities as necessary based on feedback from the ground.

Initial results for the activities are positive, despite various challenges causing delays. In particular, the project managed to achieve a seemingly difficult challenge, namely, to develop -for the first time- a methodology to forecast future TVET skills and financing needs in specific occupational sectors. This methodology can form the foundation for future, similar research in other countries and sectors, and has generated interest from its stakeholders.

Feedback from the innovation challenges provided insights into what works and what does not/works less well. The thorough support provided by ILO formed an enabler for the success of the pilots and, consequently, the potential replication, scaling, and sustainability of the results in the participating TVET institutions.

The flexibility of the funding allowed ILO to allocate and reallocate funding based on the project’s needs and developments. However, some delays were attributed to the fact that funding to field offices had to be requested first and transferred via ILO HQ. Collaboration with GIZ enhanced the efficiency of the project in South Africa, but also its coherence and absence of duplications.

While the project results have not all been completed and disseminated yet, initial signs suggest that the results are suitable for replication and scaling, particularly the reuse of the TVET financing research methods, and the continuation of the use of new digital skills and digital teaching approaches by TVET institutions.

6.2. Lessons learned

- ILO field offices sought out good practices regarding the innovation challenges from other countries in their region. However, there was a “missed opportunity” for ILO India and South Africa to exchange about their innovation challenge experience, which could have helped in solving mutual issues or exchange good practices.

6.3. Good practices

- Close collaboration with other UN/NGO/bilateral organisations can enhance the efficient use of funding, by building on technical expertise and avoiding duplications.
- A flexible approach to the concept “innovation” allows for rural and disadvantaged TVET institutions to bring meaningful ideas to the forefront, which are innovative in

their context, without having to conceive globally ground-breaking new methods which they may not be capable of developing.

7. Recommendations

This evaluation's findings and conclusions formed the foundation for the following recommendations:

1. Explore opportunities for exchange and collaboration among the project countries.

Both South Africa and India implemented the Skills Innovation Challenge. Some interviewees noted that, for this challenge, they looked into good practices of other countries, but no exchange took place between India and South Africa.

Since both countries experienced challenges in the implementation of the challenge, the exchange of lessons learned could be beneficial for both, as well as the opportunity to brainstorm about solutions.

Future projects with multiple countries implementing similar activities should enable exchange of ideas and experiences, for example through monthly meetings.

2. Design follow-up activities to support the scale-up and uptake of the project results

The project resulted in concrete tools and activities for TVET institutions, but also in broader policy suggestions that could be utilized by the governments. However, the Flanders' contribution did not have a concrete sustainability strategy on how these results could be taken forward in the future (and by whom).

ILO staff in both countries should discuss with all stakeholders how they can and should take the results of the project forward and identify potential avenues for scale-up (not necessarily through another ILO project but also using existing government resources). Ideas and approaches can be collected in country-specific sustainability strategies.

3. Provide more information and/or guidance on the development of an "innovative" proposal

The Skills Innovation Challenge required interested TVET institutions to submit proposals for their "innovative" approach to teaching digital skills or introduce digital skills in apprenticeships. The call for proposals included criteria for the concept of "innovation". However, some interviewees thought the concept of innovation was not always well-understood or that not all projects were truly innovative.

Future projects could consider adding an extra layer to the selection process, where short-listed candidates receive more technical support from ILO on how to make their suggested method/approach truly innovative, before the grant is awarded.

Annex 1. Terms of Reference (ToR)

Terms of Reference

Final Internal Evaluation

ILO-FLANDERS Development Cooperation Project 2022-24

Project title: Flanders' contribution to the Global Programme on Skills and Lifelong Learning.

Project DC code:	GLO/21/29/MUL (108574)
Technical unit:	Skills and Employability Branch (EMP/SKILLS)
Type of evaluation:	Final internal evaluation
Agreement dates:	JAN-2022 - DEC-2023 (24 months)
Time Frame with NCE:	JAN -2020 - DEC-2024 (36 months)
Budget:	800,000 USD

1. INTRODUCTION AND JUSTIFICATION

Flanders is an important partner of the ILO in pursuit of Decent Work for All. This cooperation was renewed with the signature of a cooperation agreement in 2016. Flanders contribute to the ILO through the Flanders ILO Trust Fund, which supports ILO's strategic objectives within the thematic and geographical priorities of Flemish foreign policy. Skills and Lifelong learning is one such priority, and Flanders is supporting a project "Apprenticeships Development for Universal Lifelong Learning and Training (ADULT)". Commemorating the 30-year anniversary of ILO-Flanders cooperation,

- ***It was proposed for Flanders to support with lightly earmarked and pooled funding the "Global Programme on Skills and Lifelong Learning (GPSL3)" with a contribution of 800,000 USD.***

The GPSL3 serves as an operational arm of the ILO to deliver its Strategy on Skills and Lifelong Learning 2030, adopted by the ILO constituents in 2023.[57]

Global drivers, including technological changes, environmental and climate change, changes in globalization patterns and demographic shifts, as well as multiple crises are transforming societies, economies and the world of work. These transformations can benefit workers and enterprises, but could also be disruptive, leading to unemployment, underemployment, difficult transitions of youth into the labour market, skills mismatches, including skills gaps and shortages, inequalities, and inefficiencies. Skills development and lifelong learning is an investment in the future. They are key enablers of human development, and in particular of full, productive, and freely chosen employment and decent work for all, as reflected in the Sustainable Development Goals in particular SDGs 4, 5 and 8.

[57] GPSL3 will also implement the provisions for lifelong learning contained in the 2019 ILO Centenary Declaration for the Future of Work and the 2021 Global call to action for a human-centered recovery from the COVID-19 crisis that is inclusive, sustainable and resilient.

- The GPSL3 overall objective is to support the development of resilient systems based on social dialogue that provide inclusive access to high quality skills development and lifelong learning opportunities to all to promote human development, full, productive, and freely chosen employment and decent work for all.

The GPSL3 supports ILO Constituents (Governments, Employers and Workers' organisations) taking action on the following five complementary and mutually reinforcing pillars:

I. Improved policies, governance and financing for effective skills development and lifelong learning;
II. Strengthened skills needs intelligence;
III. Innovative and flexible learning programmes and pathways delivered;
IV. Inclusive skills programmes for diverse needs of labour markets ensured;
V. Quality apprenticeships and work-based learning promoted for employability, productivity and sustainable enterprises.

2. BACKGROUND ON PROJECT AND CONTEXT

To adapt to the shifts in consumer behaviour, supply chain risks and other disruptions, enterprises need innovation in their business processes and products. In the context of recovery from the COVID-19 crisis, these innovations have become essential elements of business continuity, productivity, diversification and growth plans. Investment in skills can increase enterprises' capacities to adopt productivity enhancing technologies and innovation. Companies need to rely on a capable workforce that is able to generate and apply technologies, knowledge and ideas in workplaces and in society; a workforce that is also adaptable, creative, resilient and capable of critical thinking and teamwork. Also, with digital solutions having become the lifeline of businesses, investment into digital skills is essential. Skills development can bring the change for enterprise competitiveness, by ensuring their workforce requirements for product diversification, process innovation and market expansion are met. Therefore, through the various skills development and lifelong learning initiatives, GPSL3 will support enterprises' continuity and competitiveness as part of the COVID-19 recovery while keeping in mind long term economic growth as well. This human centred recovery will contribute to creation of decent employment and more inclusive and peaceful societies.

Flanders contribution is proposed to be targeted at improving the digitalization of TVET, and the sustainable financing of lifelong learning in South Africa and in India. More specifically these are the areas for proposed interventions:

India

- **Digitalisation of TVET -** including (a) concrete solutions to bridge the digital divide for distance and blended learning, for disadvantaged groups, particularly girls, based on a review of Indian practices during the pandemic and a hackathon to source innovative ideas and solutions, (b) a review of Indian good practices to facilitate the digitalisation of TVET curricula and piloting of an integrated model to fast track them.

- **Improved Financing of TVET** – In depth review of financing framework for lifelong learning (LLL), elaboration of a formula to calculate the total cost for lifelong learning, and provision of evidence based recommendations for expanded, diversified and stable LLL financing.

South Africa

- **Digitalisation of the TVET** – Digitalisation of the TVET system and improved outreach to youth *Not in Employment, Education and training (*NEET) with the full implementation of the National Digital and Future Skills Strategy. This will be done through (a) the development and adoption of a streamlined process to digitalize curricula; (b) the development and rollout of digital skills training programmes at pre-entry level to the workplace; (c) the institutional capacity to provide youth NEET with decent employment opportunities through innovative labour intermediation.

- **Improved Financing for TVET** – the Flanders' contribution will support an in-depth review of financing of skills development and lifelong learning in South Africa, especially flows and amounts, and an innovative approach to calculate total amount required for lifelong learning

Institutional and Management Set-Up

The project's funds and management are centralized and based in the ILO Headquarters in Geneva, while some parts of the country level component are decentralized to the respective countries (India and South Africa). The project is located within and managed by the ILO Employment Policy Department in Geneva, under the Skills and Employability branch.

For the country level components, technical backstopping support is provided by the Skills Specialists in the ILO Decent Work Team in Pretoria and the Country Office for India.

The Chief of the Skills Branch and the head of the Skills Delivery Team providing general oversight and technical support.

3. PURPOSE AND SCOPE OF THE FINAL INTERNAL EVALUATION

The evaluation will be planned and implemented in accordance with the ILO Evaluation Policy and the ILO Results Based Evaluation Strategy, using the *ILO policy guidelines for evaluation: Principles, rationale, planning and managing for evaluations* (http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm.

Purpose

The purpose of the final evaluation is to indicate to the ILO, and the Government of Flanders the extent to which the interventions have achieved their aims and objectives and to determine the relevance, effectiveness, efficiency and sustainability of project outcomes.

The interventions will be reviewed in the context of the Global Programme on Skills and Lifelong Learning to which Flanders contributed. The knowledge generated by the evaluation will also feed in the design of future intervention models and contribute to documenting management and delivery approaches.

The main objectives of the evaluation are to:

d. Assess the relevance, effectiveness, efficiency and sustainability of the project in light of the results achieved.
e. Identify, document, and publish lessons learned, especially regarding models of interventions that can be applied further; and
f. Provide recommendations relevant to the future development and implementation of projects of this type.

Clients of the evaluation

The primary clients of the evaluation will be the ILO, the ILO constituents, and the donor. Secondary clients will include other development partners active in the same field, other project partners and indirect project beneficiaries.

Scope

The evaluation will cover the entire duration including No-Cost extension (JAN-2022 - DEC-2024) of the programme that consists of the two outcomes since its inception. The project will be evaluated based on the evaluation questions against the evaluation criteria mentioned below.

4. EVALUATION CRITERIA AND QUESTIONS

The evaluation utilises the evaluation criteria of the Organisation for Economic Co-operation and Development Assistance Committee (OECD DAC), thereby focusing on *relevance*, *effectiveness*, and *sustainability*.

Evaluation questions

The evaluation will examine the programme and its different components on the basis of specific evaluation questions for aforementioned evaluation criteria relevance, effectiveness, and sustainability.

Relevance

- To what extent has the intervention contributed to generating new knowledge and solutions for the digitalisation and financing of TVET in India and South Africa? Has the project addressed previously unrecognized practices or challenges, particularly in the context of bridging the digital divide and improving access to lifelong learning?
- How well has the project adapted to the specific demands and contexts of the constituents in both countries, particularly disadvantaged groups such as NEET youth in South Africa and girls in India?

2. Effectiveness

- Has the project met its outcome targets, specifically in promoting the digitalization of TVET systems, the development of financing frameworks for lifelong learning, and implementing digital skills training for NEET youth?
- Has the new analysis and knowledge generated from the project been effectively shared with key stakeholders in a user-friendly format?
- Has this knowledge contributed to policy discussions at the national, regional, or global levels? Are there any unintended outcomes, either positive or negative, resulting from the project?

3. Efficiency

- To what extent have the results of the intervention been achieved in a cost-effective manner?
- Were various cost-saving options considered in the implementation of activities?
- Were any savings generated, and if so, were they reinvested to strengthen project outputs?

4. Sustainability

- How has the research and its findings been communicated to stakeholders? Will the research reports be accessible and useful after the project's completion?
- Is there evidence that constituents, including training providers, training institutions and other actors, will use the findings for ongoing policy discussions and practical changes in the TVET and lifelong learning sectors?
- Are there plans for further ILO activities or follow-up actions based on the project results?

5. Good Practices

- What lessons can be drawn from the research and activities carried out under the project, particularly regarding the development of financing models?
- Are the lessons based on solid evidence, and can they be replicated in other similar contexts or projects?
- Is there a need for additional research to further explore areas identified in the project? If so, which areas require further investigation or support?

5. METHODOLOGY

The evaluation methodology is expected to use a mix of qualitative and quantitative methods to be outlined in an evaluation concept.

Envisaged methodology and steps include the following:

1. Preliminary document review: Review of programmes and its components materials, publications, data, among others.
2. Inception meeting with the evaluation manager in ILO HQ and in South Africa and India: The objective of the consultation is to learn about the status of the project and clarify operational issues for the delivery of the evaluation.
3. Evaluation concept: Submission of an evaluation concept outlining the methodology and work plan.
4. Data and information collection: Complementary document review, online survey, 10 semi-structured interviews with project stakeholders.
5. Evaluation report: Submission of a draft and final evaluation report (10-15 pages).
6. Debriefing: Conference call with the ILO (including the Government of Flanders, if it wishes), after submission of the draft final report.

Cross-cutting Themes
The gender dimension should be considered as a cross-cutting concern throughout the methodology, deliverables and final report of the evaluation. In terms of this evaluation, this implies involving both men and women in the consultation and evaluation analysis. Moreover, the evaluator should review data and information that is disaggregated by sex and gender and assess the relevance and effectiveness of gender-related strategies and outcomes to improve lives of women and men. All this information should be accurately included in the evaluation concept and evaluation report.

6. CONTRACTOR'S RESPONSIBILITIES AND DELIVERABLES

This evaluation will comply with UN norms and standards for evaluation and ensure that ethical safeguards will be followed. UNEG code of conduct will be followed: http://www.unevaluation.org/document/detail/100

The consultant should not have any links to project management, or any other conflict of interest. The evaluator will abide by the EVAL's Code of Conduct for carrying out the evaluations: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_649148.pdf

The contractor (evaluator) will report to the evaluation manager in line with the process of managing and implementing internal evaluations**.** Any technical and methodological matters should be discussed with evaluation manager. The evaluation will be conducted with logistical support and services of the evaluation manager in the ILO Office in Geneva.

The contractor will be responsible for:

- The design, planning and implementation of the evaluation and the write-up of the evaluation report, using an approach agreed with ILO, and for delivering in accordance with the ILO's specifications and timeline.
- Consulting and liaising, as required, with ILO and any partners to ensure satisfactory delivery of all deliverables.
- Making themselves available, if required, to take part in briefings and discussions, online or, if judged necessary, at the ILO Geneva Office or other venue, on dates to be agreed, in line with the work outlined in these ToR.

The contractor should provide the following deliverables according to the time schedule below:

Deliverable 1: Evaluation concept (within 15 days after signing the contract); estimate input: 3 working days.

Upon the review of available documents and an initial discussion with the project management. The evaluation concept will:

a. 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.
b. Elaborate the methodology proposed in the ToR with changes as required.
c. Set out in some detail the data required to answer the evaluation questions, data sources by specific evaluation questions, (emphasizing triangulation as much as possible) data collection methods, and sampling
d. Detail the work plan for the evaluation, indicating the phases in the evaluation, their key deliverables and milestones.
e. Set out the list of key stakeholders to be interviewed and the tools to be used for interviews and discussions.
f. Set out outline for the final evaluation report.

Deliverable 2: Draft evaluation report (30th November 2024), estimate input: 6 working days, including data and information collection.
To be submitted to the evaluation manager. The report will be 10-15 pages long. For information purposes, the ILO Evaluation Office guidance on the evaluation report is available below. The evaluator does not have to fulfill all guidance requirements.
http://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165967.pdf

Deliverable 3: Final evaluation report with executive summary (10 December 2024), estimate input: **1 working day**.
To be submitted to the evaluation manager. The report should be edited by the evaluators. The contractor will be responsible for scheduling all meetings with stakeholders.

7. ILO RESPONSIBILITIES

The ILO evaluation manager will have the following responsibilities:

- Review the evaluation questions with the evaluator and liaise with concerned stakeholders as necessary;
- Monitor the implementation of the evaluation methodology, as appropriate and in such a way as to minimize bias in the evaluation findings;
- Review the evaluation report and provide initial comments;
- Circulate the draft evaluation report to all concerned stakeholders;
- Collect comments on the draft from all stakeholders and forward to the evaluator;
- Provide all necessary information, documents and contact lists available;
- Facilitate the scheduling of meetings with key stakeholders when necessary.

8. COMPLETION CRITERIA

Acceptance will be acknowledged only if the final report is judged to be in accordance with the requirements set out in the contract, to reflect agreements reached and plans submitted during the contract process and incorporate or reflect consideration of amendments proposed by ILO.

Deliverables will be regarded as delivered when they have been received electronically by the evaluation manager and confirmed acceptance of them.

9. SPECIAL TERMS AND CONDITIONS

All draft and final outputs should be provided in electronic version compatible with Word for Windows. All data and information received from the ILO for the purpose of this assignment will be treated confidentially and are only to be used in connection with the execution of these Terms of Reference. All intellectual property rights arising from the execution of these Terms of Reference are assigned to the ILO. Use of the data for publication and other presentation can only be made with the agreement of ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

10. TIMING OF THE EVALUATION

The Final Evaluation is expected to be carried out between 15th November 2024 and 12 December 2024. The finalisation of the evaluation report will be agreed separately, upon availability and responsiveness of project stakeholders and beneficiaries, but not be later than 12 of December 2024.

11. EVALUATION ARRANGEMENTS AND PROFESSIONAL REQUIREMENTS

The final internal evaluation will be conducted by an external international evaluator (individual consultant or a firm). The evaluator will be selected among those with the qualifications and experience of potential candidates as described in their expression of interest (EoI) for the assignment, on the basis of best value for money.

The evaluator should have:

- Master's degree in social sciences, economics, development studies, evaluation or related fields, with demonstrated strong research experience;
- A minimum of 10 years' experience in conducting projects and programme evaluations, with demonstrated experience in evaluating employment policy development-related programmes.
- Proven experience with program evaluation, logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
- Full proficiency in English;
- Knowledge of the ILO mandate, tripartite structure and technical cooperation activities, as well as experience with the UN System;
- Excellent communication, interview and report writing skills;
- Demonstrated ability to deliver quality results within strict deadlines.
- Good interpersonal and cross-cultural communication skills; and
- Facilitation skills and ability to manage diversity of views in different cultural contexts.

Annex 2. Documents reviewed

Project documents

ILO India Country Assessment and Priorities (CAP).

ILO South Africa Country Assessment and Priorities (CAP)

Progress Report – Flanders contribution to the GPSL3 August 2023 – August 2024.

Digital Skills for Youth NEET in South Africa: Innovation Bootcamp, digital innovation lab for skills development, Training of Trainers and networking experience. 20 March 2023 – 28 February 2024. Final Report.

PPT: A Study of Youth Not in Employment, Education or Training (NEET)

Final Progress Report 15 November 2023 - 29 February 2024. Digital Skills 4 Jobs and Income (Skills Innovation Challenge)

Cover Note: ILO- Government of Flanders partnership in implementing the Global Programme on Skills and Lifelong Learning (GPSL3), and interviews with ILO staff and stakeholders.

ILO, D-TEACH, ITCILO: Digital Skills for Teachers in South Africa - Draft Concept Note (v. 20.02.2024)

Other sources

ILO and OECD (2023) Global skills gaps measurement and monitoring: Towards a collaborative framework. *Technical paper prepared for the 1st meeting of the Employment Working Group under Indian presidency*.

ILO Brochure on the Global Programme on Skills and Lifelong Learning

World Economic Forum (2023) 3 ways governments can solve the global skills crisis. https://www.weforum.org/stories/2024/08/skills-market-government/

World Bank Group, DBSA, South African Ministry of Education (2023) Going beyond the Infrastructure Funding Gap: A South African Perspective. Technical and Vocational Education and Training (TVET) Sector Report

Denhere, V, and Moloi, T. (2021) Readiness of Public TVET for the Fourth Industrial Revolution: The Case of South Africa.

Pilz, M and Regel, J (2021) Vocational Education and Training in India: Prospects and Challenges from an Outside Perspective. Margin: The Journal of Applied Economic Research, vol. 15.

NSDC (2020) Financing in Technical and Vocational Education and Training Sector: Indian and Global Perspective.

Tewathia, N. et al (2020) Social inequalities, fundamental inequities, and recurring of the digital divide: Insights from India. Technology in Society, Volume 61.

UNESCO Delhi office (2020) *State of the Education Report for India 2020 Technical and Vocational Education and Training (TVET).*

The ILO strategy on skills and lifelong learning 2030, adopted in 2023. https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/publication/wcms_886554.pdf

Global Skills Programme. *The programme implementing the ILO Skills and Lifelong Learning Strategy* https://www.ilo.org/global-skills-programme

ILO's research project – Apprenticeship Development for Universal Lifelong Learning and Training (ADULT) – funded by the Government of Flanders. https://www.ilo.org/publications/good-practices-apprenticeships-india-challenges-and-opportunities

Annex 3. List of interviews respondents

Table 1. Stakeholder interviews

#	Name	Gender	Organization
1	Wouter Gideon Bam	M	University of British Columbia
2	Dhananjay Pingale	M	Dr D Y Patil Institute of Management & Research
3	Sandra Rothboeck	F	External consultant
4	Thomas Peeters	M	Government of Flanders
5	Katrien de Pauw	F	Government of Flanders

Table 2. ILO staff interviews

#	Name	Gender	Office
1	Yukari Kanamori	F	ILO India
2	Tom Wambeke	M	ICT-ILO
3	Alice Vozza	F	ILO HQ
4	Patrick Daru	M	ILO HQ