



Industry Skill for Inclusive Growth -Phase 2 (InSIGHT-2)

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

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List of ancronyms

ASEAN	Association of Southeast Asian Nations
BLK	Balai Latihan Kerja (Public Vocational Training Centre)
DOLE	Department of Labour and Employment
DWCP	Decent Work Country Programme
DWT	Decent Work Team and Country Office
EO	Employers' Organisation
NWPC	National Wages and Productivity Commission
ICT	Information, Communication and Telecommunication
IT	Information Technology
ILO	International Labour Organisation
InSIGHT-2	Industry Skill for Inclusive Growth Phase 2
MSME	Micro, Small and Medium Enterprises
OECD/DAC	Organisation for Economic Cooperation and Development/Development Assistance Committee
RPJMN	Rencana Pembangunan Jangka Menengah Nasional/Mid-term Development Plan
SDGs	Sustainable Development Goals
SfPSEA	Skills for Prosperity Southeast Asia
SKKNI	Standar Kompetensi Kerja Nasional Indonesia / Indonesian Competency Standard
STEM	Science, Technology, Engineering and Mathematics
TESDA	Technical Education and Skills Development Authority
ToT	Training of Trainers
TU	Trade Union
UN	United Nations
UNEG	UN Evaluation Group
UKPF	United Kingdom Prosperity Fund
UNIQLO	Quality Assistance for Workers Affected by Labour Adjustments
VET	Vocational Education and Training

1 Executive Summary

Context

The ASEAN Declaration on Industry Transformation to Industry 4.0 was issued by leaders at the 35th ASEAN Summit, and it reaffirms the region's commitment to developing a consolidated strategy on the 4th Industrial Revolution. The ASEAN Labour Ministers' Statement on the Future of Work: Embracing Technology for Inclusive and Sustainable Work, signed in April 2019, laid out an inclusive framework to prepare the workforce for the future.

With a population of over 260 million, Indonesia is the fourth most populous country in the world. However, the number of workers entering the labour market, with appropriate qualifications, have not kept pace with the growth of jobs requiring higher skills.

The Philippines faces long-standing problems of unemployment, low labour productivity, labour underutilisation and other labour market inefficiencies, as the labour force continues to grow faster than the economy can create jobs. The profile of employees is dominated by underemployed, low-wage workers in low-skilled occupations with limited opportunities to find quality employment.

Project background and objectives

The project "Industry Skill for Inclusive Growth -Phase 2 (InSIGHT-2)" was a three-year International Labour Organisation (ILO) project, funded by the Government of Japan, with a budget of USD 2.7 Million. It was implemented mainly in Indonesia and the Philippines. The Project started in February 2019 and ended June 2022. The project intended to capitalise on the ILO's expertise and experience in the field of skills' development and aimed to promote mechanisms and practical approaches that would enable industries and workplaces to become drivers of sustainable and inclusive growth in the ASEAN region.

The overall goal of the project was to "Promote Skills Development as a Pathway Towards the Inclusive Growth of Economies, Industries and Labour Markets in the ASEAN region." The project had three outcomes:

Outcome 1, focusing on Indonesia: Skills development policies and system are improved to respond effectively to the changing skills demand of the economy and to take targeted actions to promote decent jobs and skills for young women and men.

Outcome 2, focusing on Philippines: Skills-development mechanisms and response measures are strengthened to contribute to employment outcomes, while ensuring the transition to a sustainable, greener and resilient economy and society, especially for young women and men and vulnerable groups.

Outcome 3 had a regional focus: Regional constituents and partners have increased awareness and understanding of the strategic link between Skills Development and Industrial Relations, in the context of the ongoing global transformations and promoting targeted actions on decent jobs and skills for young women and men - assembled in October 2019.

Evaluation background

An independent, final evaluation was conducted over the period April–June 2022. It used a quantitative/qualitative process and drew on a desk review of available documentation and interviews with a group of selected stakeholders in each of the two focus countries and at the regional level, as well as ILO specialists, and Country Office and project staff. The evaluation took into account the reorientation of the project's priorities and approach that was required by the COVID-19 pandemic, as well as any adjustments which were deemed required as a result of the implementation experience.

The main purpose of the final evaluation was to fulfil accountability to the donor and to the tripartite constituents, to serve internal organisational learning and to seek suggestions to improve similar future projects. The evaluation assessed the extent to which the project had achieved its expected objectives as per the programme logical framework, as well as the effectiveness and efficiency of the implementation and the sustainability of the project's impact. The final evaluation identified the major challenges faced and the action taken to address them, any lessons-learned and good practices for both accountability and learning. The evaluation assessed the alignment of the project's interventions with the ILO's strategic objectives and policy outcomes as well as existing Decent Work Country Programmes (DWCPs), and other developmental frameworks. Finally, the evaluation verified the coordination mechanisms with other ILO interventions. The evaluation covered the implementation period of the project; from its start in February 2019, until the time of the final evaluation, and it covered the key outputs and outcomes (including any unexpected results). The evaluation conducted discussions with the ILO's Programme staff; national counterparts and the developmental partners of the project; the donor, the government of Japan; and the ILO's technical specialists based in Bangkok, Thailand.

The evaluation addressed ILO evaluation concerns, such as:

1. Relevance
2. Coherence
3. Effectiveness
4. Efficiency
5. Impact
6. Sustainability

Both qualitative and quantitative evaluation approaches were used for conducting the evaluation. The evaluation fieldwork was qualitative and participatory in nature, as far as the COVID-19 regime in place allowed. Qualitative information was obtained through one-on-one and group interviews (face-to-face, Skype, MS Teams, Zoom or telephone) as was convenient for the informants. The stakeholders' opinions improved and clarified the quantitative data that were obtained from project documents. Quantitative data were drawn from project documents, including the Development Cooperation Progress Reports, Mid-term Evaluation Report and the Monitoring and Evaluation Plan (MEP). Data were disaggregated by sex where possible and appropriate.

The final evaluation will be used primarily by the ILO and partners to guide possible future interventions, to achieve the best target results. The evaluation will promote accountability and strengthen learning among the ILO and its key stakeholders.

The evaluation was carried out following the UN Evaluation Group (UNEG) Norms and Standards (updated in 2016), and OECD/DAC's recommendations, as well as the ILO's Evaluation Policy Guidelines.

The Evaluation took place during the COVID 19 pandemic, which made travelling and field visits impossible. In almost all cases, interviews were carried out online, thus limiting the possibility for close observations of the context and presenting a challenge for the evaluator.

FINDINGS

Relevance

The project was in line with “The Vision of Indonesia 2045” and its policy on developing human resources and entirely relevant to the National Long Term Development Plan of Indonesia (RPJPN 2005-2025). It was also aligned with Indonesia’s fourth separate medium-term plan 2020 -2025. The project was also relevant to the Philippine Development Plan 2017-2022, which is based on a 25-year long-term vision entitled “AmBisyon Natin 2040”.

Project activities contributed to the achievement of the Sustainable Development Goals 8 and 4.

The project’s objectives and activities were highly relevant and contributed to the achievement of the goals under two of four priorities in the United Nations’ Sustainable Development Cooperation Framework – Indonesia 2021 -2025.

The project’s objectives and activities were highly relevant and contributed to the achievement of the goals set in the United Nations’ Partnership Framework for Sustainable Development - Philippines 2019-2023, and to the specific outcome on prosperity and the planet.

The Project contributed to the ILO’s country programme outcomes, which were aligned to the ILO’s Programme and Budget 2018-2019 and 2020-21 outcomes and outputs.

The project learned from the experience of other projects implemented by the ILO. Its actions were based on the lessons-learned from the previous InSIGHT project (InSIGHT-1), and the project built upon the work accomplished earlier. The project was implemented in synergy with the other ongoing ILO projects (UNIQLO, STEM, and SfpSEA Projects in Indonesia and SfpSEA Project in the Philippines).

The project adapted to the new situation of the COVID-19 pandemic and responded to the increased need for online training and digital learning tools.

Coherence

A strong aspect of the project was that it was backed by evidence from the labour market and economy and was developed in response to skills challenges in the labour market. The project contained a good analysis of the national context in which the project needed to operate and provided clear arguments to justify the intervention.

The stakeholders agree that an educated and skilled population will ensure the sustainability of social and economic developments in Indonesia and the Philippines. The ILO’s work on bridging the skills gaps, transforming the systems, and greening the economy is very important. The ILO makes every effort to ensure that skills-related projects are interconnected and run in the same direction. The joint work of the Indonesian projects on skills is an example of an emerging good practice in its approach to the stakeholders. This skills cluster of ILO projects presents overall ILO assistance in skills areas to the tripartite constituents in a systematic and unified way.

It will foster the transformation of the current economic system, which in turn will provide a sustainable source of jobs and livelihood opportunities. For this transformation to take place, institutions and systems require change. One of the biggest challenges that both countries face is how to bridge the gap between the population’s skills and the labour market’s needs.

The InSIGHT-2 project did not contain an explicit theory of change, but for Outcomes 1 and 2 it was clear what the ILO's assistance aimed to accomplish and how.

Effectiveness

Indonesia component

The project team in Indonesia adapted to the new circumstances of the COVID-19 regime in place and delivered a significant number of online activities. They developed a number of supporting materials, among others: Virtual Pedagogical Skills Guide for Mentor/ Supervisor of quality apprenticeship, Guide for Industry in Developing Competency Standard, Technical Analysis Reports on Public Vocational Training centre (BLK), webinar series on quality apprenticeship, pilot two digital skills on motion graphic and computer network, a rapid assessment/ study on job matching in the ICT sector and feasibility study on e-BLK as well as study on socio economic impact of COVID-19 to employment and skills development.

The project team conducted extensive consultations on the involvement of the industry in the public vocational training centres, promoted quality apprenticeships, developed digital learning products, prepared a number of guides policy notes, assessment, studies and delivered training programmes to a significant number of persons.

The project provided extensive information on sector skill councils. However, it is up to the stakeholders to establish them and link them to the future/planned National Vocational Committee. The interviews revealed that it was possible to identify potential sectors of hotel and restaurant wherein the skills councils could be established by the end of the project. Most of the stakeholders viewed the sector skills councils as a forum through which the employers' associations and trade unions could give significant input to skills' development.

The project facilitated cooperation between the government and Employers Organizations (EOs) on the standardisation of skills, the availability of trainers, the absorption of those people trained by the VET centres, and skills' development at a company level.

The project worked strategically with the hotel and restaurant industry associations to improve the occupational mapping, competency standard. vocational training curriculum development and good practice in implementing quality apprenticeship. In addition to animation industry association focusing on competency standard and vocational training curriculum quality apprenticeship This securing industry input to the model and supporting the government both Coordinating Ministry of Economic Affair and Ministry of Manpower in its development of the vocational training based on industry needs.

This project component lags behind in its work on awareness-raising among social partners on active labour market policies, which are one of the indicators for this outcome.

Philippines component

The Philippines component of the project faced significant delays, due to delays in recruitment and staff movement. However, the project managed to deliver results after the implementation was accelerated. Skills Need Assessment methodology became an initial cornerstone and a number of training materials on business continuity were developed. Online training for MSMEs based on ILO-developed training materials was conducted.

The project was foreseen to play an important role in contributing to the greening agenda but, during the pandemic, the governments attention shifted to handling the emergency challenges coming from the pandemic and added to those natural disasters. It was therefore only towards the end of the project that the project could speed up and regain the attention of partners.

The CO in Manila is paying a lot of attention to the green jobs and green skills agenda and is a leading agency in contributing to a greening of the economy.

Regional component

The tripartite meeting on Industrial Relations and Skills, in 2019, was seen as important by all the stakeholders. For many this event was an eyeopener concerning the importance of good industrial relations and a strong good faith in social dialogue when developing skills and employment-related initiatives. The participants built on the Japanese experience and understood the importance of dialogue, whether it is basic professional training, re-skilling or upskilling that has to be delivered. The interviewed stakeholders only gave limited feedback on the greening webinar “Sub-regional WEB-meeting on Skills & Human Resources Development (HRD) for Green Jobs and Greening of Economies in Asia” conducted in March 2022.

Efficiency

All of the stakeholders expressed their satisfaction with the relationship and cooperation with the project team. The ILO is considered professional, flexible and quality-oriented.

Due to delays in staff recruitment – and later the pandemic – a number of activities were re-scheduled, which affected the project’s delivery rate. The challenges to the project that were triggered by the pandemic and the lockdowns were addressed through a contingency plan and the decision to move what could be moved online. The evaluation finds that the project management and the COs handled the new challenges in a professional manner without panicking. Immediate action was taken to mitigate the situation. Likewise, the donor demonstrated the required flexibility and made space for alternative solutions which were not always foreseen in the project documents.

Impact

The development and experiences with using the tools developed for online training provided very valuable knowledge on how to select, assess and develop digital training materials. That knowledge and knowhow could be replicated and used in other projects, and by partners when developing their own tools. The gained experience points to both the benefits and limitations of the online training approach. Informants reported that, in the future, they would be in favour of a mixed/hybrid approach including both off- and online training activities.

The Project did not apply pre- and post-training evaluation for capacity building activities conducted even though it applied a number of assessments prior to the training through pooling and structured questions to assess participants’ understanding. The training materials on digital skills and quality apprenticeship and webinars on public employment services are available on the ILO website and broadcasted on YouTube and Instagram. The materials related to relevant events are also available on the MOM website.

The impact on increased employability and productivity might demonstrate the benefits of the training provided, but this would require tracer studies which were not foreseen in the current project. The evaluation sees this as a missed opportunity, but it is also explainable by the challenges that arose from the pandemic. The involved parties however reported that at the short term the impact had been limited. The ILO does not widely use mechanisms to follow the impact of training activities through pre- and post-training surveys and longer-term tracer studies. Likewise, there is no systematic approach in place for following on-line traffic to training materials, policy briefs and other documents available online.

Sustainability

Maintaining the offered training by the partners in Indonesia and the Philippines after the project end will ensure the sustainability of the actions taken. It could also ensure growth in the numbers of people receiving training and improve their chances in the labour market.

Partnerships with state institutions that internalise the ILO's material (Republic of Indonesia Ministry of Manpower and NWPC in the Philippines) can be the most crucial aspects of the action's sustainability. For that to happen, the ILO needs to build modality through which the institutions that internalise/ use the ILO produced tools can report back to the ILO on their use of its products and the impact of their application.

Gender

The project worked closely with an Indonesian feminist journal to promote affirmative action for women participation in the ICT sector as well as inviting other projects to share their point of view on gender dimension of the project intervention to address gender inequality.

Interview data shows that project stakeholders were satisfied that the project promoted gender equality through fair and equal access to project activities and benefits. Data from the secondary sources show that around 50 % of participants in the training were women, although no specific targets for women were set in the project document.

CONCLUSIONS

The project was seen as highly relevant by the constituents and other partners. Although it faced delays and problems in its implementation, the project was successfully implemented. The ILO has through its projects a significant influence on the policy development in the field of skills. In the current project both the employers' associations and government institutions were very much active and supportive to the implementation whereas the trade unions did not participate actively to the same extent especially in Indonesia even attempts were made to engage them. There are still some works to be done by the COs and ACTRAV to motivate the trade unions to give higher priority to the work on skills development, an issue that in the years to come will have an increasing importance as the skills demands to the work force will grow faster and faster as the Industrial Revolution 4.0 moves forward.

Besides skills, the project also contributed to the work of the CO Manila in regaining the attention of the authorities to the green agenda which to some extent had been put aside during the pandemic and the recovery from natural disasters. The ILO has been successful in regaining its position as a leading agency on promoting the green agenda in particular on green skills and green jobs.

The pandemic and the following lockdowns have provided a lot of learning for the ILO on online training. The project showed both the potential of increasing geographical outreach to rural areas and remote islands, and the limitations because of lacking internet connection and access to hard- and software. Also, pedagogical aspects show that not all training is benefiting from an online approach. This learning will be of great value beyond the lifetime of the project.

Lessons Learned and Emerging Good practices

Lessons-learned

Due to the COVID-19 pandemic regimes in place all training activities were transferred to online training. Even though efforts were made to moderate the training materials to fit to the new training approach, the experience showed that for most training activities the physical face-to-face training is preferred by stakeholders interviewed. Even though the online training helped reducing the geographical divide and encouraged more women to participate, in general a relatively high level of drop-out from the training was reported compared to offline training. It also appears that the subject of the training has an impact on the success rate as there are subjects with a more “natural” online link e.g. training in web-platform development, business management services, animation and similar. Other subjects of more practical/technical character and soft skills like interpersonal communication and teamwork will benefit from training with physical presence.

During the pandemic online training was given priority as this was the only option for conducting training, but some training providers also see this as a very cheap way to conduct training. The lesson learned is that the quality in many cases suffers from the lack of physical presence. The drop-out rate is reported to be significantly higher when training is conducted online. It is also reported that the on-line training might exclude some of the most vulnerable groups as they cannot afford the needed hard- and software required for the training. The online training is cheap for the training providers and can help with a larger geographical reach out. The ILO should use the on-line training as much as possible but also be critical towards its limitation. Informants suggested a mixed/hybrid approach where both on- and off-line training methods are used.

Emerging Good Practices

The ILO's skills projects are connected and have the same direction. The joint work of the Indonesian projects on skills is an example of an emerging good practice in its approach to the stakeholders. This skills cluster of ILO projects presents overall ILO assistance in skills areas to the tripartite constituents in a systematic and unified way. The ILO's constituents can see the logical connections and consistency of the ILO's work in the area of skills. This means that there is one joint steering committee for all the skills related projects in Indonesia, which has quarterly meetings. The risk of overlapping and gaps are minimized. The less meeting frequency makes it more likely that constituents' top political leaders will join the meetings and by that can a stronger political ownership be established among constituents. The project delivery towards beneficiaries will be improved. Donor attention can be increased as stronger projects can/will be developed. The link to the DWCP and contribution to meeting the DWCP targets will be increased through the stronger ownership among constituents to the implementation of the DWCP. Through this the projects will contribute even more efficient to meeting the CP Outcomes and ILO strategic targets.

Disability considerations are clearly an important factor for attention from a rights and inclusion perspective in any ILO engagement. The evaluation finds it encouraging to note that in Indonesia, the project has made online content available for persons with disabilities by including text (for the persons with deafness) and voice (for the persons with blindness). The evaluation finds this a good emerging practice that can help to open a more inclusive labour market. Especially people with hearing and seeing disabilities will have good chances for entering the labour market as the digitalisation is progressing in all sectors of the economy. The inclusion of text and voice in online training activities today is not so much a technical challenge but rather an economical priority decision; but with new digital solutions developing, it would be a realistic cost to cover in most programs and projects. The ILO can introduce the practice in all programs and projects, and it will be easy for other agencies and partners to introduce the same if the approach is given priority. The introduction of text and sound in training activities will support the ILO's overall orientation towards an inclusive labour market.

RECOMMENDATIONS

Recommendation 1:

Addressed to	Priority	Time frame	Resources
ILO	High	Long-term	High

In the era of the fast-moving Industrial Revolution 4.0 there will be an increasing need for up- and re-skilling of huge parts of the labour force. As the experiences from the current project shows there is a mismatch between skills provided through the TVET/VET systems and the markets demands. One of the bottlenecks is the approval of professional standards for new professions/educations/trainings by respective authority in each country. The system has to be geared to work faster BUT without losing the high professional standards ensuring that workers get a quality training increasing their employability. The ILO is recommended to develop further initiatives building on the added value of its unique tripartite DNA.

Recommendation 2:

Addressed to	Priority	Time frame	Resources
ILO and constituents	High	Long-term	Low

The skills development especially among young women and men is challenged by the bad reputation of the apprenticeship. Many employers exploit the trainees as cheap labour rather than investing in them as the future of the industry. Also, EOs recognize that there are problems that need to be solved to be able to attract young people to the industry. The Project has developed materials and webinars for the implementation of quality apprenticeship. This and the high value of training that combine theory and practice should be further promoted. Many countries have succeeded in this so there are experiences to build on for the ILO and constituents in future interventions.

Recommendation 3:

Addressed to	Priority	Time frame	Resources
Government	High	Long-term	High

Governments are recommended to secure that maximum access is provided to both hard- and soft-ware when developing online training. This is to avoid vulnerable groups being further marginalized. The establishment of computer/internet hubs in villages could eventually be a way forward to

overcome these challenges at the least partly if action is not taken the digital gap can increase even more in the future.

Recommendation 4:

Addressed to	Priority	Time frame	Resources
ILO/ACTRAV/trade unions	Medium	Long-term	Medium

The ILO is recommended to follow up with trade unions in Indonesia on policy development on skills. The Indonesian trade unions have taken first steps to develop a policy on skills, but more efforts are needed to broaden out the understanding to all unions at all levels down to factory level. Education and training are becoming a constantly increasing demand and the workers have to be prepared for the many new challenges and the trade unions should be able to formulate their demands and proposals to the other social partners.

Recommendation 5:

Addressed to	Priority	Time frame	Resources
Donor	Medium	Long-term	Low to none

The year-by-year allocation of funds has a negative impact on HR management and force the ILO to sign short term contracts – one year or less. This again can lead to a higher staff turnover than if there were funding in place for the whole project period. At the same time, it affects the multi-year planning at country level and conditions the strategy the ILO develops to deliver outputs over the program's duration. It is recommended to commit funding for the full program period to accommodate for a strategic approach in program implementation. ILO is recommended to avoid short-term contracts as much as possible.

2 Context

2.1 ASEAN context

The Association of Southeast Asian Nations, or ASEAN, was established on 8 August 1967 in Bangkok, Thailand, with the signing of the ASEAN Declaration (Bangkok Declaration) by Indonesia, Malaysia, the Philippines, Singapore and Thailand. Brunei Darussalam, Vietnam, Lao PDR, Myanmar and Cambodia joined later, today making up what are the ten member states of ASEAN.

Despite global uncertainties, economic performance remains robust within ASEAN. In 2018, the region's combined gross domestic product (GDP) grew by 5.2%, reaching US\$ 3.0 trillion, and trade in goods, trade in services and foreign direct investment (FDI) also inflows recorded positive growth¹. The ASEAN Declaration on Industry Transformation to Industry 4.0 was adopted at the 35th ASEAN Summit, and it reaffirms the region's commitment to developing a consolidated strategy on the 4th Industrial Revolution.

The ASEAN Declaration on Promoting Green Jobs for Equity and Inclusive Growth of ASEAN Community (2018) called for a better understanding of the impact of green jobs and green skills on the construction of environmentally and socially sustainable economies for job creation. The ASEAN Labour Ministers' Statement on the Future of Work: Embracing Technology for Inclusive and Sustainable Work, which was signed in April 2019, laid out an inclusive framework for how to prepare the workforce for the future².

The ASEAN Region is currently the sixth largest economy in the world and is predicted to be the fourth largest by 2030. This forecast is predicated on a predicted GDP of US\$4.7 trillion for the region by 2030, and which will double the current economic size. A notable key economic achievement, from the period 2007 to 2015 was the region's average annual real growth rate, which consistently surpassed the 5.0 percent mark, together with its total trade values which increased by US\$700 billion. The region has experienced tremendous progress and with the right navigation, it can expect to become the centre of the global economy, driving the world's economic growth.

The ASEAN region has the third largest population in the world, with a vibrant demography where more than fifty percent of inhabitants are under the age of thirty. Likewise, it is a well-recognised manufacturing hub, and has the world's fastest growing consumer market. It is endowed with rich natural resources and is home to some of the world's largest and most biodiverse forests and marine ecosystems. Clearly, the region possesses all the elements required to fuel its rapid growth. However, this abundance comes with a complex responsibility; a 'balancing act' is required to realise the full potential of continuously improving economic prospects while reducing poverty; both now and in the years to come.

Despite the promised strong growth potential, these trends also forecast that the ASEAN region countries will face critical challenges if the community intends to maintain its growth trajectory. The pace of growth has created rising inequality and increased wealth gaps between the rich and the poor

¹ Asean Economic Community fact sheet: <https://asean.org/storage/2012/05/41.-December-2019-FAct-Sheet-of-AEC.pdf>

² Asean Socio-Cultural Community fact sheet: <https://asean.org/storage/2012/05/42.-December-2019-Fact-Sheet-of-ASCC.pdf>

and this feeds into a cycle of poverty that the countries are struggling to address. Moreover, recent emerging structural changes in the area's economy and industry are slowing down regional economies and hindering quality growth. This negative development has been further exacerbated by the COVID-19 pandemic and its economic consequences.

2.2 Indonesia context

Indonesia is the fourth most populous country in the world, with a population of over 270 million. Its annual gross domestic output – of USD 932 billion – makes Indonesia the largest economy in Southeast Asia. The United Nations Development Program placed Indonesia in the 121st position – out of 189 countries – in its 2020 Gender Inequality Index and, over the past decade, the expansion of employment opportunities has outpaced growth in the labour force. Consequently, the unemployment rate dropped to 5.3 percent in 2018; half of what it was in 2006. In 1998, more than 24 percent of the population lived in poverty, whereas this figure had dropped to 9.8 percent by 2018.

In Indonesia today, there are more skilled workers in the labour force, although a large number of them (41 percent) have either never attended school or have only completed primary school. Consequently, the number of workers, with appropriate qualifications, entering the labour market has not kept pace with the growth of jobs requiring higher skills. This skills' mismatch is all the more worrying considering recent technological breakthroughs, which may automate routine tasks.

Indonesia was once classified as an upper-middle income country, but in 2021, the World Bank moved Indonesia back to the lower-middle income category, due to the impact of the COVID-19 pandemic.

Thirty years ago, the United Nations Development Program (UNDP) developed a Human Development Index (HDI) as a measure of human progress in terms of personal freedoms (i.e. poverty, inequality and gender issues). In the UNDP's 2019 report, Indonesia's Human Development Index (HDI) was rated at 0.718, meaning the country ranked 107th out of the surveyed 189 countries. This put Indonesia in the high human development category. However, when the value for inequality (in the distribution of the HDI dimension indices) was discounted, the rating fell to 0.590, or roughly 17.8 percent.

One dimension of inequality is gender inequality. The 2020 Gender Inequality Index recorded that the labour force participation rate for women in Indonesia stood at 53.1 percent, whereas it was 81.9 percent for men. The 2020 Global Gender Gap Report recorded that only 46.8 percent of women in Indonesia, aged 25 or older, had completed a secondary education. This contributed to the existing gender pay gap. According to a 2020 National Labour Force Survey, women earn 23 percent less, on average, than men do.

The National Long-term National Development Plan (RPJPN) 2020-2045 introduced a National Gender Mainstreaming Policy through Presidential Instruction No. 9/2000. This policy instructs gender mainstreaming in all sectors and positions the Ministry of Women Empowerment and Child Protection as the responsibility-holder for providing the technical leadership needed for gender mainstreaming.

Indonesian Presidential Regulation No. 19/2020 – on the National Middle-term National Development Plan (RPJMN) 2020-2024 – contains four key directions to address and promote gender equality: (i) improving the quality of life and active participation of women and vulnerable groups in the development sector; (ii) increasing protection for women and vulnerable groups from various acts of

violence, including trafficking in persons and child marriages, and various forms of discrimination; (iii) improving and strengthening the process of gender mainstreaming in various fields of development; (iv) increasing institutional capacity and institutionalising gender mainstreaming in various sectors at the national, provincial, district and village levels.

From the end of 2020 onwards, the Job Creation Law No. 11/2020 (known as the Omnibus Law) was enforced. This law aims to ensure the legal effectiveness of foreign investment and to increase the ease of doing business in Indonesia. The law relaxes labour rights' protection, as it – among others – legalises the flexibilization of the labour market, reduces severance payments and adds authorised overtime hours/week.

However, there are concerns that the implementation of the Job Creation Law has also had negative impacts on Indonesian workers. This, combined with the long COVID-19 pandemic that began in March 2020, has resulted in massive job losses and has increased the informalisation of work. Furthermore, it is troubling to note that women workers are among those who are the most affected.

In April 2022, the Presidential Regulation 68/2022 on revitalization TVET, in which InSIGHT-2 and UKS4P project contributed to, was issued, highlighting the importance of industrial engagement in skills development.

2.3 Philippines context

The Philippines is a democratic republic of 105 million people. It has 110 ethnolinguistic groups spread across an archipelago of seven thousand islands, divided into three main island groups.

Over the last decade, the country's gross domestic product (GDP) was one of the fastest growing in Asia. However, this growth has not led to the expected massive creation of decent work opportunities, sufficient for reducing poverty and inequality at a rapid pace. The Philippines' labour force continues to grow at a faster rate than the economy can create jobs and, in addition, the country faces the long-standing problems of unemployment, low labour productivity, labour underutilisation and other labour market inefficiencies. The profile of the employed is dominated by underemployed, low-wage workers in low skilled occupations and with limited opportunities to find quality employment.

Deemed a legacy country, the Philippines was assessed as an economy with a strong production base. However, in light of the 4th Industrial Revolution it faces risks, because of its weaker performance in the key areas that involve the drivers of production, namely: technology and innovation, human capital, global trade and investment, institutional framework, sustainable resources, and demand environment. According to a report by the Philippine Institute for Development Studies (December 2021), roughly six out of ten Filipinos have jobs that mostly use general skills. This speaks to the quality of the created jobs in the economy as well as those that are likely to be created. The country faces a post-pandemic skills and employment gap that risks leaving 2.4 million skilled jobs vacant if no significant reforms are made in education and the training of workers.

The Philippine Development Plan (2017-2022) recognises the important role of science, technology and innovation (STI) in promoting economic and social progress, and it intends to advance

STI vigorously, in order to increase the country's potential growth through innovation. Conversely however, a senior research fellow at the Philippine Institute for Development Studies (PIDS) emphasised that it is predicted that the Philippines will face an oversupply in information technology (IT) graduates in 2025, while still requiring more students to go into the STEM fields. PIDS believes that the supply of IT-trained workers will probably exceed demand by 171,960 positions at the end of that period. Likewise, the undersupply of STEM-trained workers will become most apparent in the life sciences, physical sciences, mathematics and statistics and engineering by 2025. PIDS estimates that in 2025, the supply-demand gaps will be 13,964 workers in the life sciences, 569,903 in engineering, 9,689 in the physical sciences, and 13,285 in maths and statistics.

The Philippines needs more people working in STEM, to be able to keep pace with the rapid changes attributed to the 4th Industrial Revolution. With the future quickly becoming reality, a country with a young population should have an advantage, because it has more citizens studying and later working in those key fields. However, conflicting reports about the interest in STEM have raised concerns as to whether the Philippines can realise the full potential of its demographic sweet spot.

2.4 Background of the Project

Skills gaps are a major contributory factor to inequality and poverty in the region. Approximately 92 million ASEAN workers (roughly 30 percent of the region's workforce) live on less than \$2 per day. Currently, 11 percent of ASEAN's population have no education, and roughly 60 percent have only completed a primary education or lower. Academic research suggests that, based on current trends, more than half of all high-skilled employment in Cambodia, Indonesia, Lao PDR, the Philippines, Thailand, and Viet Nam could be filled by workers with insufficient qualifications by 2025. The region must act quickly to develop their human capital and workforce skills, if they are to tap into the demographic dividend and harness the full potential of its labour force in order to sustain growth.

Evidence confirms that the area's strong economic growth was achieved through the exploitation of natural resources and a proliferation of unsustainable production and consumption patterns. Moreover, this resource use is expected to increase as rapid urbanisation and industrialisation continue. As the race towards efficiency and productivity moves forward, pollution, waste and chemicals are an unfavourable aftermath, with which the region has little capacity to cope. Biodiversity and its rich natural ecosystems are being lost at a faster rate than that of any other region. This has led to environmental degradation, which is having substantial negative impacts on people in the region's livelihoods, food security and well-being. This decline is further exacerbated by the region's high exposure to the risks of climate change. When all of these are compounded, they have far-reaching effects and could eventually defeat all efforts being made towards sustainable development.

There is a growing need to address these challenges by focusing on the quality of growth to be envisioned; inclusive and sustainable growth. To ensure that the future does not eventually reverse any progress the region has achieved, efforts need to be directed towards realizing a more inclusive economy where everyone can benefit from the growth. Inclusive growth emphasizes equal opportunities for all; thus everyone is given a chance to develop without bias and has improved access to services and resources, including intergenerational equity. Inclusive growth also promotes the creation of a sufficient number of jobs, through solid and continued economic growth and by offering comprehensive social inclusion.

The “Industry Skill for Inclusive Growth (InSIGHT-Phase 2)” project was the 2nd phase (of a larger project that was implemented to contribute to meeting the challenges mentioned above) and was formulated from the lessons-learned, achievements and experiences that were gained in the first phase. The three-year InSIGHT-Phase 2 project was activated in February 2019, and operations commenced in May 2019. The project has since been extended until the end of June 2022.

The International Labour Organisation (ILO) is the only tripartite United Nations’ agency that brings representatives of governments, employers and workers’ organisations together, to shape policies and programmes jointly. It is in the unique position of promoting dialogue among these stakeholders, which is necessary to gain the required level of engagement to implement the InSIGHT-2 project’s components. The ILO’s Convention on Tripartite Consultation, 1976 (No. 144) provides guidance for this work. Moreover, its Human Resources Development Recommendation, 2004 (No. 195) provides guidance on the content of effective skills policies and systems. The Conclusions on skills for improved productivity, employment growth and development adopted by the International Labour Conference at its 97th Session, in 2008, help to establish a strategy for this skills’ development.

Project aim

The project aimed to explore and demonstrate the idea that that a skills-driven approach is an appropriate ‘pathway’ for the delivery of inclusive growth in Asia. The project investigated which was the most appropriate configuration to strengthen human resources and capacity development mechanisms, taking into account the best practices and sharing the lessons-learned from Japan and other ASEAN member countries, who have advocated a similar track.

The project aimed to promote mechanisms and practical approaches which would enable industries and workplaces to become drivers of sustainable and inclusive growth in the Asian region. The project also intended to demonstrate strategies and pro-active response measures for addressing the transitions in the labour market, including adaption to future-skills’ requirements. The project worked with regional and country-level partners in Thailand and Indonesia to meet the challenges of the so-called ‘Industrial Revolution 4.0 (IR 4.0) transformation, which is currently evolving.

Project objectives and outcomes

The project’s developmental objective was to “promote skills’ development as a pathway towards the inclusive growth of economies, industries and labour markets in the ASEAN region”. At the industry/sector-level, the project focused on the skills’ upgrading of supply chains and the supporting mechanisms that would enable even small enterprises and business start-ups to benefit and become globally competitive. For labour markets, the work would enable equal access for all to skills and competency development, in order to enhance employability, to reduce income disparities and to expand livelihood opportunities.

The project had three immediate objectives (also referred to as Outcomes), as follows:

Immediate objective/Outcome 1 (Indonesia): Skills development policies and system are improved to be able to respond effectively to the changing skills demands of the economy and to take targeted action to promote decent jobs and skills for young women and men.

- o Output 1.1: Technical assistance is provided that enhances the skills' development system's responsiveness to the changing skills demand, especially digital skills, through stronger industry-TVET collaboration.
- o Output 1.2: Digital/distance learning is piloted and promoted to ease the access of rural residents, including women and men to quality training.
- o Output 1.3: Linkages between skills' development and other labour market policies are enhanced to generate greater synergies among policy interventions.

Immediate objective/Outcome 2 (Philippines): Skills development mechanisms and response measures are strengthened to contribute to employment outcomes, while ensuring the transition to a sustainable, greener and resilient economy and society, especially for young women and men and vulnerable groups.

- o Output 2.1: Enhanced-skills' needs-anticipation methodologies identify the current and future skills' requirements in the workplace, and produce reliable data that makes TVET delivery systems more responsive to the demands of the labour market.
- lo Output 2.2: Technical advice and policy support are conducted in order to identify and address the need for human capital development in order to enable a just transition towards a greener economy.
- o Output 2.3: Greening TVET strategies are implemented for an improved skills' development system that can respond effectively to the challenges of greening the economy, whilst ensuring a just transition and promoting decent jobs for young women and men and vulnerable groups.

Immediate objective/Outcome 3 (Regional): Regional constituents and partners have increased their awareness and understanding of the strategic link between Skills Development and Industrial Relations, with the context of ongoing global transformations, and are promoting targeted action on decent jobs and skills for young women and men.

- o Output 3.1: Tripartite constituents from the ASEAN Member States are convened, to discuss the current status of Industrial Relations interactively – because it links to key priorities in the region – and to exchange knowledge on addressing common challenges and gaps.
- o Output 3.2: ILO/Japan Multi-Bilateral Programme and the ASEAN Secretariat coordination functions are maintained to support regional collaboration on the priority, thematic areas of Industrial Relations and Social Protection, as well as other member states' regional priorities.
- o Output 3.3: Continuous capacity building and engagement of tripartite constituents in the Asian region are supported and the participation of women is encouraged, through interactive platforms and events on Skills, Green Jobs and Green Economy.
- o Output 3.4: Regional research, comparative compilations and policy notes on skills and/or industrial relations are conducted to raise awareness and understanding among key stakeholders, and the ILO perspectives and advocacies on the issues, with gender issues appropriate integrated

Because of the COVID-19 pandemic's outbreak, adjustments were made to the implementation and work plan. One such change was a shift was to the delivery of activities, which moved from offline to online modalities and which were then also more cost-effective. The adjustment also included the reallocation of budget for a study tour to Japan as well as other relevant and needed activities as agreed between the project and the donor.

The implementing partners included government entities and employers and workers' organisations in the respective target areas. The implementing partners in Indonesia and the Philippines were foreseen to become members of a Project Advisory Board that would convene at least once a year.

In addition to the implementing partners, it was planned that the members of the Project Advisory Board would include the concerned UN agencies and relevant NGOs. Additionally, in both Indonesia and the Philippines, the key partners also included public vocational training centres, youth, low-skilled men and women, and under-represented groups.

The project planned to touch upon some of the ILO's cross cutting issues, such as the following:

- Social dialogue and tripartism was foreseen to be part and parcel of this project, as it was the means for aligning skills' development with labour market needs.
- Climate change and sustainable development. The project planned to contribute to the Sustainable Development Goal 13 "Take urgent action to combat climate change and its impacts", as much as possible, through relevant sector selection and the integration of environmental concerns into implementation of skills response initiatives.
- Gender mainstreaming – was to be an essential part of the project. Several means were deployed to ensure that the project benefited women as well as men, which was of crucial importance in the targeted countries, where female labour market participation was among the lowest in the world.

The rapid spread of the COVID-19 pandemic impacted the delivery of many of the ILO's activities, including this current project. In accordance with the ILO's guidance, the project tried to manage and document the deliverables of the project based on outputs, key performance indicators, and targets; all in line with an adjusted workplan. The ILO/Japan Multi-bilateral programme was the overarching framework and its staff worked closely with the project in designing COVID-19 contingency plans and implementing them accordingly. The management of the ILO/Japan Multi-bilateral programme was highly aware of the potential of a knock-on effect on those staff employed under the project and it extended the project's end date from February 2022 till June 2022.

Project management

The project was implemented in Indonesia and the Philippines (with a limited number of regional activities), in partnership with Ministry of Manpower (MoM), Employers' Association of Indonesia (Apindo) and PHRI (Association of Indonesian Hotels and Restaurants), All Indonesian Labour Union Confederation (KSBSI), Indonesian Trade Union Confederation (KSPI), All Indonesian Workers Union Confederation (KSPSI), K-Sarbumusi (Confederation of Indonesian Moslem Workers), and K-SPN (Confederation of National Trade Union) and the relevant line ministries in Indonesia; the Department of Labour and Employment (DOLE), Technical Education and Skills Development Authority (TESDA),

the Philippines Statistics Authority (PSA), Employers Confederation of the Philippines (ECOP), Federation of Free Workers (FFW), Sentro ng mga Nagkakaisa at Progresibong Manggagawa (SENTRO) and other relevant institutions and organisations in the Philippines.

The project supported two sets of personnel, the first was at the regional level and partially funded by the ILO/Japan Multi-bilateral Programme staff, whilst the second set was the project staff.

At the regional level, the project partially funded the Chief Technical Advisor, two (2) programme officers and one (1) programme assistant, based in Bangkok routine practice of the ILO/Japan Multi-bilateral Programme). The first set of staff oversaw the regional level work and overall project management. There were project priorities and deliverables to be achieved at a regional level.

The second set of the project's core human resources was the implementing engine of the project and comprised a team of six (6) persons, out of whom four (4) were based in Indonesia (one (1) technical officer, two (2) project officers and one (1) project assistant) and two (2) persons were based in the Philippines (one (1) technical officer and one (1) project assistant).

The ILO country office for the Indonesia and Timor-Leste, ILO Country Office for the Philippines and ILO DWT for East and South-East Asia and the Pacific technically backstopped the project.

Project beneficiaries

The end beneficiaries of the project were foreseen to be job-seekers who lacked the skills to enter the labour market and find decent jobs and employers who could not attract skilled workers.

The direct beneficiaries of the project's interventions – in terms of capacity development – were:

- At the regional level, the main target groups and stakeholders were governments, workers and employers' organisations in ASEAN member states, and the ASEAN Secretariat. They would benefit in terms of capacity development through seminars, training and other knowledge-sharing mechanisms that would help them further their expertise and skills.
- At the country level, in Indonesia, government, workers, and employers' organisations would benefit in terms of capacity development through tripartite seminars, training and other tailored support that would help them further their expertise and skills.
- In the Philippines, the beneficiaries targeted for the project implementation were planned to be the national government, regional and local government units, private sector, workers and employers' organisations, academes, and training institutions. Activities with the beneficiaries involved workshops, forums, networking, training, skills' development, and knowledge sharing on green jobs and a contribution to the implementation of the Green Jobs Act of 2016.

2.5 Evaluation background

The ILO considers evaluation to be an integral part of the implementation of technical cooperation activities. It uses evaluation for the purposes of accountability, learning, planning, and building knowledge. This current evaluation was conducted within the context of the criteria and approaches to international development assistance, as established by the OECD/DAC Evaluation Quality Standard and the UNEG Code of Conduct for Evaluation in the UN System.

In accordance with ILO's Evaluation Policy and guidelines for results-based evaluation, any project with a total budget of over USD 1 million is required to undergo at least one independent evaluation; either mid-term or at the end of the project; hence, this final evaluation. An ILO official conducted an internal Mid-Term Evaluation (MTE) between November 2020 and January 2021. The MTE concluded that the project was highly relevant, and although it was facing delays and problems in the implementation, the evaluation felt the project had the potential to be implemented successfully. The MTE produced 8 Recommendations, which could have been strengthened by having more detail and stronger links to issues raised. As much as is possible, this final evaluation examines the extent to which the mid-term recommendations were acted upon.

The final evaluation followed the ILO's policy guidelines for results-based evaluation (November 2020), and the ILO's EVAL Policy Guidelines Checklist 4 "Validating methodologies" and Checklist 5 "Preparing the evaluation report".

For all practical purposes, the Terms of Reference (ToR) and the ILO's Evaluation policies and guidelines define the overall scope of this evaluation. The recommendations of this evaluation are strongly linked to its findings and provide clear guidance to the stakeholders on how they can address them.

The final evaluation was managed by an independent ILO Evaluation Manager. The ILO Regional Evaluation Officer provided oversight and quality assurance and the ILO Evaluation Office approved the final report. The evaluation applied a participatory and consultative process with all key stakeholders throughout the evaluation process. The evaluation also adhered to UN Evaluation Group (UNEG) Norms and Standards and ethical safeguards.

Purpose of the evaluation

The main purposes of the final evaluation are; to be accountable to the donor and constituents, to serve internal organisational learning and to offer improvements for similar projects in the future. The evaluation assessed the extent to which the project achieved its expected objectives as per the project's logical framework, the effectiveness and efficiency of the project's implementation, and the sustainability of the project's impact.

The final evaluation also identified any major challenges that were faced and the action(s) taken to address them, the lessons-learned and any good practices for both accountability and learning.

The evaluation assessed whether the project's interventions aligned with the ILO's strategic objectives and policy outcomes, as well as with the existing Decent Work Country Programmes (DWCPs), the United Nations Sustainable Development Cooperation Framework (UNSDCF) and other national development frameworks. In particular, the evaluation analysed the project's contribution to decent work.

Lastly, the evaluation determined and assessed the coordination mechanisms with other ILO interventions.

The evaluation will be used in the following ways:

- Findings, recommendations, and lessons-learned will be used to improve the strategy and operational design of similar projects, in the future.
- It will account for the project's achievement to ILO management and the donor in terms of the impact of the donor's funds that were spent and measurable results against the baseline.
- To determine the extent to which the project has increased the capacity of constituents and the extent to which the constituents have leveraged their increased capacity (e.g. policy reform), and which contribute to sustainability.
- To assess synergy with other projects, particularly the extent to which this project made linkages to other interventions, for better and more effective results and sustainability.

The evaluation report will be disseminated within the ILO for organisational learning through EVAL's database.

Scope of the Evaluation

The scope of the current evaluation includes the implementation in Indonesia and the Philippines, and the regional component. The evaluation covers the period from the operational launch of the project in May 2019, to the end of the project in June 2022.

The evaluation collected data and information from all of the implementing partners and beneficiaries of the project, including the tripartite constituents.

The evaluation focuses not only on what has been achieved in terms of results but also specially on how and why they were achieved (or not).

The evaluation focuses on the following areas:

- An assessment of the deliverables, results and achievements of the project against the appropriateness and validity of the project's strategy and design. This includes the project's contribution to the ILO's programme and policy frameworks at the national levels (e.g., DWCPs) and regional levels, the UN's Cooperation Framework and national sustainable development strategy and/or other relevant national development frameworks, including any relevant sectoral policies and programme.
- An identification of the factors affecting the project's implementation and the achievement of its outcomes and impacts (positively and negatively).
- An assessment of the effectiveness and efficiency of the project's implementation, as well as the coordination mechanism/partnerships with implementing partners.
- An assessment of the sustainability of the achieved results.
- An identification of any good practices and lessons-learned as well as the provisioning of action-oriented recommendations that can be reflected and consider in the design and implementation of future similar projects.

The evaluation integrates gender equality and non-discrimination as crosscutting concerns throughout its deliverables and processes. This was addressed in line with EVAL Guidance Note 4, Integrating gender equality in M&E of projects and Guidance Note 7. Stakeholders' participation in the ILO evaluation to ensure stakeholder participation. Furthermore, the evaluation considers the

issues related to social dialogue and tripartism, international labour standards and a fair transition to environmental issues.

The evaluators reviewed data and information that was disaggregated by sex and gender. They assessed the relevance and effectiveness of gender-related strategies and outcomes to improve the lives of women and men.

Clients of the evaluation

The evaluation's key clients are the project's management and staff, the ILO/Japan Multi-bilateral programme – as the key implementing unit – and the donor (the Ministry of Labour, Health and Welfare of the Government of Japan) as well as constituents in the two countries.

Evaluation criteria

The evaluation referred to the ILO's evaluation policy and guidelines, and assessed contributions based on the criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability. It determined these by seeking answers to the points below:

- **Relevance**

- 1) To what extent was the project design relevant to/aligned with the strategy, the National Development Framework, DWCP, P&B outcomes in the ILO Strategic Framework, CPO, UN Country-level Action Frameworks (i.e. in PFSD/SEPF in PH), SDGs and on-going programmes/projects it aims to support?
- 2) To what extent were the project's stakeholders involved in the project's design and implementation?
- 3) To what extent was the project seen to respond to the target beneficiaries' needs and national strategy and priority on skills' development?
- 4) To what extent did the project's design take into account gender equality, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?
- 5) To what extent was the project's intervention adjusted within the context of COVID-19 and in accordance with the findings and recommendations of the mid-term evaluation?

- **Coherence**

- 6) To what extent did the project support or challenge other interventions (both the ILO's and other relevant interventions in the countries) and vice versa? Are there any opportunities or recommendations for improved leveraging or alignment to other relevant ILO or non-ILO initiatives?
- 7) To what extent was the design of the project based on a thorough analysis of the specific context, and designed to address the root causes of the development issue it was aiming to solve/contribute to solving? Was the design based on a sound gender analysis? What are the strengths and/or weaknesses of the project's analytical approach?

8) To what extent were the principles of Results-Based Management applied? How realistic were the risks and assumptions upon which the project logic was based?

- **Effectiveness**

9) To what extent did the project achieve its intended objectives?

10) What factors can explain the achievement or non-achievement of the project objectives?

11) How effective was the project's strategy/intervention in achieving its outcomes?

12) How effective were the M&E system and indicators in measuring the project's progress and achievement?

13) Within the project's objectives and strategy, which specific measures were taken to address the issues related to gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change? To what extent did the project contribute to these issues positively?

14) To what extent did the project identify and engage with the correct stakeholders at the country and regional-levels including within the context of the COVID-19 pandemic?

15) To what extent did the project work effectively with other ILO development cooperation projects/initiatives in order to maximise its impact and to minimise a duplication of efforts?

- **Efficiency**

16) Were resources (funds, human resources, time, expertise etc.) allocated strategically to achieve the project's objectives?

17) Did the repurposing of financial resources – to mitigate the impact of COVID-19 – affect the project's efficiency in achieving its objectives?

18) Were the project's activities completed on time/according to logical phasing and sequencing, as anticipated by the project document? If not, what were the factors that hindered a timely delivery and what were the countermeasures that were taken, to-date, to try to address these issues?

19) To what extent did the project allocate resources to address issues related to gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?

20) To what extent did the project allocate resources to address issues of technology/digitalisation?

- **Impact**

21) What impacts (intended or unintended, positive or negative) were produced by the project at its end? What real difference has the project made at the country (Indonesia and the Philippines) and regional levels?

22) What impacts (intended or unintended, positive or negative) were produced by the project in the areas of gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?

23) To what extent did the stakeholders adopt/use the system(s)/tool(s)/product(s) produced by the project?

24) What influence did the project have on the development of relevant policies and practices at national and regional levels?

- **Sustainability**

25) Does the project have a phase-out/exit strategy? Is the phase-out/ exit strategy and/or the project strategy itself designed to ensure sustainability of the project's outcomes/results? What steps were taken to implement the phase-out/ exist strategy?

26) To what extent are the project's outcomes/results likely to be sustainable beyond the project's lifetime?

27) To what extent are the results of the project likely to make a long-term, sustainable, and positive contribution towards the achievement of the relevant national and regional development frameworks and the ILO and SDG's goals?

28) Which of the project's approaches could potentially be replicated in other projects, countries or regions?

29) To what extent did the project's interventions contribute to lasting changes in norms, policies and practices in the areas of gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?

- **Country specific questions about activities in Indonesia**

30) Which of the project's impacts on institutional capacity building, process and policy changes can be attributed to the ILO's work in strengthening the capacity of the stakeholders (government and social partners (of employers and workers' organisations) with whom the project worked)? This particularly in the context of supporting the country's strategy on the engagement of industry through the proposed national committee for vocational training and education as well on digitalisation and economy recovery post the COVID-19 pandemic.

31) To what extent was the project able to create future opportunities for development cooperation project and sustainability (through specific project interventions/ outputs (on sector skills councils and digital skills/ long distance learning) which were jointly developed and implemented with other DC projects that had different funding sources (UNIQLO/ UKFP))?

32) Given the number of skills projects in Indonesia that have different funding sources, did the project's supervisory mechanism – of tripartite constituents – contribute to the effective monitoring and evaluation of the project?

33) How did the project engage the relevant stakeholders – including the social partners of the Employers and Workers' organisation – in the project's implementation and future strategy development for skills' development (through a sectoral approach, etc.)?

- **Country specific questions about the activities in the Philippines**

34) Were the InSIGHT2 activities (i.e. SNA, Greening TVET, Strategic HRD Plans for Green Jobs) the strategic thematic areas that could have contributed towards ILO retaining its leadership in green jobs and green skills among UN agencies and other institutions?

35) As the pandemic brought constraints and shifted the priorities of the different partners, the project's target outputs were retained. Given this situation continued for almost two years, it further affected the project's pace to deliver its target results. What other options or support could have been further explored to help the project fulfil its output commitments?

- **Area specific questions to regional activities**

36) Was the IR seminar in 2019, simple repetition or a continuation of the series of IR seminars, held in the past, under Phase 1 of the project? If not, what was/were the obvious difference(s)?

37) An IR seminar was convened in Japan. Were the financial and environmental costs justified?

38) What did the IR seminar in 2019 bring to the deliverables and impact? What were the good and bad practices inherent in the IR seminar?

Methodology

The Evaluation Team conducted a participatory, theory-based evaluation to answer the above questions. A theory-based evaluation implies that the Evaluation Team works with ILO project team during the project's inception phase, to confirm the intervention's logics and the implicit and explicit assumptions that influence the likelihood that the intervention will achieve short- and longer-term outcomes and to facilitate key stakeholders' use of the knowledge and understanding they have gained.

Identified assumptions, e.g. about the relevance of the data collected, the stakeholders' data needs and how data inform policy and decision-making informed the data collection among the project's stakeholders.

A theory-based evaluation approach asks – and answers – questions including, but not limited to:

- What changes, expected and unexpected, did the intervention contribute to and how?
- To what extent was the identified change process a reflection of the original intervention logic and did the change happen in the way we thought it would?
- To what extent were assumptions viable?
- If (some) assumptions were not valid, then what was changed to allow the intervention to achieve its desired outcomes and objectives and to contribute to stronger accountability and decent working and employment conditions?

A comparison of how change was envisaged in the planning stage with 'how change really took or takes place' will facilitate learning and contribute valuable insights to future interventions.

Qualitative data collection

To understand the strengths and limitations of the chosen approach and to explore how this setup influenced perceptions and attitudes in the labour market about skills, employment and economic growth, the evaluators conducted semi-structured interviews with a wide range of persons, either directly or indirectly related to the project and its implementation.

The evaluation conducted an online findings workshop with project staff and the involved ILO officials after the completion of its data collection. The purpose of the learning workshop was to:

- Present the outcomes and findings
- Ensure ownership of the evaluation's findings
- Reflect on the significance of the findings and results in terms of contributing to the initiative's objectives and their long-term value
- Discuss the opportunities for and limitations to the initiative's scalability

Quantitative and qualitative data were analysed to identify pertinent results from each data set. These were then compared and triangulated to identify areas of convergence and possible contradiction before conclusions were drawn. Prior to its finalisation, the draft evaluation report was circulated among all internal and external stakeholders for review and comments, and the debriefing workshop was organised for program staff and relevant stakeholders. The evaluation fieldwork was qualitative and participatory in nature, as far as the COVID-19 regime in place allowed. Qualitative information was obtained through one-on-one and group interviews (face-to-face, Skype, MS Teams, Zoom or telephone) as was convenient for the informants. The stakeholders' opinions improved and clarified the quantitative data that were obtained from project documents. The participatory nature of the evaluation contributed to a sense of ownership among stakeholders.

Quantitative data were drawn from project documents; including the Development Cooperation Progress Reports, Mid-term Evaluation Report and the Monitoring and Evaluation Plan (MEP). A combination of sound quantitative and qualitative research methods was developed for each evaluation question as was deemed appropriate. Data were collected from different sources, using different methods for each evaluation question, and the findings were triangulated to draw valid and reliable conclusions. The data were disaggregated by gender where possible and appropriate.

The Evaluation Team worked in close cooperation with the Evaluation Manager, project staff and ILO COs and ILO RO specialists to identify the informants, among the intervention's stakeholders, including government officials, trade union and employers' representatives, and ILO experts.

However, and in line with the proposed methodology and to ensure that the evaluation contributed to a more in-depth understanding of the factors (in design and operations) that contributed to or impeded achievement of results, the sample was composed of:

- Interviews with 7 ILO HQ and/or RO staff including SKILLS, ACTEMP and ACRRAV. The purpose was to explore how, or under which circumstances the intervention contributed to the desired changes. Also two officers from other UN agencies were interviewed.
- Interviews with 11 ILO CO officers and specialists, who dealt with skills, employment, and others at the country level in Indonesia and the Philippines. The purpose of this was to understand the extent to which the COs were able to integrate the project's activities into their policy development. Of these were 6 project staff.
- Interviews with 18 government representatives in Indonesia and the Philippines directly or indirectly being involved with the project. The purpose was to understand the level of engagement and perspectives for policy development and the challenges the government is confronted with.
- Interviews with 8 representatives from the employer's organisations that were directly involved with the implementation of and benefitted from the project.
- Interview with 7 trade unions in Indonesia and the Philippines, selected after discussion with the project staff and National Consultants, to understand the level of the social partners' involvement in the project.
- Interviews with 4 officers from the VET & TVET institutions and employment offices selected by projects staff, and ensuring that different aspects of the intervention were covered. This was to understand the intervention's coherence with the skills' development situation in the countries.
- An interview was conducted with a donor representative to understand the donor's motives for supporting this project and their appreciation of the achievements.

The above sample is not statistically representative because the methodology of this evaluation used a mainly qualitative approach for its data collection. Time and resource constraints did not allow for a full sample. One limitation that arose from the chosen evaluation methods was a lack of outreach to the establishments, workers and beneficiaries. The Evaluation Team took into account the guidance provided by EVAL for undertaking evaluations during the COVID-19 pandemic. In the current evaluation this means that all interaction with the informants was conducted online at the regional level, and in the Philippines and Indonesia the National Consultants conducted face-to-face interviews only as far as local regulations would allow.

Within this scenario, reliance on desk reviews and online methods (e.g., telephone, MS Teams, Zoom and Skype interviews) took a higher prominence. This required enhanced engagement and collaboration with the project team.

The evaluators ensured that the opinions and perceptions of women and other vulnerable groups were equally reflected in the interviews and that gender-specific questions were included.

Furthermore, the evaluation conducted semi-structured interviews with project staff, including the project staff of other ILO projects and the ILO staff responsible for the financial, administrative and technical backstopping of the project, as well as the donor.

The evaluation also adhered to ethical standards and codes of conduct when gathering information, to protect those involved in the evaluation process. Thus, the confidentiality of the respondents was respected in interviews. As much as possible the evaluation used the triangulation of data sources (e.g. document analysis, interviews, workshop reports, data on participants, and website information) to ensure the validity and reliability of the findings. In addition, it used a participatory approach by involving the ILO's key stakeholders; such as, beneficiaries, ILO constituents, ILO staff, and strategic partners. Cross-checking was used to increase the credibility and validity and to minimise any subjective conclusions.

The evaluation criteria and evaluation questions were designed in a way that took into account stakeholder diversity and ensured gender equality and women's empowerment-related data was collected. For example, there were questions on the key achievements of the project on gender equality and women's empowerment and the work of the project with key stakeholders and partners.

The desk review included the following documentation: strategic national documents; project documents; progress reports; reports, and other relevant material from secondary sources (see Annex 2, Documents reviewed).

Recommendations

The recommendations that emerged from the evaluation are strongly linked to its findings and provide clear guidance to all stakeholders on how they can address them. Each recommendation is clear to whom it is directed, and about the priority, resources required and timeframe (long, medium or short).

Limitations

The project was implemented in synergy with the other ongoing and similar ILO projects in Indonesia, the Philippines and Thailand. This sometimes made it difficult for the informants to distinguish between the specific results of these projects and it required extra effort to differentiate between them. As far as possible, triangulation of the data from the desk reviews and interviews was used to avoid that the reported results were a product of another ILO intervention.

The evaluation was conducted while the COVID-19 pandemic regime was still in place, which limited travelling and made field visits impossible. The interviews were carried out online, thus limiting the possibility for close observations of the context and presenting a challenge for the evaluators.

The fact that many activities were implemented pre-pandemic made it difficult for some informants to remember details. It should be further noted that several projects were being implemented in the field of skills' development and employment, and in some cases it could be difficult to remember which projects had been implementing what activities. The evaluation tried to filter the information received as much as possible, to try to avoid reporting on the achievements of other projects.

3 Findings

3.1. Relevance

The validity of the design was evaluated largely by reviewing secondary information; the project document and project reports, and was triangulated through interviews with the ILO's constituents, beneficiaries, ILO project staff, and ILO staff in Bangkok, Jakarta and Manila.

The triangulated information demonstrated that a strong aspect of the ILO's project was that it was supported by evidence from the labour market and economy, and was developed in response to the skills challenges within the labour market. The project contained a good analysis of the national context, in which the project should operate, and provided clear arguments to justify the intervention.

The evaluation finds that the project was relevant to and well-aligned with the Decent Work Country Programme Indonesia 2020-2025, Decent Work Country Programme Philippines 2020-2024, United Nations Sustainable Development Cooperation Framework – Indonesia 2021 -2025, United Nations Partnership Framework for Sustainable Development - Philippines 2019-2023. The evaluation further finds that the project fit well with the key national policies and strategies of the Government of Indonesia, the Government of the Philippines and ASEAN.

Project activities contributed directly or indirectly to meeting the following SDGs:

SDG 4: "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" and the specific targets:

- 4.3: Ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.

- 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

- 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

SDG 8: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" and the specific targets:

- 8.5: By 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value

- 8.6: By 2030 substantially reduce the proportion of youth not in employment, education or training

Additionally, specific component activities in the Philippines contributed to this SDG 8 target:

- 8.4: Improve progressively through 2030 global resource efficiency in consumption and production, and endeavour to decouple economic growth from environmental degradation in accordance with the 10-year framework of programmes on sustainable consumption and production with developed countries taking the lead.

The project objectives and activities were relevant and contributed to the achievement of the goals of two out of four priorities in the United Nations' Sustainable Development Cooperation Framework – Indonesia 2021 -2025, specifically to:

- the first strategic priority of 'Inclusive Human Development', encompassing human capital and social development, fostering equality and social cohesion, and addressing among other gaps the gap addressing gaps in education and skills' development;

- the second strategic priority on 'Economic Transformation' aimed at facilitating an accelerated shift towards Industry Revolution 4.0, creating jobs, enhancing women's economic participation, leading to a more globally integrated and higher value-added economy.

The project's objectives and activities were relevant and contributed to the achievement of one of the goals set in the United Nations' Partnership Framework for Sustainable Development - Philippines 2019-2023, the specific Outcome on prosperity and the Planet:

- "Urbanisation, economic growth, and climate change actions are converging for a resilient, equitable, and sustainable development path for communities".

It contributed especially to the outcome indicator "Percentage of jobs and industries adopting green technologies and practices to the total number of jobs and industries".

The project was implemented in line with the Indonesia DWCP 2020-2025 priority on Job Creation and Youth Employment and Philippines DWCP 2020 -2024 priority on productive, remunerative, freely chosen, green, and sustainable work and employment opportunities.

The Project contributed to the ILO's country programme outcomes, which were aligned to the ILO Programme and Budget 2020-21 outcomes and outputs.

Project Objective 1 (focusing on Indonesia) was fully in line with the Indonesian Country programme's outcome (131) on Improved skills' development strategies, policies and programmes for promoting the employability of young men and women, which is aligned with the following ILO Strategic cooperation framework outcomes and outputs:

Outcome 3: Economic, social and environmental transitions for full, productive and freely chosen employment and decent work for all.

- Output 3.5. Increased capacity of member States to formulate and implement labour market programmes and employment services for transitions to decent work over the life course, with particular focus on young and older workers.

Outcome 5. Skills and lifelong learning to facilitate access to and transitions in the labour market the project.

- Output 5.1. Increased capacity of the ILO constituents to identify current skills mismatches and anticipate future skill needs.

- Output 5.2. Increased capacity of member states to strengthen skills and lifelong learning policies, governance models and financing system.

- Output 5.3. Increased capacity of the ILO constituents to design and deliver innovative, flexible and inclusive learning options, encompassing work-based learning and quality apprenticeships.

Project Objective 2 (focusing on the Philippines) was in line with the Philippines' Country programme outcome (101) on men and women, especially young men and women and other groups at risk of vulnerability or marginalisation; to acquire the appropriate competencies and access to remunerative and decent jobs, which is aligned with the following ILO Strategic cooperation framework outcomes and outputs:

Outcome 3: Economic, social and environmental transitions for full, productive and freely chosen employment and decent work for all.

- Output 3.3. Increased capacity of member States to formulate and implement policies for a just transition towards environmentally sustainable economies and societies.

Outcome 5. Skills and lifelong learning to facilitate access to and transitions in the labour market.

- Output 5.1. Increased capacity of the ILO's constituents to identify current skills mismatches and anticipate future skill needs.

- Output 5.2. Increased capacity of member states to strengthen skills and lifelong learning policies, governance models and financing systems.

- Output 5.3. Increased capacity of the ILO's constituents to design and deliver innovative, flexible and inclusive learning options, encompassing work-based learning and quality apprenticeships.

Project Objective 3 was in line with the outcome (RAS 127) on social dialogue and ILO Strategic cooperation framework outcome on strong tripartite constituents and influential and inclusive social dialogue.

The project was also in line with “The Vision of Indonesia 2045” and its policy on developing human resources and entirely relevant to the National Long Term Development Plan of Indonesia (RPJPN 2005-2025). It also aligned with Indonesia's fourth separate medium-term plan 2020 -2025, which aims to realise an Indonesian society that is self-reliant, advanced, just, and prosperous through the acceleration of development in various fields by emphasizing the realised economic structure that is more solid based on competitive advantage in various regions, and is supported by quality and competitive human resources.

The project can be seen as relevant to the Philippine Development Plan 2017-2022, which is based on a 25-year long-term vision entitled “AmBisyon Natin 2040”, which is a guide for development planning. The project's actions were in line with the Development Plan Pillar 3 on Increasing growth potential (Patuloy na Pag-unlad), based on which more people will adopt modern technology, Innovation will be further encouraged, and – in order to accelerate economic growth investments for human capital – development will be increased.

Finally, the project was fully in line with and relevant to the priorities of ASEAN, as stated in the ASEAN Declaration on Human Resources Development for the Changing World of Work and the ASEAN Declaration on Promoting Green Jobs for Equity and Inclusive Growth of the ASEAN Community

Project stakeholders

Involving trade unions in project activities in Indonesia turned out to be a challenge, mainly because of their resistance to the concept of apprenticeship. The TUs regard the current concept as labour exploitation, due to its bad reputation and the widespread perception of its misuse by most of the employers to get cheap labour. Not all of the TUs hold the same position on apprenticeship, but all of them agree that good regulation and proper implementation are needed in order to avoid misuse and to change its negative perception by workers' organisations. Trade unions play an important strategic role in ensuring the implementation of quality apprenticeship in Indonesia. They expressed that in the Trade Union Declaration on Quality Apprenticeship from 26 June 2019. Moreover, the

project supported the development of the “Indonesian Trade Unions position paper for skills’ development addressing the current employment issues”, adopted on 9 December 2019 (Annex 7). This was another valuable manifestation of the TUs’ interest in being involved and working on the topic. The TUs recognize the need to equip the labour force with adequate skills for the changing labour market. It is important to the TUs that their positions are heard and that the ILO involves Indonesian EOs and TUs equally. However, the involvement of the TUs in the project activities turned out to be limited, even in the position paper, and was manifested through a much lower participation of TUs in the project’s activities than the EOs. For example, in the series of TVET webinars in 2020, only 1 per cent of participants came from the TUs and their number was much lower than those of the employers’ representatives.

In the Philippines there is a strong tradition for trade union participation in skills’ development and employment-related issues and they have clear positions and capacity in the field of skills’ development.

Employers’ organisations were fully involved in the project in all the aspects of skills’ development in Indonesia and the Philippines (even delays in the implementation in the Philippines). They participated in all the tripartite meetings and were regularly consulted about the framework of the project. The project facilitated cooperation between the Government and EOs on the standardisation of the skills, availability and capacity of trainers, training-to-job transfer of the people trained by VET centres, and the skills’ development at a company level. The EOs in Indonesia are interested in the establishment of skills sectors councils and consider the discussion on skills’ development very important for the future of the Indonesian economy. They place a focus on the new occupations that will come in the future not least those linked to the digitalisation of the economy and, in that context, the required re- and upskilling of the workforce are their major concerns. Here they are fully in line with trade unions who request that attention is paid to other groups not only fresh graduates. Given this background, the EOs considered the project very important. EOs in Indonesia recognize the need to improve their cooperation with TUs on apprenticeship on one hand, and to raise awareness among companies to offer correct apprenticeships on the other hand. The evaluation finds that there are positive prospects for changing the general opinion about apprenticeship, if all of the stakeholders work together to overcome the current challenges. The project has created a good basis for this.

Recommendation 1:

Addressed to	Priority	Time frame	Resources
ILO	High	Long-term	High

In the era of the fast-moving Industrial Revolution 4.0 there will be an increasing need for up- and re-skilling of huge parts of the labour force. As the experiences from the current project shows there is a mismatch between skills provided through the TVET/VET systems and the markets demands. One of the bottlenecks is the approval of professional standards for new professions/educations/trainings. The system has to be geared to work faster BUT without losing the high professional standards ensuring that workers get a quality training increasing their employability. The ILO is recommended to develop further initiatives building on the added value of its unique tripartite DNA.

Recommendation 2:

Addressed to	Priority	Time frame	Resources
ILO and constituents	High	Long-term	Low

The skills development especially among young women and men is challenged by the bad reputation of the apprenticeship. Many employers exploit the trainees as cheap labour rather than investing in them as the future of the industry. Also, EOs recognize that there are problems that need to be solved to be able to attract young people to the industry. The Project has developed materials and webinars for the implementation of quality apprenticeship. This and the high value of training that combine theory and practice should be further promoted. Many countries have succeeded in this so there are experiences to build on for the ILO and constituents in future interventions.

The project developed strong analyses of the national contexts in which it needed to operate and provided clear arguments in justification of the intervention.

Beneficiaries needs

Stakeholders considered the InSIGHT-2 project was highly relevant, because it created linkages between the industry and the Government in the area of skills' development, and developed practical tools and promoted digital learning. Pilot interventions in specific industries and produced know-how were found to be replicable in future interventions.

The project's objectives of promoting digital and distance learning became extremely relevant to the beneficiaries needs during the COVID-19 pandemic and the lockdowns associated with this. It was relatively easy for the project to up-scale its activities in this field and thus it also gained additional knowledge and experience, which will be valuable in the governments and partners' development of strategies for future skills' development initiatives.

The project benefitted from the regular exchange of experience, lessons-learned and knowledge between the different skills projects. The coordinated approach by all of the skills-related projects in Indonesia contributed to the stakeholders' positive view of the ILO's role and expertise in skills' development.

The project did not include any specific interventions on gender equality, disability inclusion, International Labour Standards (ILS) in its design; however, it put a strong emphasis on other cross-cutting issues, such as tripartism, social dialogue and climate change. In Indonesia the inclusion of trade unions in skills' development and the development of tripartite social dialogue had a high priority even the expected results were not met in full. In the Philippines, climate change and its links to the green job's agenda was a strong focus point.

The project did pick up on the inclusion of people living with disabilities during the project implementation, even though this was not directly foreseen in the project design. This development was triggered by the pandemic, which forced the project to transfer all training online. In this regard the project decided to include both voice and text as a choice in the training materials to allow people with hearing and seeing disabilities to benefit from the training.

COVID-19

The project adapted to the new situation of the COVID-19 pandemic regime and responded well to the increased need for online training and digital learning tools. Moreover, some project activities were aligned to the UN-wide country support to the post pandemic economic recovery initiatives.

The project was designed before the pandemic, but it contained activities that could quite easily be adapted to the challenges of COVID-19, especially those linked to digitalisation (in the case of

Indonesia) or green recovery (in case of the Philippines). The pandemic significantly disrupted the planned interventions, but the project used the opportunity to speed up the process of digital transformation and delivered an impressive number of online training and materials. The importance of digital tools became evident, and the project focused on producing the online learning content, which was appreciated by the stakeholders.

However, access to technology remained a challenge. On one hand the distance learning opened up a much larger geographical outreach in countries such as Indonesia and the Philippines, with their many islands and complicated infrastructure, is this was a huge benefit. On the other hand, the advantages were challenged by unstable, if any, internet access and a lack of hardware (smartphones/computers) in remote areas. Experience from this and other projects shows that it can also be a challenge for potential beneficiaries to buy the needed software. Therefore, it is important that training is based on freely accessible software or that the intervention allocates funds for ensuring the required access. An absence of the required hard- and software can contribute to pushing women and men from the most vulnerable groups further away from the labour market.

Recommendation 3:

Addressed to	Priority	Time frame	Resources
Governments	High	Long-term	High

Governments are recommended to secure that maximum access is provided to both hard- and soft-ware when developing online training. This is to avoid vulnerable groups being further marginalized. The establishment of computer/internet hubs in villages could eventually be a way forward to overcome these challenges at the least partly if action is not taken the digital gap can increase even more in the future.

The project management did follow up on some of the MTE's recommendations, especially in the field of the involvement of trade unions and increased attention to the digitalisation and distance learning. In most cases, the recommendations had a more general character and the project implementation followed their general direction on strengthening apprenticeships and skills councils and distance learning, as important elements in moving towards an inclusive labour market.

3.2. Coherence

Coherence was evaluated by reviewing secondary information, project documents, and government websites and was cross-checked through interviews with the ILO's constituents, beneficiaries, ILO project staff and specialists.

The project aimed to explore and demonstrate that a skills-driven approach is an appropriate 'pathway' to delivering inclusive growth in Asia. The project investigated the most appropriate configuration to strengthen human resources and capacity development mechanisms, taking into account the best practices, and sharing lessons-learned from Japan and other ASEAN member countries, who have advocated a similar track. The project aimed at a very high level of coherence with national and international strategies, plans and programs.

Referring to the ILO's Programme and Budget 2018-19, the project was linked to Outcome 1 (more and better jobs for inclusive growth and improved youth employment prospects), particularly to achieve target measured by indicators 1.3. (Number of member States in which constituents have taken action on skills' development systems, strategies and programmes to reduce skill mismatches and enhance access to the labour market) and 1.6. (Number of member States that have reviewed

regulatory framework or adopted measures to enhance the effectiveness and inclusiveness of employment services and active labour market policies).

As concerns the ILO's Programme and Budget 2020-2021, the project was also linked to Outcome 5: Skills and lifelong learning to facilitate access to and transition to the labour market. (Indicator 5.1. Increased capacity of the ILO constituents to identify current skills mismatches and anticipate future skill needs; 5.2 Increased capacity of member States to strengthen skills and lifelong learning policies, governance models and financing system; and 5.3 Increased capacity of the ILO's constituents to design and deliver innovative, flexible and inclusive learning options, encompassing work-based learning and quality apprenticeships).

In regard to Indonesia's DWCP 2020-2025, the project aimed to contribute to the implementation of CP Priority 2 (IDN 131), job creation and youth employment – enhanced skills' development programmes, policies and systems adapted for youth and future labour markets. As concerns the Philippines' DWCP 2016-22 (PHL 101), the project aimed at strengthening policies and programmes for employment creation for young people, as well as vulnerable and marginalised groups, through the implementation of decent work approaches for sustainable development and disaster resilience. At the regional level, the project aimed at responding to RAS127 (intervention models that aids country level policy development - including capacity building of policy makers – in sustainable job rich growth have been developed and tested).

The project wanted to contribute to the achievement of SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 8 (puts forward the importance of decent work in achieving sustainable development). In addition, the project aligned its work and aims to contribute to implementing these regional and national development frameworks:

1. ASEAN Labour Ministers', Work plan on Human Capital Development (AEC Blueprint 2025, referencing Human Capital Development)
2. ASEAN Qualifications Reference Framework aimed at supporting ASEAN Community building, specifically through the process of achieving the following goals: a free flow of skilled labour (through harmonisation and standardisation) within the region, as indicated in the ASEAN Economic Community (AEC) 2015 Blueprint.
3. ASEAN Socio-Cultural Community (ASCC) 2015 Blueprint which seeks "to establish national skills frameworks as an incremental approach towards an ASEAN skills recognition framework".
4. Indonesia 4.0 & and the Industrial Transformation Roadmaps, TVET & Human Resource Development Roadmap and the same priorities are being proposed in the Indonesia Medium Term Plan (RPJMN) 2020 – 2025.
5. The current Medium Term Philippines Development Plan, the Philippines Green Jobs Act, enacted in 2015, the Philippine NDC, the National Employment Recovery Strategy (NERS) adopted in 2021, and the Prosperity and Planet Pillar of the United National Partnership Framework for Sustainable Development (PFSD) 2019-23.

Alignment with other interventions

The project learned from the experience of other projects implemented by the ILO. Its actions were based on the lessons-learned from the previous InSIGHT-1 project and, to a large extent, the project was seen as aiming to accomplish the unfinished initiatives of InSIGHT-1.

The project was implemented in synergy with the other ongoing ILO projects (UNIQLO, STEM, and UKSFP Projects in Indonesia and UKFPA Project in the Philippines). The ILO's work on bridging the skills gaps, transforming skills' development systems and greening the economy is not being done in a vacuum. The ILO's skills projects are normally connected and are implemented with maximum synergy, where and when circumstances allow for this. The joint work of the Indonesian projects on skills is an example of good practice in how to involve constituents. This skills cluster of ILO projects in Indonesia presents the overall ILO assistance in skills areas to the ILO's constituents in a systematic and unified way. Other projects in Indonesia focus on digital skills, women and skills, and specific sectors. There is one joint steering committee for all of the projects, which has quarterly meetings. In this way, the ILO constituents can see the logical connections and consistency of the ILO's work in the area of skills. This approach also increases the possibility of attracting the attention of the top political leadership of the ILO constituents and thereby increasing political ownership among those constituents. The evaluation sees this as an emerging good practice in the ILO. Synergies between the projects implemented by the ILO increased the overall relevance of the ILO's work in the field of skills' development. One informant found that it sometimes is difficult to follow all projects as his organization is involved with 12-13 UN projects.

The evaluation finds that further efforts could have been made to strengthen the interaction with skills' development projects being implemented by other UN agencies or other development agencies. Some efforts were reported to have been made, but the evaluation finds that more could have been done to increase the overall effectiveness of the interventions.

The stakeholders agree that an educated and skilled population will ensure the sustainability of social and economic developments in Indonesia and the Philippines. It will foster the transformation of the current economic system, which in turn will provide a sustainable source of jobs and livelihood opportunities. For this transformation to take place, institutions and systems require change. One of the biggest challenges that both countries face is how to bridge the gap between the population's skills and the labour market's needs.

During the implementation of the project several surveys and studies were conducted on specific issues that were requested by the constituents or required by the challenges with which the implementation was confronted. These fed into possible corrections of the implementation strategy but also provided evidence-based proposals for and contributions to the development of new political, legislative, or administrative initiatives. In general, the challenges and opportunities of the digitalisation and online learning were well documented. In addition, many studies have been conducted on the greening of the economy. Therefore, the requirement for further documentation is better skewed towards more specific issues to finetune further technical inputs.

Results based management

The project's outcomes were not interconnected, and each outcome was more of a standalone project. The project did not contain an explicit theory of change, but for Outcomes 1 and 2 it was relatively clear what the project aimed to accomplish and how. In most cases, the planned activities were a continuation of initiatives undertaken in the InSIGHT-1 project.

The logical framework did not include clear result indicators and targets for all the outputs in all cases. Therefore, it was sometimes a challenge for the evaluation to measure progress in meeting the indicators of achievement. The indicators have (apparently) changed over time, although this may have been justified in light of the challenges with which the implementation was confronted.

However, it would have been helpful to have established a clear link between the Outputs, Indicators and Targets, which also included a justification of the changes made.

Ten outputs and 40 activities were planned in the project, but – in the end – 50+ activities were reported to have been implemented. It should be noted that the allocation of funds for Indonesia was almost two times that for the Philippines. The regional activities had a budget of 2/3 of the total budget mainly to cover HR related costs.

No specific targets were set in the project for women and other vulnerable groups, but it is reported that in most activities there was an equal participation of women and men.

The Project Document elaborated the risks and assumptions well for a successful implementation of the project as well as the mitigation measures for the project's identified potential problems. However, no one could have foreseen the developments linked to the COVID-19 pandemic and the regimes put in place because of this. The evaluation finds that the project management challenges well and reacted promptly to the new situation with needed flexibility without losing the project objectives.

The evaluation however would have liked to have seen some attention paid to the assumptions and risks of the challenges of the internet, and of hard- and software access in rural areas and among vulnerable groups.

3.3 Project effectiveness

The project's effectiveness was evaluated by reviewing secondary information, the project document, project implementation progress reports, and outputs of the project, and was cross-checked in interviews with the ILO's constituents, beneficiaries, and ILO project and CO staff in Indonesia and the Philippines and with ILO specialists in Bangkok, as well as the donor.

The evaluation assessed the extent to which the expected outcomes and outputs were achieved, the timely delivery of outputs, any the quality and quantity of the delivered outputs. The evaluation also assessed the unintended results of the project.

Immediate objective/Outcome 1 (Indonesia): Skills development policies and system are improved to be able to respond effectively to the changing skills demands of the economy and to take targeted action to promote decent jobs and skills for young women and men.

In Indonesia, the project had three outputs: Enhance the responsiveness of the skills-development system to the changing skills demand through (i) stronger industry-TVET collaboration, including quality apprenticeship program; (ii) digital and distance learning is piloted and promoted, easing access to quality training; and (iii) generate synergies among skills' development and other labour-market policies.

Due to the partial lockdown and physical distancing measures undertaken by the GoI, the project faced many challenges that delayed the planned activities. This included the project's ability to conduct/ implement a number of activities according to the set work plan. In particular, the delivery of workshops, training, consultations and meetings required the involvement of a larger number of participants or stakeholders.

However, the pandemic also presented an unexpected possibility, through the accelerated need for distance learning and online learning materials in order to accelerate some project interventions. The

project team adapted to new circumstances and delivered a significant number of online activities during the lockdowns. It developed – among others – Pedagogical Skills Guide for Mentor/ Supervisor, Guide for Competency Standard, Rapid Assessment on ICT skills, Technical Analysis Reports on Public Vocational Training centre (BLK) and Competency Standard (SKKNI) and study on job matching of ICT sector. These documents and tools were very much appreciated by the partners and especially the governmental structures.

The project team conducted extensive consultations on the involvement of the industry in the public vocational training centres, promoted quality apprenticeships, developed digital learning products, prepared a number of guides policy notes, assessment, studies and delivered training programmes to a significant number of persons. The interviewed stakeholders assessed the ILO produced materials as of very good quality and directly applicable.

More than 10,000 people are reported to have benefitted from the project's interventions. There are no figures for the participation of women, but the evaluation was informed the figure was estimated to be around 50%.

One concern for the project that was mentioned in the MTE was the very low participation and engagement in skills' development policy formation from the side of the trade unions. The project in Indonesia took the initiative to support the trade unions in developing a trade union policy statement - "Indonesian Trade Unions position paper for skills' development addressing the current employment issues", which was adopted on 9 December 2019. (Annex 7) This statement may create a good basis for involving trade unions in the work on skills' development in Indonesia and it could help to overcome the trade union's hesitance over the apprenticeship concept. It may also ensure their involvement in skills' development in general as an important right for their members. In 2021 5 of the 6 unions which supported the position paper supported by the project developed an action plan for promoting skills.

Recommendation 4:

Addressed to	Priority	Time frame	Resources
ILO/ACTRAV/trade unions	Medium	Long-term	Medium

The ILO is recommended to follow up with trade unions in Indonesia on policy development on skills. The Indonesian trade unions have taken first steps to develop a policy on skills, but more efforts are needed to broaden out the understanding to all unions at all levels down to factory level. Education and training are becoming a constantly increasing demand and the workers have to be prepared for the many new challenges and the trade unions should be able to formulate their demands and proposals to the other social partners.

The partnership with the Ministry of Manpower and selected sector associations was given high priority in the process of consultations, and their support and advice were crucial to the successful implementation of the project's activities.

The evaluation finds that this Outcome was met, as the fundament for the involvement of both employers and trade unions was created and thereby a good fundament was laid for developing content of training that meets both the employers and the workers' needs.

The project made online content available for persons with disabilities by including text (for the persons with deafness) and voice (for the persons with blindness). This initiative needs to be implemented fully to make the training and learning materials accessible to as many people as

possible. It is notable that the Women in Stem project included sign language in their training modules. The two projects could have benefitted from each other's experiences and a possible synergy, and streamlining could have been put in place.

The project provided extensive information on sector skill councils. However, these are still in the initial stages of establishment and it is reported that their role vis-à-vis the National Vocational Committee is not yet fully clear. The evaluation was informed that there are two potential sectors in which skills councils could be established in the short-term. These are the creative industry and tourism. Most of the stakeholders viewed the sector skills councils as a forum through which the employers' associations and trade unions potentially could give significant input to skills' development.

The project worked strategically with the animation industry association to improve the competency standard for animation skills, securing industry input to the model and supporting the Ministry of Manpower in its development of the standards based on industry needs. The project provided up-to-date knowledge and skilled instructors for this specific industry, thus demonstrating the advantages of such an approach. The animation industry has growth potential and – therefore – an increasing need for workers. The evaluation was informed that the industry provides significant opportunities for the employment of women, especially in the pre-production stages.

A general problem exists in that some of the occupational/professional standards in place are outdated. This is not only a problem for Indonesia and the Philippines but is also prevalent in many countries in the world. It presents a major challenge to Industry Revolution 4.0 and the digitalisation of many economic sectors, as a work force with the right skills is not available. Many economists believe that the lack of a qualified workforce could become a factor that slows down economic growth in the short- and mid-terms. In addition, Indonesia is confronted with the problem that there is no complete national overview of the existing standards in place. Stakeholders see the role of the ILO in Indonesia as bringing together the different decision-makers to address the problem of outdated standards.

The shift from training with a physical presence to online training faced some challenges beyond those arising from COVID-19. Some limiting factors to the success of the project's interventions were access to digital training – due to a lack of IT equipment –, and poor to non-existent internet connections – in some parts of Indonesia and for some parts of the population. This becomes more important when it is taken into consideration that the rural population is a target under this outcome.

Immediate objective/Outcome 1 (Indonesia): Skills development policies and system are improved to be able to respond effectively to the changing skills demands of the economy and to take targeted action to promote decent jobs and skills for young women and men.

o **Output 1.1:** Technical assistance is provided to enhance the responsiveness of the skills-development system to meet the changing demand for skills, especially digital skills, through stronger industry-TVET collaboration

Indicator of achievement:

ILO's technical inputs are used by the government and social partners to improve skills-development systems

Target: 90 technical inputs are given to the government and social partners

Achievement:

According to the project team reports and conducted interviews, technical inputs were provided through the 19 policy briefs, practical guides, assessments, learning materials, and the brochures prepared by the project. Forty plus (40+) events were organised in Indonesia alone with ILO input. The evaluation finds that the achievements are not the outputs provided per se, but rather the extent to which they were used by the beneficiaries. The evaluation was informed that the ILO documents were referred to by constituents and many of the training materials and manuals were used in training activities. Likewise, government institutions used the political recommendations and studies conducted for their policy development.

The project contributed well to creating industrial engagement in developing competency standards through a guide for industry in developing and updating competency standard. This is considered by APINDO as a game changer. Secondly industrial engagement in quality apprenticeship was created through the development of virtual learning materials for mentors working on quality apprenticeship.

However, systemic change takes longer than a three-year project cycle. In a quickly developing digital economy that influences all economic sectors, the evaluation finds that it is important that the ILO keep a clear profile; one that stands for decent work in the future of work. The need for fast learning of new technical/hard skills should be accompanied by soft-skills training on critical thinking, problem and conflict solution, rights and responsibilities and occupational health and safety. The ILO would have an important role to play herein, involving its constituents and thereby proving its added value.

The project provided a set of recommendations on distance learning to the Ministry of National Planning (BAPPENAS). The evaluation finds that this was a reaction to the pandemic rather than a strategic choice for the Ministry. However, now that the materials are available, they may also have an impact on strategy development.

The project supported digital skills development with integrated approach ranging from a national seminar, ICT industry sector supply and demand assessment, digital skills of computer network and motion graphic adopted by the Vocational Training Centre platform, to soft skills and entrepreneurship training. This included linking skills development and other market policies, conducting socio economic impact of the COVID-19 pandemic and public employment services using labour market information (for job matching and vocational training) and involving key stakeholders in skills development and lifelong learning.

The digital learning materials developed were validated through test training. New courses were developed in a step-by-step approach. The increased training activities used new methods and materials and required new capacities from the trainers, who also needed to be trained in the new pedagogical methods. The project contributed well to building up capacity among trainers.

The project promoted a mentor system to ensure quality and fewer dropouts from apprenticeships. To this purpose, the project developed online pedagogical training for mentors through the Ministry of Manpower. Apprenticeship is seen as an important strategic way forward in skills' development.

o **Output 1.2:** Digital/distance learning is piloted and promoted to ease the access of rural residents – including women and men – to quality training

Indicator of achievement:

Availability of digital / distance learning strategy

Online pedagogical skills training modules are piloted

Target: Digital/distance learning promotion strategy is adopted by the constituents

Achievement:

The activities under this Output were scaled and further developed because of the pandemic. This was rather a practical than a strategic choice. Activities under this Output have because of the pandemic become much more prominent than originally foreseen. The online training has become the main focus of activities in the project. Very much valuable experiences have been gained both positive and negative, these can be of use for planning future interventions. The digital learning is creating the possibilities for better geographical outreach but it has its own pedagogical and technical challenges and can both create outreach but also be exclusive.

Two online courses (animation and ICT professionals) were developed for the Ministry of Manpower. The plan was to have a platform with online courses that would be maintained by the ministry after the end of the project. The implementation however disclosed many challenges. Digitalisation and the development of distance learning in rural areas is a challenge for many reasons.

The project supported strategy development and tried to involve its social partners in the discussions. However, the main driving force came from governmental institutions.

- o **Output 1.3:** Linkages between skills' development and other labour market policies are enhanced to generate greater synergies among policy interventions.

Indicator of achievement:

Tripartite constituents commit to strengthening linkages between skills' development and other labour market policies.

Target: Availability of at least one action plan

Achievement:

Together with other projects, this project brought different governmental institutions together for joint discussions, which also involved employers' organisations and to a lesser extend trade unions. However, limited progress was reported. The lack of progress is linked to the challenges the labour market was confronted with in general during COVID-19. This appears to be the output that was the most difficult to integrate into the overall objective of the Indonesian component. More attention was needed to this output, to explain and promote the linkages between skills' development and active labour market policies.

The project provided technical input for government policy that has been adopted in their Presidential Regulation on Revitalization of TVET and its future strategy. In the implementation, the project supported Hotel and Restaurant association to implement number of SSB functions of developing competency standard, vocational training curriculum, quality apprenticeship and occupational mapping. The intervention leads to the PHRI (The Indonesian Hotel and Tourism Association) to organize and establish the SSB. The Coordinating Ministry of Economic Affairs acknowledged and valued the ILO intervention and PHRI initiative for establishing SSB as a future model for the SSB development in Indonesia in order to address the skill mismatches.

The evaluation finds that to overcome mismatches a strategic discussion is needed involving all ILO constituents. ILO is in a unique position to do that as the only agency gathering all three social partners in one organization.

The project facilitated the adoption of the TUs' position paper on skills' development in 2019 followed by an action plan in 2021 but still more needs to be done to create the needed engagement

Even not so much progress has been reached on this Output partly because of the pandemic a growing understanding of the need for systemic change in skills development is reported. The national and sectoral skills councils can be given a prominent role in linking skills development to the demand for an active and inclusive labour market policy.

Immediate objective/Outcome 2 (Philippines): Skills-development mechanisms and response measures are strengthened to contribute to employment outcomes, while ensuring the transition to a sustainable, greener and resilient economy and society, especially for young women and men and vulnerable groups.

The Philippines component of the project faced significant delays and started six months later than the official start date of the project, due to delays in recruitment and other HR related challenges and, when the staff were finally in place, the COVID-19 pandemic hit the Philippines. Consequently, a strict COVID-19 regime was put in place, which limited the possibilities of implementing the project's planned activities. The project moved forward with the Skills Need Assessment methodology, and trained material on business continuity and provided training for MSMEs based on materials developed by the ILO.

The project was confronted with a number of challenges, as there had to be a shift to online training and although such work was foreseen in the Indonesian component it was not planned for the Philippines component. Access to online courses was a challenge. Firstly because of limited/unstable access to internet, and secondly because of lack of hard- and software.

The project was able to prepare learning materials and ensure the training of trainers, but ensuring equal access to training for all was beyond the project's reach.

o **Output 2.1:** Enhanced-skills' needs-anticipation methodologies identify the current and future skills' requirements in the workplace and produce reliable data that makes TVET delivery systems more responsive to the demands of the labour market.

Indicator of achievement:

Adoption of new skills needs anticipation methodologies by TESDA to enhance the quality service delivery of the TVET sector that takes into account the Future of Work.

Target: New SNA methodology/ies

Achievement:

The project supported the development of a Skills-Needs Anticipation (SNA) approach, taking into account ongoing discussions on the Future of Work. This was seen to generate labour market information that is crucial for guiding careers, private investment decisions, planning of public expenditures, and making TVET and related skills delivery systems more responsive to industry needs.

Furthermore, the project supported a pilot Implementation of SNA methodology to complement the existing skills anticipation methods in TESDA, as applied in the two sectors; ITBPM and Construction. The survey's analyses fed directly into the Technical Education and Skills Development Authority's (TESDA) strategies and curriculum development.

The project also supported a revision and update of the manual on skills-needs anticipation and trained TESDA staff on assessment documentation and use of the SNA manual. Reports were developed for two sectors; ITBPM and Construction.

After adapting to the COVID-19 regime that was put in place, the project proactively developed tools for companies, localised training modules with the National Wages and Productivity Commission and trained 40 members of their staff. The project supported the participation of 107 persons (71 women and 36 men) in the ITC-ILO Master Classes on Supporting SMEs During COVID-19. Localised training modules were also used to deliver training on business continuity for MSMEs. However, it turned out that the National Wages and Productivity Commission did not have the complete capacity to deliver the training online. Based on the feedback from the 40 pilot companies the modules were adjusted as well as the training (content, methods and duration).

- o **Output 2.2:** Technical advice and policy support are conducted to identify and address human capital development needs to enable a just transition towards a greener economy.

Indicator of achievement:

National Green Jobs HRD Plan, which includes transition policies which reflect the need to realise net employment gains and ensure social justice under both adaptation and mitigation measures – ensuring a pathway for reduced inequality and greater social inclusion.

Target: Plan integrating and reflecting the aim to generate green, decent jobs along the supply chain in high value-added sector stimulating the upgrading of jobs and skills as well as job creation and improved productivity in more labour-intensive industries that offer employment opportunities on a wide scale.

Achievement:

Even the pandemic the project activities moved forward and the government supported by other stakeholders involved in the discussions on a National Green Jobs HRD plan. The project is reported to have provide good evidence-based inputs during the process towards a HRD plan. The green jobs HRD Plan was adopted and endorsed in Dec 2020. The process of adoption was delayed when the authorities shifted their attention to COVID-19 and natural disasters.

The project provided inputs to the process of HRD Plan development, and the ILO contributed to the Green Jobs Act the evaluation was informed. The project published two papers on green policies and the green jobs national law.

- o **Output 2.3:** Greening TVET strategies are implemented for an improved skills' development system that can respond effectively to the challenges of greening the economy, whilst ensuring a just transition and promoting decent jobs for young women and men and vulnerable groups.

Indicator of achievement:

Greening TVET strategy developed

Greening TVET strategy implementation plan developed

Target:

Greening TVET strategy developed

Greening TVET strategy implementation plan developed

Achievement:

The project has contributed to developing a political support towards greening the TVET system. The process was delayed because of the governments shift in attention towards the pandemic and natural disasters. A strategy for greening the TVET system has been discussed. The results of the initiatives taken under this project will only be visible beyond the lifetime of the project.

Immediate objective/Outcome 3 (Regional): Regional constituents and partners have increased awareness and understanding of the strategic link between Skills Development and Industrial Relations, in the context of the ongoing global transformations and promote targeted actions on decent jobs and skills for young women and men.

This outcome focused on including a new element in relations between the ILO and ASEAN, with the support of the ILO/Japan Multi/Bilateral Program. The subject of skills is relevant for tripartite constituents and ASEAN's secretariat. This is especially so from the aspect of including workers' representatives. It is not very common for the ASEAN region to include trade unions in skills' development. That is why the tripartite meeting on industrial relations and skills was seen as important by all the stakeholders. Before the meeting in Japan, most of them focused on the role of the employers and the TUs were perceived as more of client/recipient, with no voice in defining skills systems and policies. The seminar was a step in the right direction, although involvement of the Trade Unions in the skills area will remain a challenge especially in Indonesia. This will require extra attention from the ILO and a greater involvement of the ILO's workers activities specialist.

o **Output 3.1:** Tripartite constituents from the ASEAN Member States are convened, to discuss the current status of Industrial Relations interactively – because it links to key priorities in the region – and to exchange knowledge on addressing common challenges and gaps.

Indicator of achievement:

At least one (1) regional workshop per year on Industrial Relations within the context of skills' development and the future of work convened (i.e. 9th and 10th ASEAN IR Seminars). The participation of women is encouraged.

Target: At least 1 regional workshop per year

Achievement:

The regional seminars were conducted in 2019 and 2022 only, because of the COVID-19 pandemic.

The 9th Tripartite Regional Seminar on Industrial Relations in the ASEAN Region, "Promoting sound industrial relations through social dialogue on skills' development in the context of future of work", was held in 2019, in Japan. The seminar was attended by a total of 39 participants (27 men and 12 women), including tripartite representatives of Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Thailand, the Philippines, and Japan, together with staff members from the ASEAN secretariat and the ILO. Seven out of the 10 ASEAN countries were present. The meeting concluded with a set of 14 Recommendations in the area of skills' development (Annex 6). The Recommendations give high priority to social dialogue and stronger involvement of worker's and employer's organizations.

Involvement of social partners in the skills' development area through the ASEAN tripartite seminar on skills could have had a positive impact on the process of development of the skills policies in all the countries in the region. The problem was that these seminars and the recommendations were not followed up and the impact beyond the direct participants who all were very much satisfied about the event – was limited.

- o **Output 3.2:** ILO/Japan Multi-Bilateral Programme and the ASEAN Secretariat coordination functions are maintained to support regional collaboration on the priority, thematic areas of Industrial Relations and Social Protection, as well as other member states' regional priorities.

Indicator of achievement:

ASEAN-ILO/Japan Project Cooperation Committee meeting is always held alongside the annual held SLOM meetings, as a side event.

Target:

ASEAN-ILO/Japan Project Cooperation Committee meeting is always held alongside the annual held SLOM meetings, as a side event

Achievement:

The evaluation was informed that the ASEAN-ILO/Japan Project Cooperation Committee meeting finished its role in 2020 and the ASEAN-ILO cooperation session replaced it in 2020.

- o **Output 3.3:** Continuous capacity building and engagement of tripartite constituents in the Asian region are supported and the participation of women is encouraged, through interactive platforms and events on Skills, Green Jobs and Green Economy.

Indicator of achievement:

Organize annual regional level workshop on promoting a just transition to a greener economy, wherefrom the action plans developed will be continually revisited and improved upon in the next regional level meeting.

Target: one per year

Achievement:

Only one event was conducted a "Sub-regional Web-meeting on Skills & Human Resources Development for Green Jobs and Greening of Economies in Asia". The webinar was conducted in March 2022 only and very few informants interviewed made reference to this event.

- o **Output 3.4:** Regional research, comparative compilations and policy notes on skills and/or industrial relations are conducted/built to raise awareness and understanding among the key stakeholders. In addition, the ILO's perspectives and advocacies on those issues is integrated with the appropriate gender issues.

Indicator of achievement:

Scoping exercise / assessment study conducted in each of the AMS on skills, and/or IR designed to raise awareness and understanding among key stakeholders.

Target: None

Achievement:

The indicator is not clear - one gap analysis was reported to have been conducted

Many initiatives are taken by the government of Japan in support of the work of the ILO in the region and beyond.

The overall goal of the project was to “Promote Skills Development as a Pathway Towards the Inclusive Growth of Economies, Industries and Labour Markets in the ASEAN region”. Almost all of the project’s activities fall under the two country outcomes and were delivered in Indonesia and the Philippines.

The Indonesian component had the improvement of the skills’ development policies and system as an outcome, in order to respond effectively to changing skills demand of the economy and taking targeted actions in promoting decent jobs and skills for young women and men.

The Philippines component had to strengthen skills’ development mechanisms and response measures as a goal, in order to contribute to employment outcomes, while ensuring the transition to a sustainable, greener and resilient economy and society, especially for young women and men and vulnerable groups.

The evaluation finds that a main contributor to overcoming the challenges arising from the COVID-19 pandemic was the flexibility shown by the staff and the donor to adapt to the new situation and their willingness to adjust the focus of the implementation very early on.

In Indonesia the project team conducted extensive consultations on the industry’s in the public vocational training centres, promoted quality apprenticeships, developed digital learning products, and prepared a number of guides, policy notes, assessment and studies. At the same time they made efforts to engage trade unions in the project’s activities, even though they were resistant towards the concept of apprenticeship. This contributed to the project’s meeting its objectives; together with the project’s facilitating cooperation between the government and the EOs on the standardisation of skills, the availability of trainers, the absorption of the people trained by the VET centres, and skills’ development at a company level. Sector skill councils are still in the early stages of establishment and their role vis-à-vis the National Vocational Committee remains unclear.

The Philippines component (Outcome 2) moved forward with the Skills Need Assessment/Anticipation methodology, and – during the pandemic – they trained material on business continuity and rolled out localised online training for MSMEs based on the ILO-developed training materials. As mentioned above, access to online courses was and will remain a challenge for substantial parts of the population in the Philippines.

In Indonesia, the project performed well from the very beginning. The Philippines intervention was delayed because of HR challenges, but it managed to regain some ground during its implementation. Due to the COVID-19 regime, in place in the countries, it is not fair to judge the projects’ effectiveness against the original indicators of achievements and targets alone.

The evaluation finds that, as concerns contributing to policy development and improving skills’ development in Indonesia, the project has performed well. Even though many challenges are still to be acted upon, the seeds for improvement have been planted. The stronger involvement of the EOs

and the cooperation the project has facilitated with government institutions has the potential to drive the progress forward.

The project document refers to employment outcomes in general, but in practice the project focus was more on green jobs and skills' development that could meet the demands of a greened labour market. In Indonesia, the sector identified by the project is in line with the government priorities in their national development plan as potential sector contributing to economic growth and absorbing the job seekers particularly youth. The project's implementation in the Philippines had a limited budget and implementation period. The evaluation finds that the project delivered well under these circumstances.

At the regional level only two activities were implemented. Therefore, it is difficult to defined the extent to which these contributed to increasing awareness among the constituents about the strategic link between skills' development and industrial relations, within the context of ongoing global transformation.

Monitoring and evaluation

The evaluation was informed that the M&E plan was used for reporting and – to a certain extent – for planning. As some original indicators are out of sync with the implemented activities it was difficult to measure against these. There was no theory of change in place, which was due to the fact that the three outcomes were not directly interlinked, and many activities and efforts for change had their roots in interventions initiated during InSIGHT-1. If there had been a ToC in InSIGHT-1 and the pathway of change had been continued into InSight-2 it could have established an interesting ToC pathway for a longer period of time.

In Indonesia, detailed information platform on the participants of activities is in place. These include gender, constituent and type of training.

Cross cutting issues

After on interviews with the participants, the evaluation finds that the project's stakeholders were satisfied that the project promoted gender equality through fair and equal access to project activities. One third of the persons interviewed were women and they assessed this aspect of the project's implementation positively. The project management informed the evaluation that 50 % of the participants in the training were women, although no specific targets for women were set in the project document. The project team ensured equal access to training, seminars and events organised by the project.

The rather detailed gender segregated data on the participants of activities showed that in some activities there were slightly more male participants whereas in others there were more women, which meant that in the end there was an equal participation. When the evaluation examined the stakeholders' participants, the figures showed that there was room for improvement, especially on the workers side; with 94 male (83%) and 19 female (17%) participants. Conversely the employers and government had an eventual 60 /40 ratio of males to females respectively.

The project had in Philippines a very strong focus on climate change related issues through its focus on greening of the economy and development of green skills. The project achieved good progress in engaging the EOs in dialogue with the government and, to some extent, with the trade unions. There were good initiatives on making the labour market more inclusive through offering special

interventions towards vulnerable groups – disabled persons. These activities are indirect contribution to promotion of ILS.

Stakeholders

The quick response and efficient mitigation of the challenges arising from the COVID-19 pandemic point to the fact that the project's operational aspects were aligned with the right stakeholders, so they were able to carry on with the intervention as much as possible, even when unforeseen challenges appeared. The project dealt well with the new priorities that arose with the pandemic and the COVID-19 regimes put in place in the target countries.

Cooperation especially functioned well with the government institutions in the two countries. Moreover, the EOs in Indonesia were very much engaged and actively contributed to rolling out activities.

The evaluation finds that a stronger cooperation with other UN and development agencies could have created even more momentum in the policy's development and practices on skills' development.

At the regional level the initiatives were very much in the hands of the Bangkok office, and during the pandemic it was not possible not gather people for the planned annual meetings.

The project was implemented in synergy with the other ongoing ILO skills-related projects (UNIQLO, STEM, and UKS4P Projects in Indonesia and UKS4P Project in the Philippines). This helped to minimise overlap and maximise impact and results. The informants highlighted to the evaluation the experience from Indonesia, where a joint PAC for all skills-related projects was put in place, to ensure stronger links between the different interventions, as well as a higher level of political ownership among the constituents' leaderships. The synergies between the projects implemented by the ILO increased the overall relevance of the ILO's work in the field of skills' development. Thanks to these projects the ILO has a high skills-development profile in Indonesia.

3.4 Efficiency

Efficiency and management arrangements were evaluated by reviewing secondary information, the project document, and project reports and cross-checked through interviews with the ILO constituents, beneficiaries, ILO project staff in Indonesia and Philippines, and ILO specialists in Bangkok and Jakarta.

The project team was experienced and most of the staff had worked together on previous ILO projects. They established very good working relation with the project stakeholders. All stakeholders expressed their satisfaction with the relationship and cooperation with the project team. The ILO is considered professional, flexible and quality-oriented.

The project supported two sets of personnel, the first at a regional level and partially funded ILO/Japan Multi-bilateral Programme staff whereas the second set was the project staff itself.

At the regional level, the project partially funded a Chief Technical Advisor, two (2) Programme Officers and one (1) Programme Assistant, based in Bangkok (routine practice of the ILO/Japan Multi-bilateral Programme). The first set of staff oversaw the regional level work and overall project management.

The second set of the project's core human resources was the implementing team in the target countries of the project and comprised a team of six (6) persons out of whom four (4) were based in Indonesia (one (1) Technical Officer, two (2) Project Officers and one (1) Project Assistant). Two (2) persons were based in Philippines (one (1) Technical Officer and one (1) Project Assistant).

The ILO Country Office for Indonesia and Timor-Leste, the ILO Country Office for the Philippines and the ILO DWT for East and South-East Asia and the Pacific backstopped the project technically. This was done using mainly the skills and employability specialist in the ILO DWT in Bangkok, as well as a Regional Workers' Activities Specialist, a Senior Specialist on Employers' Activities, and an Employment Specialist (based in CO-Jakarta).

The original project budget had an allocation of 25% for activities, 25% for international staff and 35% for national staff costs, meaning it was planned to be a project that was heavy on staff costs. The evaluation understands that this was due to the many advocacy and consultancy activities. It should also be noted that the allocation for Indonesia was twice the amount made available for the Philippines. This distribution of funds influenced the level of activities that were possible within the given framework.

The evaluation finds that the repurposing of funds in general, from expensive physical meetings for the planned regional meetings and face-to-face/physical training activities' to much cheaper webinars and online training activities meant that many more activities were able to be implemented using the funds available. This had a positive impact on the projects efforts to meet its objectives. The shift to online based activities also had its challenges and this is discussed elsewhere in this report.

The project started making progress after all of the project team members were recruited, in October 2019. In the Philippines HR issues further delayed activities. Just when everything was set for a full-scale implementation, the project was hit by the COVID-19 pandemic and the subsequent restricted regimes that were put in place. This led to further delays in implementation as partners gave higher priority and more attention to pandemic related issues. The delays impacted the delivery rate of the project, but alternative and unplanned results were achieved. The project's problems with the lockdowns were addressed through a contingency plan and a decision was made to move what could be moved to online (seminars, training, learning materials etc.). The project management and the donor showed the required flexibility to be able to get the best out of the new implementation situation in which the project found itself.

The project had no specific allocation for gender-related issues, but non-cost attempts were made to secure an equal participation of men and women in the training activities. The project succeeded with that – to a certain extent.

The donor funding was in the current project based on year-to-year allocation this has a negative impact on the staff recruitment as the ILO has to issue short-term contracts and the projects strategic planning also can be affected. The evaluation that this problem among others comes from different fiscal years. Nevertheless, the evaluation finds that the ILO and the donor should look into this.

Recommendation 5:

Addressed to	Priority	Time frame	Resources
Donor	Medium	Long-term	Low to none

The year-by-year allocation of funds has a negative impact on HR management and force the ILO to sign short term contracts – one year or less. This again can lead to a higher staff turnover than if there were funding in place for the whole project period. At the same time, it affects the multi-year planning

at country level and conditions the strategy the ILO develops to deliver outputs over the program's duration. It is recommended to commit funding for the full program period to accommodate for a strategic approach in program implementation. ILO is recommended to avoid short-term contracts as much as possible.

During implementation it was decided to allocate resources to ensure attention was paid to people living with hearing and visual disabilities and the possibility was opened to them to join the training by including both voice and text in on-line training materials and sessions. The evaluation finds it very positive that the project management took this initiative and by so doing contributed to achieving a more inclusive labour market. The digitalisation of the economy is currently opening many potential possibilities for persons living with disabilities to enter the labour market.

The project allocated a great deal of human resources, experience and expertise to promoting the establishment of different levels of standard-setting committees. This was a strong contribution to the development of a tri-partite set-up for guiding the future skills requirements in Indonesia.

It was a challenge in many countries, not least in Indonesia, to engage the trade unions in the skills-development work, as they do often not have a clear policy in this field. Therefore, the evaluation highly appreciates the project's initiative to support the Indonesian trade unions' discussions in skills development, which led to the adoption of a trade union policy position paper (See Annex 7), agreed between the major trade union structures in the country and later an action plan backed by 5 out of 6 major trade union federations. Only KSPI has decided not to join as they find that apprenticeship is a mean of exploitation.

Digitalisation of the economy is a high-priority field of intervention for most governments. This is especially true in Indonesia, where the project delivered and contributed to services that enabled further digitalisation. There is a huge demand for skilled ICT employees in a wide range of economic sectors, from automotive over agriculture to retail. It will require significant progress to establish professional standards that take digitalisation into account and thereby are also better prepared to meet the challenges of Industrial Revolution 4.0.

3.5 Impact

Impact orientation and sustainability were evaluated by reviewing secondary information, the project document, and project reports and cross-checked through interviews with the ILO constituents, beneficiaries, ILO project staff in Indonesia and Philippines, and ILO specialists in Bangkok and Jakarta. It is reported to have been difficult to identify elements of impact and sustainability.

The training and services provided were reported to have been very important, as an immediate answer to the needs of the stakeholders during the COVID-19 pandemic. One unintended outcome of the challenges arising from the pandemic was the positive kick the development of tools for online training in selected sectors got. These experiences provided very valuable knowledge on how to select, assess and develop digital training materials. That knowledge could be replicated and used in other sectors, agencies and by private and state institutions in the future. Based on the conducted interviews, the evaluation finds that the projects online activities proved to the constituents that a full transfer of all training, seminar, workshop and training activities to online mode is not the optimal solution. Most of the stakeholders interviewed found that a mixed/hybrid approach would be the most efficient for future interventions.

In the Philippines, the project had an impact on profiling the ILO as a leading agency in the greening of the economy, on green jobs and their required green-skills' development. It also contributed to the development of the Green Act, which creates a legislative basis for the Philippines' green strategy.

In Indonesia, the project contributed to promoting a sectoral approach to skills' development. The project managed to bring government and private business together for skills' development in specific sectors. There is still work to be done in this field, but the evaluation finds that the progress made is irreversible as both the Eos and the government understand the need for a stronger involvement of the social partners in skills' development, also at the sectoral level. Increased employability and productivity may demonstrate the benefits of the training provided. However, no evidence of this has been provided yet and that might be because it is too early to call. The evaluation finds that further support, in terms of capacity building and provided services, is needed to see the full impact of the project.

The project managed to support the trade unions in developing a joint position paper on skills' development. This paper could be a steppingstone for a stronger and more qualified involvement of the trade unions in the tri-partite-based social dialogue. The trade unions do have the possibility – now – to present strategic input rather than case-by-case opinions. The evaluation recommends this as an emerging good practice, which could be replicated in other countries where the trade unions (and employers organisations) have not yet developed an evidence-based policy and strategy for the skills' development.

The project did not provide any significant impact on gender-related issues. The project management tried – with success – to ensure an equal number of women and men among the participants. Beyond that, limited gender interventions were tabled.

The project included both text and voice in training materials, thus enabling people living with hearing and visual disabilities to benefit from the training. The evaluation finds that if this practice was scaled within the ILO, it could have a significant impact on the promotion of an inclusive labour market with the use of modern software it has become a relatively cheap and good quality solution.

Due to the delay in staff recruitment, and later to the COVID-19 pandemic, a number of activities were rescheduled, which affected the scheduled delivery rate of the project, and meant more activities were implemented towards the end of the project. The partners therefore not in all cases have strong experience in using the tools and materials provided.

The informants expressed satisfaction with the quality of the project's Outputs. The government and EOs reported actively using the guidelines, manuals and other documents that were developed within the project. The evaluation understands that some of the documents have become cornerstones in the partners' work to improve skills' development.

The establishment of sectoral skills councils will be an important factor in ensuring a TVET system that is in sync with the needs of the labour market. Involvement of sectoral stakeholders will allow for better quality and more precise needs-based content of professional standards. This will be even more important in the years to come, when Industrial Revolution 4.0 will move forward with increased speed. The current and future labour market will need highly qualified employees with tailored skills and with a potential for fast up- and reskilling. The evaluation however finds that it for ILO projects should be a priority that soft skills; on such issues as workers' rights and occupational health and safety, are also seen as an integrated part of the training for skills' development. In the Philippines the EO has taken initiative to include occupational health and safety in the training program.

The project contributed to the development of the Green Jobs Act in the Philippines and follow-up activities for preparing for its implementation.

3.6 Sustainability

The project did not have an explicit phase-out strategy, rather the project itself was a sort of phasing out and finishing up of activities that had been initiated in earlier projects. Therefore, the project also did not foresee any direct continuation of activities. Some of the more successful initiatives are expected to be continued within other skills' development and greening projects being implemented in the two countries.

The evaluation finds that some initiatives could and should be supported further to maximise their impact and create the basis for sustainability.

The political initiatives supported by the project Green Jobs Act in Philippines and sectoral skills' development councils in Indonesia will continue beyond the lifetime of the project. The evaluation finds that the training activities initiated in relation to the political changes are also likely to continue beyond the project's lifetime. Likewise, the engagement shown by the EOs in Indonesia is promising for a possible continuation of the activities initiated within the project. The trade union policy on skills' development will also remain after the project has come to an end, and even more activities will be required to consolidate the trade unions' position and to ensure ownership in the broader trade union movement at different levels.

Development frameworks

The evaluation finds that the project contributed well to a number of the ILO's strategic goals. It was also well-reflected in the DWCPs and in the ILO's country priorities.

As concerns the more long-term strategic goals, the project activities contributed directly or indirectly to meeting the following SDGs:

SDG 4: "Ensure inclusive and equitable quality education and promote life-long learning opportunities for all" and the specific targets:

- 4.3: Ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.
- 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

SDG 8: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all" and the specific targets:

- 8.5: By 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- 8.6: By 2030 substantially reduce the proportion of youth not in employment, education or training.

Additionally, specific component activities in the Philippines contributed to this SDG 8 target:

Improve progressively through 2030 global resource efficiency in consumption and production, and endeavour to decouple economic growth from environmental degradation in accordance with the 10-

year framework of programmes on sustainable consumption and production with developed countries taking the lead.

At the country level it contributed to the following national strategies:

“The Vision of Indonesia 2045” and its policy on developing human resources and entirely relevant to the National Long Term Development Plan of Indonesia (RPJPN 2005-2025). It also aligned with Indonesia’s fourth separate medium-term plan 2020 -2025, which aims to realise an Indonesian society that is self-reliant, advanced, just, and prosperous through the acceleration of development in various fields by emphasizing the realised economic structure that is more solid based on competitive advantage in various regions, and is supported by quality and competitive human resources.

The project was also relevant to the Philippine Development Plan 2017-2022, which is based on a 25-year long-term vision entitled “AmBisyon Natin 2040”, which is a guide for development planning. The project’s actions were in line with the Development Plan Pillar 3 on Increasing growth potential (Patuloy na Pag-unlad), based on which more people will adopt modern technology, Innovation will be further encouraged, and – in order to accelerate economic growth investments for human capital – development will be increased.

Finally, the project was fully in line with and relevant to the priorities of ASEAN, as stated in the ASEAN Declaration on Human Resources Development for the Changing World of Work.

Replication

The project’s positive experiences of ensuring that both text and voice-based electronic versions of the training materials were available can be replicated by other projects. Including sign language might also be considered as was done in the Women in STEM ILO project in Indonesia. With new technologies in place, the digital translation and transcription of speech has become an acceptable standard and is affordable.

Many trade unions in the world do not have clearly defined policies on skills’ development. The process of developing a joint policy among the Indonesian trade unions could be replicated in other countries at a very low cost. As the demands for workers’ skills are changing more and more quickly and new technologies are influencing working conditions, it is of the utmost importance that the trade unions are supported and that the right skills are offered, as well as that decent working conditions are also provided under the fast-moving Industry Revolution 4.0.

On one hand, the experiences of the online training taught that there can be positive elements; e.g., an increased outreach to islands and rural areas that normally have difficulties in joining training. However, on the other hand it also demonstrated the challenges that are posed by the lack of stable internet access and access to computers (hardware) and programs (software). These lessons-learned can be used by other projects. The partners in the target countries reported that their experience shows that a mixed/hybrid approach would be the best solution for future learning.

The project aimed to ensure sustainability through several elements of its strategy. It had a specific focus on institutional capacity and specific efforts were expected to ensure this translated into sustainability of the project’s impacts. Explicit emphasis was placed on consolidating learning among the direct beneficiaries of the project’s activities, particularly through follow-up support and the facilitation of networks and knowledge-sharing platforms.

In order to embed learning at an institutional level, attention was given to supporting initiatives that would help direct beneficiaries to disseminate knowledge in their organisations and beyond. Proposed enhancements and expansion of approaches and tools for adoption were aligned with current demands and their mandates and effective spheres of influence to ensure that the beneficiaries could continue with the initiatives on their own.

The project facilitated the development of joint visions and commitment to sustainable workplaces and industrial sectors by stakeholders at regional, national and industry sectoral level, through its seminars and attempt to establish tripartite forums. The fact that such visions and commitment were generated by the stakeholders themselves contributed to a sense of ownership and an understanding that the project – through its initiatives – was supporting the advancement of their visions and roles.

The partners' maintaining of the offered training in Indonesia and the Philippines after the project's end will ensure the sustainability of the actions taken. It could potentially ensure an increase in the number of people receiving training and improve their chances for getting good, decent and well-paid jobs.

Partnerships with state institutions that internalise the ILO's material (Republic of Indonesia Ministry of Manpower and NWPC in the Philippines) can be the most crucial aspects of the intervention's sustainability. However, the ILO could increase its follow-up and tracing of the use of the Outputs produced. For that to happen, there is a need to build modality through which the institutions that internalise/ use the ILO produced tools can report back to the ILO on their use of its products and the impact of their application. The ILO could consider using available software solutions to follow both the knowledge and career changes among participants. Also, ILO could benefit from collecting more statistical data on the use of online materials.

Access to online courses was and will remain a challenge for the sustainability of the project's interventions. The project prepared the learning materials and ensured the training of trainers; however, ensuring equal access to training for all requires the involvement of all stakeholders, especially the governments. Therefore, this remains an important but long-term development objective.

- **Country specific activities in Indonesia**

The government institutions with whom the project worked are reported to have felt they had good support from the project and the technical advice provided was seen to have a high level of technical expertise. Thus, capacity was increased at the ministerial level. At the local level the training of the instructors increased the training centres capacity. This in turn increased their potential to reach out to local business interests and to engage them in cooperation as well as to offer services that were requested by the employers and workers. The project managed to involve the EOs in Indonesia well, and the evaluation finds the EO was very interested and committed to contributing to improvements of skills' development practices. This was also true when it came to improving the reputation of internships and apprenticeships. The project has contributed well to strengthen the EOs capacity in this field.

The project's initiative approach to increasing the political capacity and understanding among trade unions on vocational training and skills' development proved to be timely and had a good impact, but there is still a need for further follow-up actions. The coordination platform among UN agencies and other development partners and the mapping of their activities could help to provide a more efficient implementation environment for all who join, if a political desire for integration and/or coordination is in place.

The specific interventions created a good and solid basis for further interventions and many initiatives have been tabled and are open for follow-up by other stakeholders, beyond the lifetime of the project.

The ILO's CO in Jakarta created a cluster of skills' development projects. Through this the ILO was seen as "one" instead of a number of projects that pointed in different directions. The constituents really welcomed this and the evaluation finds that this approach also improved the chances of the ILO's gaining a political footprint on policy development. The positive developments towards modernising the TVET/VET system and the stronger engagement of the private sector (both business and trade unions) are a positive sign for the provisioning of input towards achieving a modern, inclusive and efficient labour market in Indonesia.

However, no specific PAC was put in place for a closer monitoring and evaluation of the project's initiatives. The existing supervisory mechanism – the joint skills project PAC – functioned well politically and discussed new the initiatives and collected experiences, but made no in-depth monitoring or evaluation of the individual projects.

The evaluation was informed that the EOs in Indonesia are placing a high priority on the development and establishment of sectoral skills councils and – in general – see re-skilling, up-skilling and attracting young women and men to vocational training as priorities in their strategy. The fact that the unions have developed a joint position paper on skills' development is also indicative of an increased interest from the workers' side. The government has had skills' development as a priority for several years, but has had difficulty transforming this into new and dynamic practices. The InSIGHT project, together with others, has provided technical input and increased capacity that will enable even stronger efforts to develop new initiatives, with the starting point being in employers and workers' needs.

- **Country specific activities in the Philippines**

The ILO CO in Manila is very much committed to promoting the green jobs agenda and has a role as a leading agency in promoting green skills, green jobs and a greening of the economy. The project contributed to the Green Jobs Act development. It has also been very active in developing materials that could create an evidence base for decisions to be taken by the constituents, especially the relevant government institutions. The project and the ILO CO have made an effort to create synergies with interventions from other agencies and development organisations. The close cooperation with DOLE, TESDA and other government structures supported a strategic approach on the greening of the economy whilst creating prosperity that is based on decent jobs and an inclusive, growth-creating labour market.

The evaluation finds that the PM was justified in their decision to keep the planned Outputs commitment, despite the challenges of the COVID-19 pandemic regime. In the beginning of the pandemic, there was a general understanding that this would last for a few months at the maximum; therefore, it did make sense not to change the targets as any delay could be met by an increased pace after the pandemic. No one could have foreseen that the pandemic would last for two years. The transfer of activities to an online approach – in this project as well as in many others – provided valuable experience of the challenges of digitalisation. The lesson-learned also revealed that, even with the current available technology, online training, meetings and seminars have limitations. as described elsewhere in this report.

The evaluation understands the shift in priorities during the pandemic as temporary and after the pandemic when life is back to normal it will be relatively easy for the ILO to re-activate the green jobs

agenda. The fact that the ILO kept on with this strategy even during the pandemic should give it an advantage post-pandemic, if the ILO is able to allocate resources to this.

- **Area specific regional activities**

Many informants referred to the IR seminar, in 2019 (see Annex 6), as very important and it is reported to have contributed well to highlighting skills' development as an important part of IR, based on a tri-partite approach. The seminar's aim was to discuss the importance of skills' development as a key topic of social dialogue within the context of the future of work. The seminar provided a platform for developing a common understanding of the opportunities and challenges of future labour markets. It also allowed the sharing of information and experience on skills' development within ASEAN as well as the learned good practices concerning the legislation, system and governance of skills' development. It also highlighted key issues for social dialogue on skills' development. The 14 Recommendations adopted by the meetings were a reference for informants, who expressed a wish to continue the discussion on these subjects for developing new policies and practices based on sound Industrial Relations. All partners regretted that it had not been possible to conduct the seminars in 2020 and 2021.

The participants of the seminar in Japan found that the resources spend and the environmental impact were fully justified, as the seminar gave them a chance to learn about Japanese experiences and to gain a first-hand insight into the achievements Japan has made in the field of skills' development and social dialogue.

The EOs were satisfied with the sharing of experiences and good practices from Japan and reported they would welcome more of it. They also expressed satisfaction with the business-to-business support they received through the e-learning training on skills' development. For them, business-to-business support is a desirable modality for knowledge sharing. The evaluation finds that physical meetings, for such kinds of intervention, are preferable to online events as they offer a much better possibility of informal exchanges of views and experiences.

The 2022 greening webinar was not referred to by constituents. Some had heard about it but few informed that they had actively participated.

4 Conclusions

Conclusions were drawn, based on the totality of the evidence available to the evaluators. The project was highly relevant and, although it faced delays and problems in its implementation, the project was successfully implemented.

Relevance

The project was highly relevant and fully aligned with the national priorities of the target countries, UN development cooperation frameworks and the ILO's strategic documents. The synergies that the ILO implemented between the projects increased the overall relevance of the ILO's work in the field of skills' development.

The project adapted well to the new situation of the COVID-19 pandemic and responded to the increased need for online training and digital learning tools. The developed materials (Outputs) were seen as highly relevant.

Coherence

The project analysed the national contexts in which the project needed to operate and provided arguments in justification of the intervention. The project was built on and logically complemented the work of InSIGHT-1 and other ILO projects implemented previously or was in parallel with them.

The project design specified that the three outcomes would not be interconnected, and that each outcome was more of a standalone project within a project. Once the implementation structure was in place, this did not have any negative impact on the project's achievements. However, the evaluation finds that the design could have allowed for clearer results' indicators and targets for all of the outputs.

Effectiveness

The project team adapted to the new circumstances of the COVID-19 regime, and delivered a significant number of online activities in Indonesia and the Philippines, although regional activities were more or less put on a hold during the pandemic.

The project team conducted extensive consultations on the involvement of the industry in the public vocational training centres, promoted quality apprenticeships, developed digital learning products, and prepared a number of guides, policy notes, assessment, and studies. The project found it challenging to involve trade unions in its activities in Indonesia, due to resistance – mainly towards the concept of apprenticeship. This lack of trade union engagement resulted in a much lower participation in the project's activities than was made by the EOs. The development of a trade union action plan on skills' development could be a turning point, but the evaluation finds that further follow up activities would be needed in order to broaden ownership of the position paper, both among the industrial unions and at various levels of the union structures.

Sector skills councils are being developed in Indonesia and are ready to take off. Political decisions have been taken by the National Vocational Committee and regulations and the SOPs have finally been approved. A sectoral approach could be a significant step forward in minimising the mismatch between the skills trained and the needs of the various industrial sectors.

The project facilitated cooperation between the government and EOs on the standardisation of skills, the availability of trainers, the absorption of those people trained by the VET centres, and skills' development at a company level.

In some cases, a limiting factor on the success of the project's interventions was the lack of access to digital training, due to poor or no IT equipment, software and internet connections. Access to online courses was and will remain a challenge for substantial parts of the population in the Philippines and Indonesia. There is no immediate solution to this challenge with a risk that the digital gap will grow. The tools that were developed for online training in the selected sectors – in line with stakeholders priorities – provided very valuable knowledge on how to select, assess and develop digital training material.

The Philippines' component moved forward with the Skills Need Assessment/Anticipation methodology, training material on business continuity and roll-out of the localised online training for MSMEs based on the ILO developed training materials.

All the stakeholders found the ASEAN tripartite meeting (2019) on Industrial Relations and skills important and were enthusiastic about learning from the Japanese experience. In many interviews reference was made to the 2019 meeting and the participants highly appreciated to get first hand insight in the Japanese experiences.

Efficiency

The project team was very experienced and most of the staff worked together on previous ILO projects. All stakeholders expressed their satisfaction with the relationship and cooperation with the project team. The team was considered professional, flexible, and quality-oriented.

Due to the delay in staff recruitment, and later because of the COVID-19 pandemic, a number of activities were rescheduled. One consequence of the delay was that it was difficult to measure the inefficiency against the originally expected Outcomes and Outputs.

Challenges that arose as a result of the lockdowns were addressed through a contingency plan and a decision to move what could be moved online. The unforeseen new reality was handled well by the project management.

Impact

The development and experiences with using the tools developed for online training provide very valuable knowledge on how to select, assess and develop digital training material. That knowledge and knowhow could be replicated and used in other projects and by partners when developing their own tools. The gained experience points to both the benefits and limitations of the online training approach. Informants indicated that for future interventions they will be in favour of a mixed/hybrid approach including both off- and online activities.

The impact on increased employability and productivity might demonstrate the benefits of the training provided but this would require tracer studies which were not foreseen in the current project. The evaluation sees this as a missed opportunity but also explainable by the challenges coming from the pandemic.

Sustainability

Maintaining the offered training after the project end by the partners in Indonesia and the Philippines will ensure the sustainability of the action taken. Partnership with state institutions that internalize the ILO material (Ministry of Manpower Indonesia and NWPC in the Philippines) can be the most crucial aspect of sustainability of the action.

Access to online courses is and will remain a challenge for the sustainability of the project interventions. The project can prepare the learning materials, secure training of trainers, but securing equal access to training for all requires the involvement of all stakeholders, especially the governments.

The strong involvement of the EOs will be important to maintain to ensure the sustainability of the many initiatives taken within this project. The EOs can contribute significantly to secure that the new methods reach the enterprise level and by that increase the chances of sustainability.

The evaluation was informed that many of the successful activities initiated within the current project will be continued within the framework of other projects.

5 Lessons learned and emerging good practices

Lessons-learned

Due to the COVID-19 pandemic regimes in place all training activities were transferred to on-line training. Even efforts were made to moderate the training materials to fit to the new training approach the experience showed that for most training activities the physical face-to-face training is preferred. Even though the online training helped reducing the geographical divide and encouraged more women to participate, in general a relatively high level of drop-out from the training was reported compared to off-line training. It appears that also the subject of the training has an impact on the success rate as there are subjects with a more “natural” on-line link ex. training in web-platform development, business management services, animation and similar. Other subjects of more practical/technical character and soft skills like interpersonal communication and teamwork will benefit from training with physical presence.

During the pandemic on-line training was given priority as this was the only option for conducting training, but some training providers also see this as a very cheap way to conduct training, but a lesson learned is that the quality in many cases suffer from the lack of physical presence. The drop-out rate is reported to be significantly higher when training is conducted online. It is also reported that the on-line training might exclude some of the most vulnerable groups as they cannot afford the needed hard- and software required for the training. The online training is cheap for the training providers and can help to a larger geographical reach out. The ILO should use the on-line training as much as possible but also be critical towards its limitation. Informants suggested a mixed/hybrid approach where both on- and off-line training methods are used.

Emerging Good Practices

The ILO's skills projects are connected and have the same direction. The joint work of the Indonesian projects on skills is an example of an emerging good practice in its approach to the stakeholders. This skills cluster of ILO projects presents overall ILO assistance in skills areas to the tripartite constituents in a systematic and unified way. The ILO's constituents can see the logical connections and consistency of the ILO's work in the area of skills. This means that there is one joint steering committee for all the skills related projects in Indonesia, which has quarterly meetings. The risk of overlapping and gaps are minimized. The less meeting frequency makes it more likely that constituents' top political leaders will join the meetings and by that can a stronger political ownership be established among constituents. The project delivery towards beneficiaries will be improved. Donor attention can be increased as stronger projects can/will be developed. The link to the DWCP and contribution to meeting the DWCP targets will be increased through the stronger ownership among constituents to the implementation

of the DWCP. Through this the projects will contribute even more efficient to meeting the CP Outcomes and ILO strategic targets.

Disability considerations are clearly an important factor for attention from a rights and inclusion perspective in any ILO engagement. The evaluation finds it encouraging to note that in Indonesia, the project has made online content available for persons with disabilities by including text (for the persons with deafness) and voice (for the persons with blindness). The evaluation finds this a good emerging practise that can help to open for a more inclusive labour market and especially people with hearing and seeing disabilities have good chances for entering the labour market as the digitalisation is progressing in all sectors of the economy. The inclusion of text and voice in on-line training activities is today not so much a technical challenge more an economical priority decision but with new digital solutions developing it would be a realistic cost to cover in most programs and projects. The ILO can introduce the practise in all programs and projects, and it will be easy for other agencies and partners to introduce the same if the approach is given priority. The introduction of text and sound in training activities will support the ILO's overall orientation towards an inclusive labour market.

6 Recommendations

The evaluation has the following Recommendation for eventual future interventions in the field of industry skills development for employment and inclusive growth.

Recommendation 1:

Addressed to	Priority	Time frame	Resources
ILO	High	Long-term	High

In the era of the fast-moving Industrial Revolution 4.0 there will be an increasing need for up- and re-skilling of huge parts of the labour force. As the experiences from the current project shows there is a mismatch between skills provided through the TVET/VET systems and the markets demands. One of the bottlenecks is the approval of professional standards for new professions/educations/trainings. The system has to be geared to work faster BUT without losing the high professional standards ensuring that workers get a quality training increasing their employability. The ILO is recommended to develop further initiatives building on the added value of its unique tripartite DNA.

Recommendation 2:

Addressed to	Priority	Time frame	Resources
ILO and constituents	High	Long-term	Low

The skills development especially among young women and men is challenged by the bad reputation of the apprenticeship. Many employers exploit the trainees as cheap labour rather than investing in them as the future of the industry. Also, EOs recognize that there are problems that need to be solved to be able to attract young people to the industry. The Project has developed materials and webinars for the implementation of quality apprenticeship. This and the high value of training that combine theory and practice should be further promoted. Many countries have succeeded in this so there are experiences to build on for the ILO and constituents in future interventions.

Recommendation 3:

Addressed to	Priority	Time frame	Resources
Governments	High	Long-term	High

Governments are recommended to secure that maximum access is provided to both hard- and soft-ware when developing online training. This is to avoid vulnerable groups being further marginalized. The establishment of computer/internet hubs in villages could eventually be a way forward to overcome these challenges at the least partly if action is not taken the digital gap can increase even more in the future.

Recommendation 4:

Addressed to	Priority	Time frame	Resources
ILO/ACTRAV/trade unions	Medium	Long-term	Medium

The ILO is recommended to follow up with trade unions in Indonesia on policy development on skills. The Indonesian trade unions have taken first steps to develop a policy on skills, but more efforts are needed to broaden out the understanding to all unions at all levels down to factory level. Education and training are becoming a constantly increasing demand and the workers have to be prepared for the many new challenges and the trade unions should be able to formulate their demands and proposals to the other social partners.

Recommendation 5:

Addressed to	Priority	Time frame	Resources
Donor	Medium	Long-term	Low to none

The year-by-year allocation of funds has a negative impact on HR management and force the ILO to sign short term contracts – one year or less. This again can lead to a higher staff turnover than if there were funding in place for the whole project period. At the same time, it affects the multi-year planning at country level and conditions the strategy the ILO develops to deliver outputs over the program's duration. It is recommended to commit funding for the full program period to accommodate for a strategic approach in program implementation. ILO is recommended to avoid short-term contracts as much as possible.

Annex 1: Lessons-Learned and emerging good practices

“Industry Skill for Inclusive Growth -Phase 2” (InSIGHT-2) Project

Project DC/SYMBOL: RAS/19/01/JPN

Name of Evaluator: Sten Toft Petersen, International Consultant, Rita Tambunan, National Consultant Indonesia, and Salic Sharief Jr., National Consultant Philippines

Date: 01 June 2022

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

LESSON LEARNED ELEMENT	TEXT
Brief description of lessons learned (link to specific action or task)	Due to the COVID-19 pandemic regimes in place all training activities were transferred to online training. Even though efforts were made to moderate the training materials to fit to the new training approach, the experience showed that for most training activities the physical face-to-face training is preferred. A relatively high level of drop-out from the training was reported compared to off-line training.
Context and any related preconditions	It appears that the subject of the training has an impact on the success rate as there are subjects with a more “natural” online link e.g. training in web-platform development, business management services, animation and similar. Other subjects of more practical/technical character and soft skills like interpersonal communication and teamwork will benefit from training with physical presence.
Targeted users / Beneficiaries	The target users are the trainers and trainees but also the VET centres responsible for planning the training will benefit from higher quality in outputs and a higher attendance among trainees.
Challenges /negative lessons - Causal factors	During the pandemic on-line training was given priority as this was the only option for conducting training, but some training providers also see this as a very cheap way to conduct training, but a lesson learned is that the quality in many cases suffer from the lack of physical presence. The drop-out rate is reported to be significantly higher when training is conducted online. It is also reported that the on-line training might exclude some of the most vulnerable groups as they cannot afford the needed hard- and software required for the training.
Success / Positive Issues - Causal factors	The online training is cheap for the training providers and can help with a larger geographical reach out.
ILO Administrative Issues (staff, resources, design, implementation)	The ILO should use the on-line training as much as possible but also be critical towards its limitation. Informants suggested a mixed/hybrid approach where both on- and off-line training methods are used.

“Industry Skill for Inclusive Growth -Phase 2” (InSIGHT-2) Project

Project DC/SYMBOL: RAS/19/01/JPN

Name of Evaluator: Sten Toft Petersen, International Consultant, Rita Tambunan, National Consultant Indonesia, and Salic Sharief Jr., National Consultant Philippines

Date: 01 June 2022

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GOOD PRACTICE ELEMENT	TEXT
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	Disability considerations are clearly an important factor for attention from a rights and inclusion perspective in any ILO engagement. Both focus countries have ratified the International Convention on the Rights of Persons with Disabilities. The evaluation finds it encouraging to note that in Indonesia, the project has made online content available for persons with disabilities by including text (for the persons with deafness) and voice (for the persons with blindness). That is something that needs to be fully implemented to make the training and learning materials accessible to as many people as possible. This kind of initiatives can help to open for a more inclusive labour market and especially people with hearing and seeing disabilities have good chances for entering the labour market as the digitalisation is progressing in all sectors of the economy.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The inclusion of text and voice in on-line training activities is today not so much a technical challenge more an economical priority decision but with new digital solutions developing it would be a realistic cost to cover in most programs and projects.
Establish a clear cause-effect relationship	Training conducted with text and voice added will increase the employability of people with hearing and seeing disabilities and also increase their career perspectives.
Indicate measurable impact and targeted beneficiaries	The impact can be measured in increased number of people living with hearing and seeing disabilities getting a job.
Potential for replication and by whom	The ILO can introduce the practise in all programs and projects, and it will be easy for other agencies and partners to introduce the same if the approach is given priority.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO’s Strategic Programme Framework)	The introduction of text and sound in training activities will support the ILO’s overall orientation towards an inclusive labour market.
Other documents or relevant comments	Development Cooperation Progress Reports

“Industry Skill for Inclusive Growth -Phase 2” (InSIGHT-2) Project

Project DC/SYMBOL: RAS/19/01/JPN

Name of Evaluator: Sten Toft Petersen, International Consultant, Rita Tambunan, National Consultant Indonesia, and Salic Sharief Jr., National Consultant Philippines

Date: 01 June 2022

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GOOD PRACTICE ELEMENT	TEXT
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	ILO work on bridging the skills gaps, transforming the systems and greening the economy is not done in a vacuum. ILO skills projects are connected and are running in harmony, and the joint work of the Indonesian projects on skills is an example of good practice in approach to the stakeholders. The skills cluster of ILO projects established in the CO Jakarta is presenting the overall ILO assistance in skills area in a systematic and unified way to the tripartite constituents. There is one joint steering committee for all the skills related projects in Indonesia, which has quarterly meetings. In this way, the ILO constituents can see the logical connections and consistency of the ILO work in the area of skills development.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The availability of more projects in one field of implementation, but even in period of maybe one project in progress it is recommended to keep the “cluster” in place so that the platform is ready when possible new projects are developed. The joint PAC can also be a starting point for securing a participatory approach in developing and designing new projects.
Establish a clear cause-effect relationship	The risk of overlapping and gaps are minimized. The less meeting frequency makes it more likely that constituents’ top political leaders will join the meetings and by that can a stronger political ownership be established among constituents.
Indicate measurable impact and targeted beneficiaries	The project delivery towards beneficiaries will be improved. Donor attention can be increased as stronger projects can/will be developed.
Potential for replication and by whom	The approach can be used universally both geographically and thematically.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO’s Strategic Programme Framework)	The link to the DWCP and contribution to meeting the DWCP targets will be increased through the stronger ownership among constituents to the implementation of the DWCP. Through this the projects will contribute even more efficiently to meeting the CP Outcomes and ILO strategic targets.
Other documents or relevant comments	Development Cooperation Progress Reports.

Annex 2: Documents reviewed

The evaluation was provided a large amount of document these are all available on:

https://drive.google.com/drive/folders/1JqvQLE55ur8dED5ie_sCMejOK1Vi9AZu

Please find below a list of the key documents reviewed:

General programme documents

Soft skills programme documents
<ul style="list-style-type: none"> Investing in people's capabilities. Women in STEM Workforce Readiness and Development Programme. Impact evaluation of the In Business program Training tool kit for recruiting and job readiness (Philippines)
Technical skills programme documents
<ul style="list-style-type: none"> Job preparation training module developed in the Philippines with selected accredited TVETs from TESDA. Clevio: Training evaluation report: E-training in 'Business coaching for E-Commerce' and 'Online Store Administration,' Indonesia. Training evaluation report: "Training of Content Creation and Delivery of Online Training for BLK Instructors stage 1," Indonesia
Programme research documents
<ul style="list-style-type: none"> Mapping of Skills and Career Opportunities for Women in Automotive Industries in Indonesia. A Rapid Assessment of ICT Skills Demand in Indonesia. Skills and career mapping for women employment and career progression in the Philippines IT-BPM sector. Labour Market Analysis for ICT Courses at BBPLK Bekasi: a Desk Research Report
Programme regional meeting report/strategy documents
<ul style="list-style-type: none"> Report on Regional Experts Meeting on the Future of STEM Education and Training in TVETs in South-East Asia Discussion paper for Regional Experts Meeting on the Future of STEM Education and Training in TVETs in South-East Asia
Additional research documents /references
<ul style="list-style-type: none"> Bappenas, Indonesia. Available at https://www.bappenas.go.id/files/6715/3173/4665/RPJPN_2005-2025.pdf Government of Indonesia. Making Indonesia 4.0. Available at https://oxfordbusinessgroup.com/analysis/technology-comes-four-making-indonesia-40-seeks-strengthen-digital-economy-and-attract-foreign Human Rights Watch. Available at https://www.hrw.org/news/2015/09/21/thailand-gender-equality-act ILO. (2020). Decent Work Country Programme, Indonesia. Available at https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/program/dwcp/WCMS_560738/lang--en/index.htm ILO. (2020). Decent Work Country Programme, Philippines. ILO. ASEAN in transformation: How technology is changing jobs and enterprises. ILO. ASEAN in transformation: How technology is changing jobs and enterprises Indonesia Country Brief. ILO (2017). ASEAN in transformation: How technology is changing jobs and enterprises Philippines Country Brief. ILO. (2017). ASEAN in transformation: How technology is changing jobs and enterprises Thailand Country Brief. Investing in Women. Advancing women in STEM for the future of work. Available at https://investinginwomen.asia/posts/advancing-women-in-stem-for-the-future-of-work/ NEDA, Philippines. Available at http://www.neda.gov.ph/philippine-development-plan-2017-2022/ Philippines Commission on Women. Refer to https://www.pna.gov.ph/articles/1114871 Philippines Commission on Women. Magna Carta of Women. Available at https://pcw.gov.ph/republic-act-9710-magna-carta-of-women/

- Job Readiness Guide (PH) E-Learning Course: <https://e-tesda.gov.ph/course/index.php?categoryid=811>
- Research Briefs: Philippines / Indonesia
- <https://investinginwomen.asia/posts/iw-ilo-research-demonstrates-business-case-women-business-management-indonesia-vietnam-philippines/>
- https://www.ilo.org/manila/publications/WCMS_755607/lang--en/index.htm
- https://www.ilo.org/manila/public/sp/WCMS_756618/lang--en/index.htm
- HARD SKILLS: Technical skills programme documents (Philippines)

Relevant ILO evaluation guidelines and standard templates

Code of conduct form (To be signed by the evaluator)

http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm

Checklist No. 3 Writing the inception report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm

Checklist No. 5 Preparing the evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm

Checklist No. 6 Rating the quality of evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm

Template for lessons-learned and Emerging Good Practices

http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm

http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm

Guidance note 7 Stakeholders participation in the ILO evaluation

http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm

Guidance note 4 Integrating gender equality in M&E of projects

http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

Template for evaluation title page

http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm

Template for evaluation summary

<http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>

SDG related reference materials

<http://www.ilo.ch/eval/eval-and-sdgs/lang--en/index.htm>

Annex 3: Informants interviewed

	Region/Country	Name	Position	Organisation, Institution, Project/Programme
m	Indonesia	Mr. Hitono Prio	Head of Institutional Strengthening and Industrial Cooperation	Digital Economy, Manpower, and MSMEs, Coordinating Ministry for Economic Affairs
m		Mr. Rustandi	Policy Analyser	
f	Indonesia	Ms. Mahatmi Parwitasari Saronto	Director of Employment Affairs	Directorate of Employment Affairs
m	Indonesia	Mr. Raga Erian Citra	Policy Analyser on Vocational Training	Sub-Directorate for System and Method Development, Directorate Competency, Standardization and Job Training. Directorate General for Vocational Training and Productivity Development
f		Ms. Nomala Gema Puji Putri	Policy Analyser on System Development	
f	Indonesia	Ms. Tetty D.S. Ariyanto	Commissioner	National Agency for Professional Certification
m	Indonesia	Mr. Muhammad Ali, PhD	Director of Vocational Training and Apprenticeship Development. Directorate General for Vocational Training and Productivity Development	Directorate of Vocational Training and Apprenticeship Development. Directorate General for Vocational Training and Productivity Development
m	Indonesia	Mr. Subandi	Director of Vocational Training and Apprenticeship Development. Directorate General for Vocational Training and Productivity Development	Directorate of Vocational Training and Apprenticeship Development. Directorate General for Vocational Training and Productivity Development
m	Indonesia	Mr. Syamsi Hari, SE. Msi.	Director of Instructors and Training Personnel. Directorate General for Vocational Training and Productivity Development	Directorate Competency, Standardization and Job Training. Directorate General for Vocational Training and Productivity Development
m	Indonesia	Mr. Amir	Head of sub-directorate for trainers	Directorate for Instructors and Training Personnel. Directorate General for Vocational Training and Productivity Development
m	Indonesia	Mr. Herman Bija and Team	Public Vocational Training Centre (of Ministry of Manpower)	Head of BBPLK Bekasi
m	Indonesia	Mr. Danang Girindrawardhana	Executive Director	APINDO (Indonesian Employers Association)
f	Indonesia	Ms. Diana M Savitri	Operations Director	International Strategic Partnership Centre of APINDO

	Region/Country	Name	Position	Organisation, Institution, Project/Programme
m	Indonesia	Mr. Yunus Triyonggo	Chairman of the Steering Committee	Gerakan Nasional Indonesia Kompeten - GNIK
m	Indonesia	Mr. Alexander Nayoan	Director of Education Department	Association of Indonesian Hotel and Restaurant (PHRI)
f		Ms. Misi Dwi Jayantai	Program Manager	
m	Indonesia	Mr. Faisal Tjandraatmadja'	Director of Business Certification	Association of Indonesian Hotel and Restaurant (PHRI)
m	Indonesia	Mr. Ferdy Arminius	Board member	Association of Hospitality Leaders Indonesia
f	Indonesia	Ms. Sulistri (KSBSI)	Secretary General of FSB-KAMIPARHO-KSBSI	Trade Union (KSBSI)
m	Indonesia	Mr. Hermanto	Secretary General KSPSI-AITUC	Trade Union (KSPSI-AITUC)
m	Indofesia	Ms. Rita Shalya		Trade Union (KSPI-CITU)
m	Indonesia	Mr. Joko Wahyudi		Trade Union (SARBUMUSI)
m	Indonesia	Mr. Andriko Otang/TURC	Executive Director	Trade Union Rights Centre (TURC)
m	Indonesia	Mr. Deddy Syamsuddin	Deputy of Education	AINAKI (Association of Indonesian Animation Industry)
f	Philippines	Ms Jenette T. Damo	Deputy Executive Director	DOLE-NWPC
f	Philippines	Ms Elvie Jota	Director, Training & Technical Services	DOLE-NWPC
f	Philippines	Ms Amy Kakazu	OIC, Training & Technical Services	DOLE NWPC
f	Philippines	Ms Katherine Amor Aguilar-Zarsadias	Chief TESD Specialist	TESDA
m	Philippines	Mr Alex Avila	Assistant Secretary, Department of Labor and Employment	DOLE
f	Philippines	Ms Ahmma Charisma Lobrin-Satumba	Executive Director, DOLE - Institute for Labor Studies	DOLE - NWPC
m	Philippines	Mr John Emmanuel Villanueva	Acting Chief, ERD, DOLE-ILS	DOLE - NWPC
m	Philippines	Engr Michael Edione Gayona	Senior TESD Specialist, Green Technology Center	TESDA
m	Philippines	Mr Edgar Caldit	TESD Specialist, Green Technology Center	DOLE
m	Philippines	Mr Edward dela Rosa	Chief TESD Specialist, TRDD - National Institute for Technical Education and Skills Development	DOLE ILS
m	Philippines	Julius Cainglet	Vice President for Advocacy	Federation of Free Workers
m	Philippines	Mr. Ted Monroy	Country Representative	UNIDO
f	Philippines	Jezreel Joy Eufemio-Cristobal	Technical Assistant	UNIDO

	Region/Country	Name	Position	Organisation, Institution, Project/Programme
m	Philippines	Mr Roland Moya	Director General	ECOP
f	Philippines	Ms Abigail Roxas - Gorospe	Manager, Advocacy & Research	ECOP
m	Philippines	Khalid Hassan	Director	CO-MANILA
f	Philippines	Ma. Concepcion Sardana	Senior Programme Officer	CO-MANILA
m	Regional	Yasuo Ariga	CTA	ILO/Japan Multi-bi
m	Regional	Haruhiro Jono	Programme & Operations Specialist	ILO/Japan Multi-bi
m	Japan	Fujii Kento	Deputy Director	Japanese MHLW
m	Indonesia	Tauvik Muhamad	Technical Officer	InSIGHT2
m	Indonesia	Dede Shinta Sudono	Project Officer	InSIGHT2
f	Indonesia	Eka Novitasari	Programme & Administrative Assistant	InSIGHT2
f	Philippines	Georgina Pascual	Technical Officer	InSIGHT2
f	Regional	Cristina Martinez	Decent Work & Environment Senior Specialist	Green Jobs, Just Transition
m	Regional	Pong-Sul Ahn	Workers Activities Specialists	ACTRAV
m	Philippines	Mr Roland Moya	Director General	DOLE ILS
f	Philippines	Ms Abigail Roxas - Gorospe	Manager, Advocacy & Research	TESDA GTC
f	Indonesia	Hirania Wiryasti	Project Officer	InSIGHT2
f	Regional/Thailand	Suttida Chaikitsakol	Officer	Regional Skills Programme
f	Regional	Akiko Sakamoto	Regional Skills & Employability Specialist	SKILLS
m	Regional	Dong-Eung Lee	Employers Activities Specialist	ACTEMP
m	Indonesia	Tendy Gunawan	Programme Officer	CO-JAKARTA
m	Indonesia	Kazutoshi Chatani	Employment Specialist	CO-MOSCOW
f	Indonesia	Ms Michiko Miyamoto	Director	CO-JAKARTA

Total informants: 56

Female: 22

Male: 34

Annex 4: Results against Indicators

Outcomes/Outputs	Performance Indicator	Target	Final Evaluation Findings
Immediate objective/Outcome 1 (Indonesia): Skills development policies and system are improved to respond effectively to changing skills demand of the economy, and taking targeted actions in promoting decent jobs and skills for young women and men			
Output 1.1: Technical assistance is provided to enhance the responsiveness of the skills' development system to changing skills demand, especially digital skills, through stronger industry-TVET collaboration	ILO's technical inputs are utilised by the government and social partners to improve skills' development systems Achievement: Target:	90 technical inputs are given to the government and social partners between 2019 and 2021	A large number of training materials and other Outputs have been developed by the project. Most of these are prepared both for online and offline activities. It is too early to call to what extent the skills development has become more responsive but the fact that the project has managed to bring EOs and government institutions closer together creates a good basis for stronger collaboration between the TVET system and the industrial sector representatives. The establishment of tri-partite sectoral skills councils will be a milestone towards a systemic change.
Output 1.2: Digital/distance learning is piloted and promoted to ease access of rural residents, including women and men, to quality training	Availability of digital / distance learning strategy Online pedagogical skills training modules are piloted	Digital/distance learning promotion strategy is adopted by the constituents 1,000 access to the modules	Activities under this Output have because of the pandemic become much more prominent than originally foreseen. The online training has become the main focus of activities in the project. Very much valuable experiences have been gained both positive and negative, these can be of use for planning future interventions. The digital learning is creating the possibilities for better geographical outreach but it has its own pedagogical and technical challenges and can both create out reach but also be exclusive.

Outcomes/Outputs	Performance Indicator	Target	Final Evaluation Findings
Output 1.3: Linkages between skills' development and other labour market policies are enhanced to generate greater synergies among policy interventions.	Tripartite constituents commit to strengthening linkages between skills' development and other labour market policies	Availability of at least one action plan	Even not so much progress has been reached on this Output partly because of the pandemic a growing understanding of the need for systemic change in skills development is reported. The national and sectoral skills councils can be given a prominent role in linking skills development to the demand for an active and inclusive labour market policy.
Immediate objective/Outcome 2 (Philippines): Skills development mechanisms and response measures are strengthened to contribute to employment outcomes, while ensuring the transition to a sustainable, greener and resilient economy and society, especially for young women and men and vulnerable groups.			
Output 2.1: Enhanced-skills' needs-anticipation methodologies identify the current and future skills' requirements in the workplace, and produce reliable data that makes TVET delivery systems more responsive to the demands of the labour market.	Adoption of new skills needs anticipation methodologies by TESDA to enhance the quality service delivery of the TVET sector that takes into account the Future of Work	New SNA methodology/ies	Work had been initiated to find ways for systemic change. The pandemic has created unexpected turbulence on not only the Philippines labour market but also for all the Philippine workers working abroad.
Output 2.2: Technical advice and policy support are conducted to identify and address human capital development needs to enable a just transition towards a greener economy	National Green Jobs HRD Plan, which includes transition policies reflecting the need to realise net employment gains and ensure social justice under both adaptation and mitigation measures – ensuring the pathway for reduced inequality and greater social inclusion.	Plan integrating and reflecting the aim to generate green, decent jobs along the supply chain in high value-added sector stimulating the upgrading of jobs and skills as well as job creation and improved productivity in more labour-intensive industries that offer employment opportunities on a wide scale.	Even the pandemic the project activities moved forward and the government supported by other stakeholders involved in the discussions on a National Green Jobs HRD plan. The project is reported to have provide good evidence based inputs during the process towards a HRD plan.

Outcomes/Outputs	Performance Indicator	Target	Final Evaluation Findings
Output 2.3: Greening TVET strategies are implemented for an improved skills' development system that can respond effectively to the challenges of greening the economy, whilst ensuring a just transition and promoting decent jobs for young women and men and vulnerable groups	Greening TVET strategy developed Greening TVET strategy implementation plan developed	Greening TVET strategy developed Greening TVET strategy implementation plan developed	The project has contributed to developing a political support towards greening the TVET system. The process was delayed because of the governments shift in attention towards the pandemic and natural disasters. The final results of the initiatives taken under this project will only be visible after the lifetime of the project.
Immediate objective/Outcome 3 (Regional): Regional constituents and partners have increased awareness and understanding of the strategic link between Skills Development and Industrial Relations in the context of the ongoing global transformations, and promoting targeted actions on decent jobs and skills for young women and men.			
Output 3.1: Tripartite constituents from the ASEAN Member States are convened, to discuss the current status of Industrial Relations interactively – because it links to key priorities in the region – and to exchange knowledge on addressing common challenges and gaps	At least 1 regional workshop per year on Industrial Relations within the context of skills' development and the future of work convened (i.e. 9th and 10th ASEAN IR Seminars), participation of women is encouraged	At least 1 regional workshop per year	Only two activities were conducted a seminar in 2019 on IR and skills development and a greening webinar in 2022. The 2019 seminar was highly appreciated and is used as a reference for the participants in discussions of future initiatives for modernizing the TVET system on the basis of a tri-partite approach. Only limited reference was made to the greening webinar.
Output 3.2: ILO/Japan Multi-Bilateral Programme and the ASEAN Secretariat coordination functions are maintained to support regional collaboration on the priority, thematic areas of Industrial Relations and Social Protection, as well as other member states' regional priorities	ASEAN-ILO/Japan Project Cooperation Committee meeting is continually held alongside, as side event, to the annually held SLOM meetings.	ASEAN-ILO/Japan Project Cooperation Committee meeting is continually held alongside, as side event, to the annually held SLOM meetings.	The evaluation was informed that the ASEAN-ILO/Japan Project Cooperation Committee meeting finished its role in 2020 and the ASEAN-ILO cooperation session replaced it in 2020.

Outcomes/Outputs	Performance Indicator	Target	Final Evaluation Findings
Output 3.3: Continuous capacity building and engagement of tripartite constituents in the Asian region are supported and the participation of women is encouraged, through interactive platforms and events on Skills, Green Jobs and Green Economy	Annually organize regional level workshop on promoting a just transition to a greener economy whereby the action plans developed will be continually revisited and improved upon in the next regional level meeting	3	See 3.1
Output 3.4: Regional research, comparative compilations and policy notes on skills and/or industrial relations are conducted/built to raise awareness and understanding among the key stakeholders. In addition, the ILO's perspectives and advocacies on those issues is integrated with the appropriate gender issues	Scoping exercise / assessment study conducted in each of the AMS on skills and/or IR designed to raise awareness and understanding among key stakeholders	None	Many initiatives are taken in support of the work of the ILO in the region and beyond.

Annex 5: Key Questions for final evaluation

Evaluation Questions	Indicator	Sources of Data	Method
Relevance			
1) To what extent was the project design relevant to/aligned with the strategy, the National Development Framework, DWCP, P&B outcomes in the ILO Strategic Framework, CPO, UN Country-level Action Frameworks (i.e. in PFSD/SEPF in PH), SDGs and on-going programmes/projects it aims to support?	Project contribute to meeting relevant strategic goals	Strategy documents and relevant stakeholders	Desk review and interviews
2) To what extent were the project's stakeholders involved in the project's design and implementation?	Stakeholders' inputs visible in project design and active participation in implementation	Project documents and social partners	Desk review and interviews
3) To what extent was the project seen to respond to the target beneficiaries' needs and national strategy and priority on skills' development?	Beneficiaries refers to the project when reporting on needs met and strategies moved forward	Minutes from joint meetings	Desk review and interviews constituents
4) To what extent did the project's design take into account gender equality, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?	Concrete project activities are influencing cross cutting issues positively	Progress Reports	Desk review
5) To what extent was the project's intervention adjusted within the context of COVID-19 and in accordance with the findings and recommendations of the mid-term evaluation?	Maximum continuation of activities during COVID-19 regimes in place and adjustments made in activities and project documents as recommended in the MTE	PRODOC, MTE report and workplans	Desk review
Coherence			

Evaluation Questions	Indicator	Sources of Data	Method
6) To what extent did the project support or challenge other interventions (both the ILO's and other relevant interventions in the countries) and vice versa? Are there any opportunities or recommendations for improved leveraging or alignment to other relevant ILO or non-ILO initiatives?	Synergies and joint activities with other ILO and non-ILO projects	Progress Reports and informants engaged with other projects	Desk review and interviews
7) To what extent is the design of the project based on a thorough analysis of the specific context, to address the root causes of the development issue it is aiming to solve/contribute to solving? Was the design based on a sound gender analysis? What are the strengths and/or weaknesses of the analytical approach of the project?	Context and gender analysis conducted and reflected in project documents.	Baseline documents incl. on gender and ILO specialists	Desk review and interviews
8) To what extent were the principles of Results-Based Management applied? How realistic were the risks and assumptions upon which the project logic was based?	Project documents (PRODOC, Log-frame and risk/assumption analysis) are used to measure level of achievement	Progress Reports and project documents	Desk review
Effectiveness			
9) To what extent has the project achieved its intended objectives?	Level of achievement of Objectives measured against indicators	Progress Reports	Desk review
10) What are the factors that can explain the achievement or non-achievement of the project objectives?	Level of buy-in from constituents and other relevant stakeholders and external factors (ex. COVID-19 pandemic)	Constituents, partners, and project staff	Interviews
11) How effective was the project strategy/intervention in achieving the project outcomes?	Outcomes delivered in time and of good quality	Progress Reports	Desk review

Evaluation Questions	Indicator	Sources of Data	Method
12) How effective were the M&E system and indicators in measuring the project progress and achievement?	Progress reports reflect a true picture of progress and achievements	Progress Reports and MTE report	Desk review
13) Within the project objectives and strategy, what specific measures were taken to address the issues related to gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change? To what extent did the project positively contribute to these issues?	Activities related to cross cutting issues and their contribution reflected reporting	Project and CO staff and progress reports	Interviews and desk review
14) To what extent has the project identified and engaged with the right stakeholders at the country and regional levels including in the context of COVID-19 pandemic?	The partners show flexibility and readiness to mitigate the challenges coming from the pandemic	Partners	Interviews
15) To what extent did the project work effectively with other ILO development cooperation projects/initiatives in order to maximise impact and minimise duplication of efforts?	Internal coordination in place in a systematic manner and synergies established with other relevant ILO projects	CO, regional and project staff	Interviews
Efficiency			
16) Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve the project objectives?	Level of budget spending in accordance with budget and HR capacity in place	Budget, financial reports and program staff	Desk review and interviews
17) Did the repurposing financial resources to mitigate COVID-19 impact affect the efficiency of the project in achieving the objectives?	Level of achievement of objectives	Project staff	Interviews

Evaluation Questions	Indicator	Sources of Data	Method
18) Have the project activities been completed on-time/according to logical phasing and sequencing anticipated by the project document? If not, what are the factors that have hindered timely delivery and what are the countermeasures that have been taken to date to try to address these issues?	Implementation happens in accordance with agreed workplan and Log-frame	Project staff and progress reports	Interviews and desk review
19) To what extent did the project allocate resources to address the issues related to gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?	Budget analysed by gender specialist and program officer and amended in accordance with their recommendations	Budget, financial report and gender specialist	Interviews and desk review
20) To what extent did the project allocate resources to address the issues of technology/digitalisation?	Resource allocation and spending according to budget	Budget and financial reports	Desk review
Impact			
21) What have been impacts (intended or unintended, positive or negative) produced by the project at the end of the project? What is the real difference which the project has made at the country (Indonesia and Philippines) and regional levels?	Policy changes in the field of skills' development and employment	Stakeholders	Interviews
22) What have been impacts (intended or unintended, positive or negative) produced by the project in the areas of gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?	More women and people from vulnerable groups have access to skills' development and employment, and the skills' development is governed by a tri-partite approach	Constituents and beneficiaries	Interviews and FGD
23) To what extent have the stakeholders adopted/used the system(s)/tool(s)/product(s) produced by the project?	Project outputs are an integrated part of stakeholders interventions	Beneficiaries, constituents, and other stakeholders	Interviews

Evaluation Questions	Indicator	Sources of Data	Method
24) What influence has the project had on the development of relevant policies and practices at national and regional levels?	Reference is made to the project in governmental and other political documents	Constituents	Interviews
Sustainability			
25) Does the project have a phase-out/exit strategy? Is the phase-out/ exit strategy and/or the project strategy itself designed in order to ensure sustainability of the project outcomes/results? What steps were taken to implement the phase-out/ exist strategy?	Phase-out/exit strategy in place	Project documents and project staff	Desk review and interviews
26) To what extent are the outcomes/results of the project likely to be sustainable beyond the lifetime of the project?	Level of commitment among stakeholders to continue the initiatives taken by the project	Constituents and other stakeholders	Interviews
27) To what extent are the results of the project likely to have a long-term, sustainable, and positive contribution towards achievement of relevant national and regional development frameworks and ILO and SDG goals?	Level of commitment among stakeholders to continue the initiatives taken by the project	Stakeholders	Interviews
28) What project approaches could potentially be replicated in other projects, countries or regions?	Project approaches presented to and positively received by representatives from other projects, countries and regions	Project management from other projects and progress reports	Interviews and desk review
29) To what extent have the project interventions contributed to lasting changes in norms, policies and practices in the areas of gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?	Level of irreversible changes in norms, policies and practises	Constituents, CO and regional ILO staff	Interviews
Country specific questions to the activities in Indonesia			

Evaluation Questions	Indicator	Sources of Data	Method
30) What has been the impact of the project on institutional capacity building, process and policy changes that can be attributed to the ILO work in strengthening the capacity of the stakeholders (government and social partners (of employers' and workers' organisations) with whom the project work.)? This is particularly in the context of supporting the country strategy on engagement of industry through proposed national committee for vocational training and education as well as digitalisation and economy recovery in the post of COVID-19 Pandemic.	Capacitated constituents take steps to the establishment of a national VET committee and initiatives to engage in digitalisation and economic recovery.	Progress reports, project staff and Indonesian constituents	Desk review and interviews
31) To what extent the project with specific project interventions/ outputs (on sector skills councils and digital skills/ long distance learning) that is jointly developed and implemented with other DC projects with different funding source (UNIQLO/ UKFP) is able to create a future opportunity for development cooperation project and sustainability?	Options for future development cooperation is in place	Donor, CO and regional ILO staff	Interviews
32) Having number of skills projects in Indonesia with different source of fundings, has the supervisory mechanism involving tripartite constituents contributed to effective monitoring and evaluation for the project?	An effective tri-partite project advisory mechanism is in place	CO-staff and Indonesian constituents	Interviews
33) How did the project engage relevant stakeholders including social partners of Employers and Workers organisation for project implementation and future strategy development in skills' development (through sectoral approach etc)?	Level of active constituent's and other stakeholders' engagement	Progress reports and Indonesian constituents	Desk review and interviews
Country specific questions to the activities in the Philippines			

Evaluation Questions	Indicator	Sources of Data	Method
34) Are the InSIGHT2 activities (i.e. SNA, Greening TVET, Strategic HRD Plans for Green Jobs) the strategic thematic areas that can contribute towards ILO retaining its leadership on green jobs and green skills among UN agencies and other institutions?	ILO has retained its leadership on green jobs and green skills	Manila CO management and staff	Interviews
35) As the pandemic brought constraints and shifted the priorities of the different partners, the project's target outputs were retained. As this situation continued for almost two years, it further affected the project's pace to deliver its target results. What other options or support could have been further explored to help the project fulfil its output commitments.	Project management mitigated the changes forced by the pandemic in a constructive and results orientated way	Donor and project staff	Interviews
Area specific questions to the regional activities			
36) Was the IR seminar in 2019, simple repetition or continuation of the series of IR seminar in the past under Phase 1 of the project? If not, what is the apparent difference?	The 2019 IR brought new aspects to the IR discussion in the region	Seminar report, participants and projects staff	Desk review and interviews
37) An IR seminar was convened in Japan. Were financial and environmental costs justified?	Positive value for money analysis	Donor and project staff	Interviews
38) What were brought for the deliverables and impact through the IR seminar in 2019? What is the good practices as well as bad practice of the IR seminar?	Participants make reference to the seminar in documents and presentations.	Participants	Interviews

Annex 6: 9th Tripartite Regional Seminar

CONCLUSIONS

The 9th Tripartite Regional Seminar on Industrial Relations in the ASEAN Region
“Promoting sound industrial relations through social dialogue on skills’ development in the context of future of work”
18-19 September, Chiba Prefecture, Japan

Background

The 9th Tripartite Regional Seminar was held in Chiba Prefecture, Japan on September 18-19, 2019, with the support from the ILO/Japan Multi-bilateral Programme and with the collaboration among ASEAN Member States (AMS), the ASEAN secretariat and the ILO. The Seminar was attended by a total of 38 people including tripartite representatives of Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Thailand, Philippines, and Japan, together with staff members of the ASEAN secretariat and the ILO (offices in Bangkok, Jakarta and Tokyo).

The Seminar aimed to discuss the importance of skills’ development as a key subject of social dialogue in the context of future of work. The Seminar provided a platform to develop a common understanding on opportunities and challenges of future labour markets, to share information and experience on skills’ development within ASEAN and to learn good practices on the legislation, system and governance of skills’ development and to highlight key issues for social dialogue on skills’ development. It was timely organised, and the implementation aligns with the ILO Centenary Declaration on the Future of Work adopted at the 2019 International Labour Conference, which addresses major challenges in the changing world of work and recommends the investment in people’s capabilities (i.e. lifelong learning and skills’ development) as a centrepiece in facilitating the transition for employment and industries.

The conclusions and recommendations of this Seminar are also intended to contribute to the ILO standard-setting efforts on apprenticeships, currently being scheduled in 2021-2022.

ASEAN context

ASEAN is the fourth largest economy in Asia and the Pacific. With a high rate of the economic growth and a large foreign direct investment, the ASEAN economic community is in transition from agro-based to industry-based economy, highly affecting the labour market. Labour mobility from rural to urban areas increases and precarious forms of employment is still growing. Hence, there is the need to support the workers in transition through training, reskilling and up-skilling, and to improve the quality of competency-based skills training, recognition, certification and provisions for better social protection. This Seminar provided an opportunity for the AMS, without regard to the different stages of their socio-economic development, to share common visions on the importance of skills’ development and a critical role of all relevant stakeholders, in particular those industry involved in improving the national skills’ development systems.

Challenges for skills’ development

Rapid changes in jobs call for greater necessity for reskilling, up-skilling and lifelong learning. Skills development is to help workers to equip necessary knowledge and/or skills in light of 4th Industrial Revolution. The future of work driven by mega trends, such as globalisation, climate change, demographic shift and advanced technologies, affects production, services and employment. New advanced technologies may destroy existing jobs while creating new jobs. Jobs are polarising, widening income inequality. Skills development is not a master key for solving social consequences emerging from the changing world of work, but it is considered an important instrument for embracing the positive effects of technological interruption. Skilled labour will also contribute to improving workers’ income, corporate productivity and inclusive and sustainable development. However, there is skill mismatch between the supply side and the demand side, within an industry as well as between rural and urban areas. Skill mismatch is aggravated by the growth of the gig economy. It takes long time to establish a national skills’ development system able to meet changing skills demands.

Demands on high skilled labour is increasing and every AMS has a goal to enhance the share of skilled labour, but they face challenges due to many factors including: the lack of and/or inadequate legal and institutional framework, limited allocation of the national budget, stigma attached to Technical Vocational Education and

Training (TVET), low quality of training, and weak public-private partnerships. Emerging new forms of employment like platform-related jobs compound the issue.

Social dialogue

Social dialogue is a foundation for creating an environment of trust building and feel belonging among government, employers and workers and should be embedded in policy- and decision-making processes in order to build an environment of creating a win-win situation among all stakeholders. Skills development is one of crucial labour agenda that the tripartite partners can leverage their collaboration and partnership.

However, Social Dialogue is lacking on skills' development, and hence, it should be promoted in the spirit of the ILO Tripartite Consultation (International Labour Standards) Convention, 1976 (No.144), so as to prepare the AMS to meet the skills challenges within the context of the future of work.

Opportunities

The AMS should ensure that workers and job seekers have better access to lifelong learning opportunities for skilling, reskilling and up-skilling as the ILO Centenary Declaration focuses on a human-centred approach. This can be done through improving existing initiatives in cooperation with ASEAN Dialogue Partners, UN specialised agencies and other relevant partners.

Social partners recognise the effective workplace cooperation as a tool to ensure bipartite cooperation in a way that skills' development is included as an important agenda item in collective bargaining or social dialogue. And to re-affirm and garner acknowledgement from every AMS on the importance of the roles of skills' development to sustainable development.

Social partners

☑ Recognise the promotion of the acquisition of skills, competencies and qualifications for the workforce as a joint responsibility of governments and social partners in order to address existing and anticipated skill gaps, and to pay particular attention to ensuring that education and training systems are responsive to labour market needs, taking into account the evolution of a future of work.

- Recognise the need of linking productivity to the wage system through skills development.
- Committed to ensure a just and efficient transition to a future of work that makes labour market more responsive to the changing environment and technology development.

Recommendations for the promotion of sound industrial relations through social dialogue on skills Development

The governments and social partners shall harness the fullest potential of technological progress, productivity growth and better social protection through social dialogue to achieve decent work for all and sustainable development by:

1. Actively involving workers' and employers' representatives, especially ASEAN Trade Union Council (ATUC) and ASEAN Confederation of Employers (ACE), in the dialogue with respect to revising the legal framework, vocational training policy formulation, skills standards development, assessment, job creation, etc.;
2. Implementing effective policy measures to support the workforce through the transition they will face in the future of work;
3. Developing advanced TVET systems to meet the needs of enterprises and to reduce the costs and duration of training for new entrants in the labour market;
4. Developing or improving policy and institutional framework in promoting reskilling, up-skilling and lifelong learning;
5. Developing a mechanism that helps match skills demand and supply, by way of enhancing the capacity of employment/job centres and flexible skills training (or mobile training or on-the-job training);
6. Improving the quality of TVET through quality assurance, TVET programme registration and accreditation system, and enhanced public-private partnerships including TVET institution-industry partnerships;
7. Facilitating enterprises to engage more actively in skills' development through incentives such as income tax exemption for the costs of vocational education and training;

8. Involving Multinational Enterprises (MNEs) and relevant stakeholders on re-skilling and up-skilling efforts in the context of future of work;
9. Providing skills training for marginalised groups, such as people with disabilities, women, youth, and migrant workers, as well as platform workers and informal economy workers who have limited access to TVET opportunities;
10. Including skills-related issues in collective bargaining agreements and social dialogue at the workplace;
11. Recognising skills certification and experience of the retrenched workers and enhance their employability in order to support their transition and;
12. Organising regular tripartite seminars and/or activities to exchange experiences and good practices in response to challenges posed by future of work;
13. Enhancing cooperation and partnerships within AMS and ASEAN Development Partners to share information on TVET programmes
14. Encourage MNEs to provide training to workers throughout the supply chain.
15. Improving inter-ministerial collaboration and coordination at the national level of the respective AMS on skills' development.

Annex 7: Indonesian trade union position paper



THE INDONESIAN TRADE UNION POSITION PAPER FOR SKILLS DEVELOPMENT ADDRESSING THE CURRENT EMPLOYMENT ISSUES

Background

1. Under employment and Unemployment;
2. Low productivity;
3. Inequality (Income and gender);
4. Economy integration;
5. Industry Revolution 4.0
6. Climate change
7. Demographic bonus
8. Why should trade union involve?

Aims and objectives

1. The purpose and objective of position paper;
2. To whom the position paper should address

Aims

1. Purpose of position paper is to influence employment policy on skills development, towards addressing the current employment challenges;
2. Monitoring implementation of the employment policy and programme on skills' development to address the current employment challenges and opportunities;
3. Reference for relevant stakeholders (Trade Union, Government, Employers, and Development Partners) on the issue of skills' development.

Objectives

1. To increase trade union involvement in formulating a policy and in monitoring implementation of the policy on skills' development in Indonesia;
2. To improve access for labour force (job seekers and workers) to skills' development opportunities (This includes skilling, upskilling and reskilling);
3. To improve alignment between skills' development and the industry demand/ labour market;
4. To improve facility and infrastructure of training centres for skills development;

Target beneficiaries:

New entrants to the labour force, workers and retired persons, peoples who are under-employed and unemployment.

Prioritised sectors:

Maritime, tourism, manufacturing, agribusiness, health and ICT.

<p>Trade union who involved in developing trade union position paper.</p>	<ol style="list-style-type: none"> 1. The Confederation of Indonesian Moslem Trade Unions (K – Sarbumusi) 2. The Confederation of Prosperity Indonesian Trade Unions (KSBSI) 3. The Indonesian Trade Unions Confederation (KSPI) 4. National Confederation of Trade Union (KSPN) 5. The Confederation of All Indonesian Workers' Union- Reconciliation (KSPSI-R) 6. The Confederation of All Indonesian Workers' Union (KSPSI)
<p>Challenges</p> <ol style="list-style-type: none"> 1. The purpose and objective of position paper; 2. To whom the position paper should address 	<ol style="list-style-type: none"> 1. Skill Mismatch between supply and demand of skilled labour force as a result of, among others, low involvement of industrial sector. 2. Limited number of competency standards that do not match with skills demand of the industrial sector. 3. Ineffectiveness of the implementation of Active Labour Market Policy (ALMP)– No data/ information on vacancies / labour demand from industry and no form available - to be filled out - to support this mechanism at industry level; 4. Ineffective Vocational Training Centre (BLK) to address the need of industry/ labour market. These issues includes the need for improvement of the BLK instructors and Management, training programme and facilities at the training centre. 5. Lacking of coherent policies and no integrated approaches between relevant institutions dealing with skills' development. This includes coordination among certifying institution, BNSP (National Board for Profession Certification), Industries, Vocational Training Centre, Productivity Centre and Employment Services. 6. No budget allocation/ ineffective budget allocation mechanism (High dependence on National State Budget Allocation and budget misallocation.) 7. Gender inequality and limited access for people with disabilities in their productive age in the labour market 8. Low education attainment of labour forces 9. Youth employment (high proportion of youth in under and open unemployment- in comparison with other age group. 10. Low involvement of trade union/ workers organisations in formulating policy and monitoring the policy implementation on skills' development. The trade union do not consider the issue of skills' development as their priorities. No involvement of trade union in the existing vocational committee.

Proposed Recommendations

<p>1. Skill Mismatch between supply and demand of skilled labour force as a result of among others low involvement of industrial sector.</p>	<p>1.1. To ensure the involvement of industry in establishing standards and skills development;</p> <p>1.2. To ensure a linkage between skills' development and employment services. This includes empowering/ improvement of training, certification and placement (3 in 1 Kiosk) and coordination between skills' development, certification and job placement;</p>
<p>2. Limited number of competency standards and mismatch with skills demand of the industry.</p>	<p>2.1. To ensure the establishment of industrial roadmaps particularly for specific prioritizing sectors;</p> <p>2.2. To ensure government and industry development of standardisation and competency certificates for every layer of occupation matching with labour market/ industrial demand at regional, national and international levels;</p> <p>2.3. To ensure the establishing of remuneration structure and system according to competencies certificate/ standard;</p> <p>2.4. To ensure improvements to the implementation of transition programmes from training to work and fulfilling of the right of training programme participants.</p>
<p>3. Ineffectiveness of the implementation of Active Labour Market Policy – there is no data/ information on vacancies / labour demand from industry and no available form to be filled out at the industry;</p>	<p>3.1. To ensure policy and mechanisms on data collection and labour market information (supply and demand sides) are available at the employment services;</p> <p>3.2. To ensure that Government integrates relevant institutions, including vocational training centre (BLK and LPK), certification institution and employment services;</p> <p>3.3. To ensure effectivity of job placement through career counselling for job seekers at the employment services;</p> <p>3.4. To revisit existing regulations on employment services involving trade unions focusing on the following:</p> <ul style="list-style-type: none"> • Role and responsibility of relevant stakeholders; • Tripartite institution, geographical coverage; • Employment Services system and service; <p>3.5. To ensure establishment of an employment social insurance system that is integrated as part of active labour market policies;</p>

Proposed Recommendations (cont.)

<p>4. Ineffective Vocational Training Centre (BLK) to address the need of industry/labour market.</p> <p>These issues cover the need for improvement of BLK instructors and Management, training programme and facilities at the training centre.</p>	<ul style="list-style-type: none"> 4.1. To ensure partnership between Vocational Training Centre (VTC) / BLK at national and regional level as centres of excellence; 4.2. To ensure the involvement of industry in developing curriculum through learning methodology of theory and practical knowledge), instructors and training programme at BLK to respond to the labour market needs at regional, national, and international level; 4.3. To ensure BLK <i>rebranding</i> through the BLK managerial staff improvement of management and soft skills to run the centre; 4.4. To ensure the BLK providing foreign language training course, particularly English and soft skills to increase trainee's employability as a core module for the training participants; 4.5. To ensure the development of BLK in line with industrial demand and economic potential in the region.
<p>5. Lacking of coherent policies and no integrated approaches between relevant institutions dealing with skills' development.</p> <p>This includes certification institution, BNSP (National Board for Profession Certification), Industries, Vocational Training Centre, Productivity Centre and Employment Services.</p>	<ul style="list-style-type: none"> 5.1. To ensure harmonisation of policies (coherent policies) on skills' development, certification, standardisation of competencies, wage and labour market information; 5.2. To ensure tripartite consultation involving trade unions in formulating and harmonizing all related skills' development policies. 5.3. To ensure upgrading of the National Vocational Committee to National Vocational Council (Dewan Vokasi Nasional)¹, involving trade union representatives; industrial sector, profession standardisation institution, certification government institution, including employment services; 5.4. To ensure effectivity and efficient accreditation mechanisms, for industrial sector competency standards; 5.5. To ensure prior learning recognition mechanism is taking place as part of competency certification through competencies assessment.

¹ National Vocational Council (Dewan Vokasi Nasional) (- has their clear structure and responsibilities at national level appointed by The Indonesian President decree)

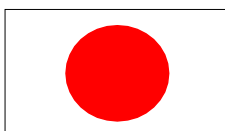
Proposed Recommendations (cont.)

<p>6. No budget allocation/ ineffective budget allocation mechanism (High dependence with National State Budget Allocation and budget misallocation.)</p>	<p>6.1. To ensure budget allocation and sustainability through budget allocation mechanism development of national and regional state budget (APBN/ APBD), industrial sector contribution and other financial resources, including BPJS contribution;</p> <p>6.2. To ensure improvement of industrial policy at national, regional and sectoral levels through training needs analysis and budget reallocation to match with the labour market industrial needs.</p> <p>6.3. To ensure active role of National Vocational Council in monitoring and utilisation of budget for skills' development;</p> <p>6.4. To ensure investment for quality of skills' development.</p>
<p>7. Gender inequality and limited access for people with disabilities in their productive age in the labour market ;</p>	<p>7.1. To design and implement an intervention supporting better access and opportunities for women to skill training, job placement and career development;</p> <p>7.2. To encourage a long-distance learning especially for women and marginalised groups;</p> <p>7.3. To ensure awareness raising of trade unions on the issue of equality for gender and persons with disabilities in accessing skills' development, job placement and career development;</p>
<p>8. Low education attainment of labour forces</p>	<p>8.1. To ensure access to education and skills' development that is required for 60% of community group with low education attainment for their better employability;</p> <p>8.2. To ensure access for trade unions in establishing training centres and profession certification centres in line with their trade union competencies in their respective sector of industry;</p>

Proposed Recommendations (cont.)

<p>9. Youth employment (high proportion of youth of under and open unemployment) - in comparison with other age group.</p>	<p>9.1. To encourage the development and implementation of face-to-face and long-distance learning (BLK, BLK Community and LPK-Training Centre) targeting, particularly the millennials/ young generation.</p> <p>9.2. To ensure an integration of data and information for employment services with training/ education institutions for young people;</p> <p>9.3. To ensure policy formulation and implementation supporting youth employment through school to work transition.</p>
<p>10. Low involvement of trade union/ workers organisations in formulating policy and monitoring the policy implementation on skills' development; The trade union do not consider the issue of skills' development as their priorities; No involvement of trade union in the existing vocational committee.</p>	<p>10.1. To ensure active involvement of trade union in skills' development governance and system and adult learning.</p> <p>10.2. To establish work plan on skills' development for respective trade union confederations in line with this position paper.</p> <p>10.3. To ensure an integration between learning agenda and skills' development with the trade union functions, such as negotiation, communication and leadership;</p> <p>10.4. To ensure increasing of trade union involvement in activities, representation and membership in skills' development;</p> <p>10.5. To ensure opportunities of skills' development, education and long-life learning (skilling, re-skilling, and up-skilling), and access to employment services for all;</p> <p>10.6. To ensure trade union representative in National Vocational Committee to be extended to National Vocational Council;</p> <p>10.7. To ensure monitoring of the policy implementation for skills' development by trade unions at company level through bipartite mechanisms (CBA- Collective Bargaining Agreement) at work place and sectoral level);</p> <p>10.8. To ensure the implementation of study on the impact of digitalisation to youth employment, including their training needs that is responsive to industrial demand;</p>

Supported by:



ILO/Japan Multi-bilateral Programme

Annex 8: Terms of Reference Final Independent Evaluation

Project Information

DC Code	RAS/19/01/JPN
Title	Industry Skill for Inclusive Growth -Phase 2 (InSIGHT-2)
Admin Unit	ROAP
Technical Unit	CO-Jakarta, CO-Manila, DWT-BKK
P&B Outcome(s)	P&B 2018-2019 Outcome 1 P&B 2020-2021 Outcome 5
SDG(s)	SDG 4 and SDG 8
Budget	US\$ 2,720,453.05
Duration	33 months (14 March 2019 to 31 March 2022)
Donor	Ministry of Health, Labour and Welfare
Type of Evaluation	Independent Evaluation
Timing of Evaluation	Final

Background

1. Introduction and Rationale for the Final Evaluation

The “Industry Skill for Inclusive Growth (InSIGHT-Phase 2)” project is the 2nd phase and formulated from lessons learned, achievements and experiences from the 1st phase. The 3-year InSIGHT-Phase 2 project was activated in February 2019, operations commenced in May 2019 and staffing near full capacity by October 2019. The project has been extended the end in March 2022.

Given the total budget of over USD 1 million and the duration of over 33 months, according to the ILO rules and regulations, the project is required to undergo an independent evaluation at the end of the project; hence, this final evaluation. Between 20 November and 31 December 2020 an internal mid-term evaluation was also conducted for the project by an ILO official, covering the period from May 2019 to 30 November 2020.

This final evaluation is planned to be carried out between January to April 2022 and it will be managed by an independent ILO evaluation manager. ILO Regional Evaluation Officer will provide oversight and quality assurance and the ILO Evaluation Office will approve the final report. The evaluation applies a participatory and consultative process with all key stakeholders throughout the evaluation process. The evaluation also adheres to UN Evaluation Group (UNEG) Norms and Standards and ethical safeguard.

2. History and Current Status

The “Industry Skill for Inclusive Growth (InSIGHT-Phase 2)” project aims to explore and show that a skills-driven approach is an appropriate ‘pathway’ to deliver inclusive growth in Asia. The project looks into the most appropriate configuration to strengthen human resources and capacity development mechanisms, taking into account best practices and sharing the lessons from Japan, and other ASEAN

member countries, who have advocated a similar track.

The project was granted a budget of US\$2.7 million by the Ministry of Health, Labour and Welfare of Japan. The project's development objective is to "promote skills development as a pathway towards the inclusive growth of economies, industries and labour markets in the ASEAN region". At the industry/sector level, the project will focus on skills upgrading of supply chains and its supporting mechanisms that will enable even small enterprises and business start-ups to benefit and become globally competitive. For the labour markets, the work will enable equal access for all to skills and competency development to enhance employability, reduce income disparities and expand livelihood opportunities.

There are three immediate objectives (also referred to as Outcomes) as follows:

Immediate objective/Outcome 1 (Indonesia): Skills development policies and system are improved to respond effectively to changing skills demand of the economy, and taking targeted actions in promoting decent jobs and skills for young women and men .

- Output 1.1: Technical assistance is provided to enhance the responsiveness of the skills development system to changing skills demand, especially digital skills, through stronger industry-TVET collaboration
- Output 1.2: Digital/distance learning is piloted and promoted to ease access of rural residents, including women and men, to quality training
- Output 1.3: Linkages between skills development and other labour market policies are enhanced to generate greater synergies among policy interventions.

Immediate objective/Outcome 2 (Philippines): Skills development mechanisms and response measures are strengthened to contribute to employment outcomes, while ensuring the transition to a sustainable, greener and resilient economy and society, especially for young women and men and vulnerable groups.

- Output 2.1: Enhanced skills needs anticipation methodologies to identify current and future skills needs on the workplace and produce reliable data to make TVET delivery systems more responsive to labour market demands
- Output 2.2: Technical advice and policy support are conducted to identify and address human capital development needs to enable a just transition towards a greener economy
- Output 2.3: Greening TVET strategies are implemented for an improved skills development system that could effectively respond to the challenges of greening the economy, while ensuring a just transition and promoting decent jobs for young women and men and the vulnerable groups

Immediate objective/Outcome 3 (Regional): Regional constituents and partners have increased awareness and understanding of the strategic link between Skills Development and Industrial Relations in the context of the ongoing global transformations, and promoting targeted actions on decent jobs and skills for young women and men.

- Output 3.1: Tripartite constituents from the ASEAN Member States are convened to interactively discuss the current status of Industrial Relations as it links to key priorities in the region and exchange knowledge on addressing common

challenges and gaps

- Output 3.2: ILO/Japan Multi-Bilateral Programme and the ASEAN Secretariat coordination functions are maintained to support the regional collaboration in priority thematic areas of Industrial Relations and Social Protection, and other regional priorities of the member states
- Output 3.3: Continuous capacity building and engagement of tripartite constituents in the Asian region are supported, participation of women encouraged, through interactive platforms and events on Skills, Green Jobs and Green Economy
- Output 3.4: Regional research, comparative compilations and policy notes on skills and/or industrial relations are conducted to raise awareness and understanding among key stakeholders, and the ILO perspectives and advocacies on the issues, with gender issues appropriate integrated

Given the COVID-19 outbreak, appropriate and feasible adjustments to the implementation and workplan were implemented. The project has shifted delivery of activities from offline to online modalities which is more cost-effective. This includes the reallocation of budget for study tour to Japan to other relevant and needed activities.

The implementing partners comprise of the government entities and employers and workers' organizations in the respective target areas as provided in the table below. The implementing partners in Indonesia and the Philippines are members of the Project Advisory Board that convene at least once annually.

Besides the implementing partners, the members of the Project Advisory Board also include concerned UN agencies and relevant NGOs. Additionally, in both Indonesia and the Philippines, key partners also include public vocational training centres, youth, low-skilled men and women, and the under-represented group.

Area	Government	Employers	Workers
Indonesia	<ul style="list-style-type: none"> • Ministry of Manpower • Coordinating Ministry for Economic Affairs (Menko-Ekonomi) • Public Vocational Training Centres (BLKs) 	<ul style="list-style-type: none"> • Employers' Association of Indonesia (APINDO) • Indonesia Chamber of Industry and Commerce (Kadin) • Business Sector Association (ICT and Tourism sectors, i.e. AINAKI for animation, PHRI for hotel and restaurant, etc.) • GNIK (National Business Movement for Indonesian Competent) 	<ul style="list-style-type: none"> • The Confederation of Prosperity Indonesian Trade Union (KSBSI) • The Indonesia Trade Union Confederation (KSPI) • The Confederation of All Indonesian Workers' Union-Reconciliation (KSPSI-R) • National Confederation of Trade Union (KSPN) • The National Trade Unions Confederation (KSPI) • The Confederation of Indonesian Moslem Trade Unions (K-Saburmusi) • Trade Union Rights Centre (TURC)
Philippines	<ul style="list-style-type: none"> • Technical Education and Skills 	<ul style="list-style-type: none"> • Employers' Confederation of the Philippines (ECOP) 	<ul style="list-style-type: none"> • Federation of Free

Area	Government	Employers	Workers
	Development Authority (TESDA) <ul style="list-style-type: none"> Department of Labor (DOLE) Philippines Statistics Authority (PSA) 		Workers (FFW) <ul style="list-style-type: none"> Sentro ng mga Nagkakaisa at Progresibong Manggagawa (SENTRO) Trade Union Congress of the Philippines (TUCP)
Regional	<ul style="list-style-type: none"> ASEAN Secretariat AMS¹ – relevant labour ministries 	<ul style="list-style-type: none"> ASEAN Employers' Confederation (through Employers' specialist) AMS employers' organization as nominated by ACTEMP 	<ul style="list-style-type: none"> ASEAN Trade Union Council (through Workers' specialist) AMS workers' organizations as nominated by ACTRAV

3. Project Intervention

The Project aims to promote mechanisms and practical approaches that enable industries and workplaces to become drivers of sustainable and inclusive growth in the Asian region. The project intends to show strategies and pro-active response measures in addressing the transitions in the labour market, including adapting to future skills requirements. It will also look deeply and articulate the constructive linkages that skills development has with other established systems like Industrial Relations, Social Protection, and Occupational Safety and Health (OSH), among others. The project will work with regional and country level partners to meet the challenges of the so-called 'Industrial Revolution 4.0' (IR 4.0) transformation currently unfolding.

For Indonesia, the project aims to generate synergies with other skills development project and improve skills development policies and system for Indonesia to respond effectively to changing skills demand of the economy. The Indonesia component's work responds to the following priorities: (i) enhance responsiveness of the skills development system to the changing skills demand through strong industry-TVET collaboration, including quality apprenticeship programme; (ii) digital and distance learning is piloted and promoted easing an access to quality training; and (iii) generate synergies among skills development and other labour market policies.

For the Philippines, the project will carry forward the pioneering work on green skills and green jobs, and show strategies and pro-active response measure to best address the transitions in the labour market, including adapting to various future skills requirements. The project will help develop the human capital to enable and sustain the transition to a greener economy, while enhancing the employment prospects and resilience to recover from socioeconomic crisis condition. The Philippines component's work responds to the following priorities: (i) enhance skills needs anticipation methodologies to make TVET² delivery system more responsive to labour market demands; (ii) identify and address human capital development needs to enable a just transition towards a green economy and building resilience and (iii) greening TVET strategies implemented for an improved skills development system.

The rapid spread of COVID-19 is impacting the delivery of many ILO activities, including this project. In accordance with the Office's guidance, the project is trying to manage and document the

¹ ASEAN Member States (AMS)

² Technical Vocational Education and Training - TVET

deliverables of the project based on outputs, key performance indicators, baselines and targets in accordance with the adjusted workplan. The ILO/Japan Multi-bilateral programme is the overarching framework and its staff have worked closely with the project in designing COVID-19 contingency plans and implementing accordingly. The management of the ILO/Japan Multi-bilateral programme is highly aware on the potential of a knock-on effect on staff employed under the project and has extended the project end date from February 2022 to March 2022.

4. Intervention and ILO's Strategic Framework, link with SDG, and National/Regional Frameworks

Referring to the ILO's Programme and Budget 2018-19, the project is linked to Outcome 1 (more and better jobs for inclusive growth and improved youth employment prospects), particularly to achieve target measured by indicators 1.3. (Number of member States in which constituents have taken action on skills development systems, strategies and programmes to reduce skill mismatches and enhance access to the labour market) and 1.6. (Number of member States that have reviewed regulatory framework or adopted measures to enhance the effectiveness and inclusiveness of employment services and active labour market policies).

As for the ILO's Programme and Budget 2020-2021, the project is also linked to Outcome 5: Skills and lifelong learning to facilitate access to and transition to labour market. (Indicator 5.1. Increased capacity of the ILO constituents to identify current skills mismatches and anticipate future skill needs;

5.2 Increased capacity of member States to strengthen skills and lifelong learning policies, governance models and financing system; and 5.3 Increased capacity of the ILO constituents to design and deliver innovative, flexible and inclusive learning options, encompassing work-based learning and quality apprenticeships)

The ILO is the only tripartite United Nations agency that brings together representatives of governments, employers and workers' organizations to jointly shape policies and programmes and is in a unique position for promoting dialogue among these stakeholders, which is necessary for the level of engagement required to implement the project components. And ILO's Convention on Tripartite Consultation, 1976 (No. 144) provides guidance. Moreover, Human Resources Development Recommendation, 2004 (No. 195) provides guidance on the content of effective skills policies and systems. The Conclusions on skills for improved productivity, employment growth and development adopted by the International Labour Conference at its 97th Session in 2008 help to establish a strategy for skills development.

With regards to Indonesia's DWCP 2020-2025, the project will contribute to the implementation of CP Priority 2 (IDN 131), job creation and youth employment – enhanced skills development programmes, policies and systems adapted for youth and future labour market. In referring to the Philippines' DWCP 2016-22 (PHL 101), the project will work towards strengthening policies and programme for employment creation of young people, vulnerable and marginalized groups, through the implementation of decent work approaches for sustainable development and disaster resilience. At the regional level, the project responds to RAS127 (intervention models that aids country level policy development - including capacity building of policy makers – in sustainable job rich growth have been developed and tested).

The project contributes to the achievement of SDG 4 (ensure inclusive and equitable quality education and promote lifelong learning opportunities for all) and SDG 8 (puts forward the importance of decent

work in achieving sustainable development). In addition, the project aligns its work and aim to contribute to implementing within these regional and national development frameworks:

1. ASEAN Labour Ministers Work plan on Human Capital Development ([AEC Blueprint 2025, referencing Human Capital Development](#))
2. ASEAN Qualifications Reference Framework aimed to support ASEAN Community building and specifically through the process to achieve the following goals: free flow of skilled labour (through harmonisation and standardisation) within the region, as indicated in the ASEAN Economic Community (AEC) 2015 Blueprint
3. ASEAN Socio-Cultural Community (ASCC) 2015 Blueprint which seeks “to establish national skills frameworks as an incremental approach towards an ASEAN skills recognition framework”
4. Indonesia 4.0 & and the Industrial Transformation Roadmaps, TVET & Human Resource Development Roadmap and the same priorities are being proposed in the Indonesia Medium Term Plan (RPJMN) 2020 – 2025
5. The current Medium Term Philippines Development Plan, the Philippines Green Jobs Act enacted in 2015, the Philippine NDC, the National Employment Recovery Strategy (NERS) adopted in 2021, and the Prosperity and Planet Pillar of the United National Partnership Framework for Sustainable Development (PFSD) 2019-23.

5. Cross-cutting Themes (gender, climate change, tripartism)

The project touches upon the following ILO cross cutting themes/

- Social dialogue and tripartism is part and parcel of this project as this is the means for aligning skills development with labour market needs.
- Climate change and sustainable development. The project will as much as possible contribute to the Sustainable Development Goal 13 "Take urgent action to combat climate change and its impacts", through relevant sector selection and integration of environmental concerns into implementation of skills response initiatives.
- Gender mainstreaming - will be an essential part of the project. Several means will be deployed to ensure that the project benefits women as well as men, which is of crucial importance in the targeted countries with female labour market participation among the lowest in the world.

The project encourages women workers to participate in trainings and some of the indicators in the logical framework are made to contribute to advancing gender equality. The project prioritizes sex- disaggregated data collection and analysis when organizing trainings, conducting research as well as in all stages of project implementation. Awareness raising programmes have been and continue to be gender-responsive and will avoid reinforcing, either through texts or visual materials, gender stereotyping.

6. Management Arrangement

The project is executed by ROAP under the overall guidance of the Deputy Regional Director for Asia and the Pacific. Overall responsibility for the project will be under ROAP, in particular the ILO/Japan Multi-bilateral Programme and its Chief Technical Advisor (Overall Coordinator of the Programme). The activities conducted in Indonesia and the Philippines are also managed by each director of the ILO country office. (ILO Country Office for Indonesia and Timor-Leste, ILO Country office for the Philippines) And technical backstopping is provided by relevant specialists in DWT-Bangkok including

the respective specialists on employers and workers' activities, and employment specialist in CO- Jakarta.

7. Intervention Development and Sustainability

The project seeks to ensure sustainability through several elements of its strategy. It has a specific focus on institutional capacity and specific efforts is expected to ensure this translates into sustainability of the project's impacts. Explicit emphasis will be placed on consolidating learning among direct beneficiaries of project activities, particularly through follow-up support and the facilitation of networks and knowledge-sharing platforms.

In order to embed learning at the institutional level, attention will be given to supporting initiatives that will help direct beneficiaries to disseminate knowledge in their organizations and beyond. Proposed enhancements and expansion of approaches and tools for adoption will be aligned with current demands and their mandates and effective sphere of influence to ensure that they can continue with the initiatives on their own.

Concrete experiences and lessons learnt at the country level will be documented and compiled and will be presented and discussed at national and regional level forums, so as to promote good practices and trigger changes in other countries, localities and industries.

Through its seminars and tripartite forums, the project will facilitate the development of joint visions and commitments on sustainable workplaces and industries by stakeholders at regional, national and industry local level. The fact that such visions and commitment are generated by stakeholders themselves will contribute to a sense of ownership and understanding that the project, through its initiatives, is supporting the advancement of their visions and roles. The process will solicit consensus building and eventually an imperative to act collaboratively to realize the intended outcomes.

8. Mid-term Evaluation

The mid-term evaluation was carried out for the project during 20 November – 31 December 2020, which focused on the implementation from the actual start in May 2019 to 30 November 2020. It was concluded that the project is highly relevant, and although is facing delays and problems in the implementation, the project has the potential to be successfully implemented.

The following **recommendations** were provided based on the mid-term evaluation findings:

1. Review the output indicators and clarify the targets.
2. ILO Jakarta and the project team to fully engage and involve the TU in all the activities of the project.
3. ILO project to strengthen communication efforts on skills development, with more focus on the apprenticeship.
4. ILO constituents to speed up the process of Sector Skill Councils establishment in Indonesia.
5. Consider expanding digital learning content creation.
6. Explore measures to improve access to digital training for all.
7. Extend the project duration for 12 months.
8. Agree on the entities responsible to maintain the ILO produced digital and online learning content after the project end.

Purpose and Objective of the Final Evaluation

The main purposes of the final evaluation are to fulfil the accountability to the donor, to serve internal organizational learning and for improvement of similar projects in the future. The evaluation will assess the extent to which the project has achieved its expected objectives as per the project logical framework, the effectiveness and efficiency of the implementation, and the sustainability of the project impact. The evaluation also aims to identify lessons learned and possible good practices for replication. In addition, the evaluation will provide concrete recommendations which should be followed up by the ILO and key implementing partners.

Evaluation Scope

The scope of the evaluation will cover the implementation in Indonesia, Philippines and regional component. The evaluation will cover the period from the operational launch of the project in May 2019 toward the end of the project in March 2022. The evaluation will collect data and information from all the implementing partners and beneficiaries of the project, including the concerned UN agencies and relevant NGOs, the members of the Project Advisory Board, and tripartite constituents.

Based on the statistics of women workers, gender components are mainstreamed throughout the project; therefore, the evaluation will integrate not only gender equality but also social inclusion and other non-discrimination issues as a crosscutting concern throughout the process.

The evaluation will focus on, but will not be restricted to, the following areas.

- Assess the deliverables, results and achievements of the project against the appropriateness and validity of the project's strategy and design, including the contribution of the project to the ILO's programme and policy frameworks at the national levels (e.g. DWCPs) and regional levels, UN Cooperation Framework and national sustainable development strategy or other relevant national development frameworks, including any relevant sectoral policies and programme.
- Identify factors affecting project implementation and achievement of outcomes and impacts (positively and negatively).
- Assess the effectiveness and efficiency of project implementation as well as coordination mechanism/partnerships with implementing partners.
- Assess sustainability of results achieved.
- Identify good practices and lessons learned and provide 'forward-looking' recommendations that should be reflected and considered in the design and implementation of similar projects in the future.

Evaluation Clients

The key evaluation clients will be the project management and staff, ILO/Japan Multi-bilateral programme as the key implementing unit, and the donor (Ministry of Labour, Health and Welfare). The evaluation will be used in the following ways.

- Findings, recommendations and lessons learned will be used to improve the strategy and operational design similar projects in the future.
- Account for achievement to ILO management and the donor in terms of impact of donor's funds spent and measurable results against baseline.
- To what extent the project has increased the capacity of constituents and to what extent the constituents have leveraged their increased capacity (e.g. policy reform), which contribute to sustainability.
- Synergy with other projects, namely to what extent this project makes linkages to other interventions for better and more effective results and sustainability.

The evaluation report will be disseminated in the ILO for organization learning through EVAL's database.

Evaluation Criteria and Questions and Cross Cutting Issues/Issues of Special Interest to the ILO

Referring to the ILO evaluation policy and guidelines³, the evaluation will assess the contributions based on the criteria of relevance, effectiveness, efficiency, impact and sustainability. Focus will also be placed on the cross-cutting themes; namely, gender, climate change and tripartism. The evaluation criteria can be further discussed and agreed upon between the Project's Chief Technical Advisor (CTA), evaluation manager and the evaluator, and reflected in the inception report and evaluation report.

- **Relevance**

- To what extent was the project design relevant to/aligned with the strategy, the National Development Framework, DWCP, P&B outcomes in the ILO Strategic Framework, CPO, SDGs and on-going programmes/projects it aims to support?
- To what extent were the project stakeholders involved in the project design and implementation?
- To what extent did the project prove to respond to the target beneficiaries' needs and national strategy and priority on skills development?
- To what extent did the project design take into account gender equality, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change ?
- To what extent has the project intervention been adjusted in the context of COVID-19 and in accordance with the findings and recommendations from the mid-term evaluation?

- **Coherence**

- To what extent did the project support or undermine other interventions (both ILO and others relevant interventions in the countries) and vice versa? Are there any opportunities or recommendations for improved leveraging or alignment to other relevant ILO or non-ILO initiatives?

³ https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_168289.pdf

- To what extent is the design of the project based on a thorough analysis of the specific context, to address the root causes of the development issue it is aiming to solve/contribute to solving? Was the design based on a sound gender analysis? What are the strengths and/or weaknesses of the analytical approach of the project?
- To what extent were the principles of Results-Based Management applied? How realistic were the risks and assumptions upon which the project logic was based?
- **Effectiveness**
 - To what extent has the project achieved its intended objectives?
 - What are the factors that can explain the achievement or non-achievement of the project objectives?
 - How effective was the project strategy/intervention in achieving the project outcomes?
 - How effective were the M&E system and indicators in measuring the project progress and achievement?
 - Within the project objectives and strategy, what specific measures were taken to address the issues related to gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change? To what extent did the project positively contribute to these issues?
 - To what extent has the project identified and engaged with the right stakeholders at the country and regional levels including in the context of COVID-19 pandemic?
 - To what extent did the project work effectively with other ILO development cooperation projects/initiatives in order to maximize impact and minimize duplication of efforts?
- **Efficiency**
 - Have resources (funds, human resources, time, expertise etc.) been allocated strategically to achieve the project objectives?
 - Did the repurposing financial resources to mitigate COVID-19 impact affect the efficiency of the project in achieving the objectives?
 - Have the project activities been completed on-time/according to logical phasing and sequencing anticipated by the project document? If not, what are the factors that have hindered timely delivery and what are the counter-measures that have been taken to date to try to address these issues?
 - To what extent did the project allocate resources to address the issues related to gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?
 - To what extent did the project allocate resources to address the issues of technology/digitalisation?
- **Impact**
 - What have been impacts (intended or unintended, positive or negative) produced by the project at the end of the project? What is the real difference which the project has made at the country (Indonesia and Philippines) and regional levels?
 - What have been impacts (intended or unintended, positive or negative) produced by the project in the areas of gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?

- To what extent have the stakeholders adopted/used the system(s)/tool(s)/product(s) produced by the project?
- What influence has the project had on the development of relevant policies and practices at national and regional levels?
- **Sustainability**
 - Does the project has a phase-out/exit strategy? Is the phase-out/ exit strategy and/or the project strategy itself designed in order to ensure sustainability of the project outcomes/results? What steps were taken to implement the phase-out/ exist strategy?
 - To what extent are the outcomes/results of the project likely to be sustainable beyond the life of the project?
 - To what extent are the results of the project likely to have a long-term, sustainable, and positive contribution towards achievement of relevant national and regional development frameworks and ILO and SDG goals?
 - What project approaches could potentially be replicated in other projects, countries or regions?
 - To what extent have the project interventions contributed to lasting changes in norms, policies and practices in the areas of gender, disability inclusion, International Labour Standards (ILS), tripartism, social dialogue and climate change?
- **Country specific questions to the activities in Indonesia**
 - What has been the impact of the project on institutional capacity building, process and policy changes that can be attributed to the ILO work in strengthening the capacity of the stakeholders (government and social partners (of employers' and workers' organizations) with whom the project work.)? This is particularly in the context of supporting the country strategy on engagement of industry through proposed national committee for vocational training and education as well as digitalisation and economy recovery in the post of COVID-19 Pandemic.
 - To what extent the project with specific project interventions/ outputs (on sector skills councils and digital skills/ long distance learning) that is jointly developed and implemented with other DC projects with different funding source (UNIQLO/ UKFP) is able to create a future opportunity for development cooperation project and sustainability?
 - Having number of skills projects in Indonesia with different source of fundings, has the supervisory mechanism involving tripartite constituents contributed to effective monitoring and evaluation for the project?
 - How did the project engage relevant stakeholders including social partners of Employers and Workers organization for project implementation and future strategy development in skills development (through sectoral approach etc)?
- **Country specific questions to the activities in the Philippines**
 - With the evolving context, is this still a practical approach to pursue? And how receptive are tripartite constituents and local partners to take part in the project activities at the current stage as the Philippines component took some time to start? If this is a challenge now, how is the project addressing it?
 - How beneficial is the current strong directive from the country office to capitalize on project thematic strengths (ie Skills development for green jobs) in developing ILO

contributions to support COVID-19 recovery initiatives in the country, while metropolis is blocked? And regardless of COVID-19, given that the thematic area/s being addressed by component activities (ie green skills, skills needs assessment), how effective are the different levels of coordination in place?

- **Area specific questions to the regional activities**
 - Is the IR seminar in 2019, simple repetition or continuation of the series of IR seminar in the past under Phase 1 of the project? If not, what is the apparent difference?
 - Why was the IR seminar convened in Japan, far from the ASEAN region? Does it worth to hold by expenditure of travel fare to Japan and other costs?
 - What were brought for the deliverables and impact through the IR seminar in 2019? What is the good practices as well as bad practice of the IR seminar?

Methodology

Open and transparent consultation will underpin this evaluation. The virtual consultation will be made with ILO and relevant constituents and stakeholders due to the COVID-19 pandemic. The ILO/Japan Multi-bilateral Programme and other stakeholders will be given the opportunity to comment on the draft report. The final report will be made available to the ILO and relevant stakeholders. The evaluation will use a combination of methods and the final methodology will be determined in consultation with the ILO/Japan Multi-bilateral Programme's CTA. The detailed methodology will be elaborated by the evaluator on the basis of this Terms of Reference and documented in the report.

It is expected that the evaluation will apply mixed methods that draw on both quantitative and qualitative evidence and involve multiple means of analysis. Methodology should be able to capture intervention's contributions to the achievement of expected and unexpected outcomes. It should also state clearly the limitations of the chosen evaluation methods, including those related to representation of specific group of stakeholders. The data collection, analysis and presentation should be responsive to and includes issues relating to diversity and non-discrimination. The detailed approach and methodology, including the workplan should be part of the inception report. These include, but not limited to:

- Desk review of key documents related to performance and achievement of the project.
- Online interviews and discussions with relevant stakeholders (whose names and details to be provided by the project) and, if requested by the evaluator, online surveys/questionnaires.
- Methodology should include examining the intervention's Theory of Change (if not available, the evaluator reconstructs one), specifically in the light of the logical connect between levels of results and their alignment with ILO's strategic objectives and outcomes at the regional and national levels, as well as with the relevant SDGs and related targets.

The findings will be presented at a Project Advisory Board or stakeholder meeting and to the donor. While the evaluator can propose changes to the methodology, any such changes should be discussed with the CTA and, provided that research and analysis suggests changes and the indicated range of questions are addressed, the purpose maintain and the expected outputs produced at the required quality. All data should be sex disaggregated and different needs of women and men and the marginalized groups should be considered throughout the process.

Main Deliverables

The evaluation process will yield the following outputs.

1. Inception report which will include the following elements:
 - Conceptual framework that will be used to undertake the evaluation.
 - Evaluation matrix (evaluation criteria, evaluation questions, data sources, data collection methods, and limitations)
 - Evaluation methodology
 - Workplan for the evaluation, which indicates tasks, deliverables, timeframe and number of workdays.
 - List of documents for desk review
 - List of key stakeholders to be interviewed
 - Other relevant details related to the evaluation methodology, i.e. list of sampling, study tools, etc.
 - Consultant's acknowledgement of ILO report formatting requirements
2. Draft evaluation report
3. Stakeholder workshop materials (i.e. draft evaluation summary and PowerPoint presentation) and its timing).
4. Final evaluation report and summary (with Title Page, Executive Summary and Annexes, including lesson learned and emerging good practices in the ILO Template – See Checklist 5)
The Final evaluation report will be in English and MS Word format.

The quality of the report will be assessed against the EVAL checklist 5, 6 and 7 (see Annex). All draft and final outputs, including supporting documents, analytical reports and raw data should be provided in electronic version compatible with MS WORD for Windows. Ownership of the data from the evaluation rests jointly with the ILO and the evaluator. The copyright of the report from the evaluation rests exclusively with the ILO. Use of the data for publication and other presentation can only be made with the agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgment.

Management Arrangements and Work Plan

The evaluation is planned to be conducted during January – April 2022. The total effort is expected to be 32 workdays to complete the full assignment.

The project will provide coordination and administrative support to the evaluation, throughout the process, ensuring project documentation is up to date and easily accessible, and providing support to the evaluator as appropriate and accordingly. The suggested timeline and workplan is provided in the table below.

Task	Deliverables	Responsible Person	Time Frame	Number of Workdays
Review the evaluation questions and refine the questions in collaboration with		Evaluator and Project		1

Task	Deliverables	Responsible Person	Time Frame	Number of Workdays
CTA/project officer as necessary and develop interview protocols.				
Develop an evaluation methodology and design study tools to answer questions		Evaluator		1
Draft an inception report following the indications		Evaluator		5
Review and provide comments on inception report		Project and Evaluation Manager		
Clearance of inception report		Evaluation Manager		
Finalise inception report and submit to evaluation manager	Inception report	Evaluator		
Data collection and analysis		Evaluator		15
Draft the evaluation report	Draft evaluation report	Evaluator		7
Review and provide feedback/comments on evaluation report via email		Project and stakeholders		
Debriefing (one workshop with separate 3 sessions focused on regional, Indonesia and Philippines findings)	Stakeholder workshop materials	Evaluator		1
Finalise the evaluation report and submit to evaluation manager	Final evaluation report and summary	Evaluator		2
Review and submit the final evaluation report to EVAL		Evaluation manager		
Approve the final evaluation report		EVAL		

Evaluator Qualifications

- Advanced university degree in economics, social sciences, development studies or related graduate qualifications.
- A minimum of 10 years of substantive professional experience in evaluation of similar development programmes. Experience conducting evaluations for UN organisations is desirable.
- Technical expertise in evaluation methodologies and approaches (including quantitative, qualitative and participatory) and data analysis.
- Knowledge and/or experience in labour skills development, Industrial Relations, Social Protection, Green Jobs and Green Economy in ASEAN economies will be an added advantage.
- Knowledge of ILO's role and mandate and its tripartite structure as well as UN evaluation norms and its programming will be an added advantage.
- Working experience in Indonesia and the Philippines will be an added advantage.
- Demonstrated statistical and analytical skills.
- Demonstrated knowledge and perspectives of gender equality.
- Fluency in written and spoken English.
- Excellent report writing skills.

Legal and Ethical Matters

The evaluation will comply with UN norms and standards and will follow UNEG ethical guidelines. The evaluators will abide by the ILO [EVAL's Code of Conduct](#) for carrying out the evaluations. The evaluator should not have any links to the project management, or any other conflict of interest that would interfere with the independence of the evaluation.

Evaluators should have personal and professional integrity and abide by the [UNEG Ethical Guidelines](#) for evaluation and the Code of Conduct for Evaluation in the UN system to ensure that the rights of individuals involved in an evaluation are respected. Evaluators must act with cultural sensitivity and pay particular attention to protocols, codes and recommendations that may be relevant to their interactions with women. Evaluators will be expected to sign the respective ILO Code of Conduct to show that they have read and understood the UNEG Code of Conduct for Evaluation in the UN System process.

Ownership of data from the evaluation rests jointly with the ILO and the consultant. The copyright of the evaluation report will rest exclusively with the ILO. The use of data for publication and other presentations can only be made with written agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

Annexes

Relevant ILO evaluation guidelines and standard templates

Code of conduct form (To be signed by the evaluator)

http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm

Checklist No. 3 Writing the inception report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm

Checklist No. 5 Preparing the evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm

Checklist No. 6 Rating the quality of evaluation report

http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm

Template for lessons learnt and Emerging Good Practices

http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm

http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm

Guidance note 7 Stakeholders participation in the ILO evaluation

http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm

Guidance note 4 Integrating gender equality in M&E of projects

http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

Template for evaluation title page

http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm

Template for evaluation summary

<http://www.ilo.org/legacy/english/edmas/eval/template-summaryen.doc>

SDG related reference material

<http://www.ilo.ch/eval/eval-and-sdgs/lang-en/index.htm>