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Evaluation Office

i-eval Discovery

Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation (Phase 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.

Table of Contents

LIST OF ACRONYMS **3**

LIST OF TABLES AND FIGURES **5**

EXECUTIVE SUMMARY **6**

1. INTRODUCTION **14**

2. PROJECT BACKGROUND **16**

2.1 PROJECT CONTEXT 16
2.2 PROJECT INTERVENTION SPECIFICS 25
2.3 MAJOR MILESTONES PER COUNTRY 27
2.4 PROJECT PARTNERS, GOVERNANCE AND MANAGEMENT ARRANGEMENTS 32
2.5 GENDER COMMITMENTS IN THE BENEFICIARY COUNTRIES 34

3. EVALUATION BACKGROUND **36**

3.1 GENERAL OVERVIEW OF THE EVALUATION 36
3.2 EVALUATION METHODOLOGY 37

4. MAIN FINDINGS **39**

4.1 VALIDITY OF DESIGN 39
4.2 RELEVANCE AND STRATEGIC FIT 43
4.3 COHERENCE 47
4.4 EFFECTIVENESS 49
4.5 EFFICIENCY 59
4.6 SUSTAINABILITY 60
4.7 PROGRESS TOWARDS IMPACT 62

5. GENDER ISSUES ASSESSMENT **64**

6. CONCLUSIONS **66**

7. LESSONS LEARNED AND EMERGING GOOD PRACTICES **67**

8. RECOMMENDATIONS **70**

ANNEX 1: TERMS OF REFERENCE 76
ANNEX 2: EVALUATION MATRIX 86
ANNEX 3: LESSONS LEARNED AND EMERGING GOOD PRACTICES IN TEMPLATES 92
ANNEX 4: STAKEHOLDERS CONSULTED 109
ANNEX 6: MICRO-NARRATIVES 118
ANNEX 7: BIBLIOGRAPHY 121
ANNEX 8: LIST OF PROJECT RELATED PUBLICATIONS 122
ANNEX 9: INCEPTION REPORT 123

List of Acronyms

ADB	Asian Development Bank
ANQA	National Centre for Professional Education Quality Assurance
APTO	Agency for Primary Vocational Education
ASEAN	Association of Southeast Asian Nations
ASI	Agency for Strategic Initiatives
AVQF	ASEAN vocational qualifications framework
CBT	Competency Based Training
CEDAW	Convention on the Elimination of Discrimination against Women
CIS	Commonwealth of Independent States
CTA	Chief Technical Advisor
DVET	Directorate of Vocational Education and Training
DWCP	Decent Work Country Programme
EBRD	European Bank for Reconstruction and Development
EVAL	ILO Evaluation Office
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
STF	Skills Technology Foresight
HRD	Human Resources Development
ILO	International Labour Organization
ILO ITC	ILO International Training Centre
IRIAS	International Research Institute for Advanced Systems
IVET	Initial vocational education and training
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoESCS	Ministry of Education, Science, Culture and Sport
MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids and Social Affairs
MoLME	Ministry of Labour, Migration and Employment
MoLSA	Ministry of Labour and Social Affairs
MoLSP	Ministry of Labor and Social Protection
MTE	Mid-Term Evaluation
NCDPS	National Council for the Development of Professional Skills
NCEDIF	National Center for Educational Development and Innovation Foundation
NCET	Technology (NCET) server. There were 2 phase
NCVD	National Council for VET Development
NCVETD	National Centre for Vocational Education and Training Development
NPSC	National level Project Steering Committee
NSSC	National Sector Skills Council
NQF	National Qualification Framework
NSC	National Statistical Commission
PAC	Project Advisory Committee
POCDC	Professional Orientation and Competences Development Centre
ROAS	Regional Office Arab States

RUEA	Republican Union of Employers
PwD	People with disabilities
SSC	Sector Skills Councils
SDG	Sustainable Development Goals
STED	Skills for Trade and Economic Diversification
SVET	Secondary vocational education and training
TOC	Theory of change
TVET	Technical and Vocational Education and Training
TVSDC	Technical and Vocational Skills Development Commission
UNDP	United Nations Development Programme
VET	Vocational Education and Training
WB	World Bank

List of Tables and Figures

Table 1: General socio-economic overview per country: World Bank Development Indicators Database, 2020
Table 2: Project priority areas per country
Table 3: High level overview of the project progress per MTE recommendation
Table 4: Country progress through the prism of the expected outputs of the results framework
Table 5: Project progress in Russia through the prism of the expected outputs of the results framework
Table 7: Overview of objectives for Phase 1 and Phase 2
Table 8: Project budget overview

Figure 1: Project design for Outcome 2 as per Results Framework
Figure 2: Project design in Russia as per Results Framework
Figure 3: Project design in Russia as per implementation

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The evaluation team extend its gratitude to the ILO team in HQ, in Moscow office, in all beneficiary countries for their active engagement and support for this evaluation. Equally, to all national and regional stakeholders who with no hesitation took part in the evaluation, sharing their expertise and recommendations for the future programming.

EXECUTIVE SUMMARY

Introduction

This document presents the final evaluation of the project *"Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation (Phase 2)", December 2016 – June 2021* implemented in Armenia, Kyrgyzstan, Tajikistan, Jordan, Viet Nam and five regions of the Russian Federation. This evaluation is commissioned by the ILO Evaluation Office and conducted by the team of independent evaluation experts, in accordance with ILO Evaluation Policy and guidelines, whereby the ILO Evaluation Office (EVAL) maintained the oversight and quality control function. The total budget of the project was USD 12 million fully funded by the Russian Federation.

The project results framework defined the ***development objective*** of the Phase 2 as following: '*To strengthen national skills development systems, policies and strategies so that to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth'*. This impact was intended to achieve through the realization of three ***intermediate objectives***:

1. To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities;
2. To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments;
3. To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions and selected sectors of the Russian Federation, and in selected countries-beneficiaries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts.

Evaluation Background

The ***purpose*** of this final evaluation is twofold: (i) to provide systematic and evidence-based review of the progress made towards the realization of the project outcomes; and (ii) to provide strategic recommendations for the future programming and planning towards skills development in the project beneficiary countries and beyond. The evaluation ***scope*** is further defined by the following:

- *Duration:* It took place during August 2021 and covered the Phase 2 of the project implementation which spanned December 2016 – June 2021 period.

- *Geography:* Armenia, Kyrgyzstan, Tajikistan, Jordan and Viet Nam and five regions of the Russian Federation: Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai respectively.
- *Evaluation criteria and questions:* the evaluation explores the following evaluation criteria, i.e. *relevance, validity of design, coherence, effectiveness, efficiency, sustainability,* and progress towards the *impact*[1] of the results achieved, and the interventions realized. As outcome evaluation, it did not intend to explore the project impact in its full extent, instead to explore early signals of positive and negative changes and effects caused by the project. Annex 2 provides the evaluation matrix.
- *Additional focus areas:* Three areas required special attention: (i) the level of continuation between its Phase 1 and Phase 2 as much as it was relevant and justified; (ii) the extent to which gender was mainstreamed in the project design and implementation; and (iii) the extend the project mid-term evaluation (MTE) recommendations were implemented.

The ***primary intended users*** of this evaluation included the following:

- ILO HQ, Skills and Employability Branch in Geneva, the ILO Decent Work Support Teams (DWTs) in Moscow, Bangkok and Beirut, Workers' and Employers' Bureaus, ACTRAV and ACT/EMP.
- Ministry of Finance of the Russian Federation
- Moscow School of Management, SKOLKOVO
- Target groups: National and government institutions, employers' organizations, workers' organizations (social partners)

The evaluation explored three mutually reinforcing approaches: (i) *results-based approach* with the purpose to examine the intervention's theory of change; (ii) *system-based approach* with the purpose to explore project deliverables through the prism of their criticality for the whole TVET system; and (iii) *participatory approach* with the purpose to ensure various stakeholders were engaged in the evaluation process. The evaluation explored qualitative methods through desk review, in-depth interviews, and collection of micro narratives. In total 105 interviews were conducted, and 12 micro-narratives collected.

The ***data analysis*** was carried out from two perspectives: (i) change analysis, i.e. to explore the progress made within the project vis-à-vis its outputs' and outcomes' targets; and (ii) contribution analysis, i.e. to provide analytical reasoning while exploring project performance patterns and conclude about the changes triggered or to be triggered by the project. The evaluation team faced some critical ***limitations, i.e.*** (i) *the quality of the data recording, availability and accessibility; (ii) informants' response rate*; (iii) *no field missions.*

[1] https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

Findings

The findings are presented across the evaluation criteria.

- ***Validity of design***

The project document and the project results framework were poorly designed, which hindered (i) the understanding of the project beyond a limited group of people and (ii) the adequate M&E system to track the progress towards the expected outcomes. Instead, the implementation of the project followed strong logic of addressing systemic gaps at policy, sector, and qualification levels in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam. In case of the Russian Federation too the project implementation adhered to a strong logic which is not defined in its design. Acknowledging this mismatch between the project document and the project implementation, the evaluation employed and maintained two distinct focus: 'by design' and 'by implementation'. While by design the project was weak, by implementation it demonstrated adherence to strong logic across all beneficiary countries.

- ***Relevance and Strategic Fit***

The project was highly relevant to the needs and priorities of all beneficiary countries. It was also relevant for all partners of the project: the donor, the ILO HQ, ILO Moscow office, and SKOLKOVO. The project approach towards 'competency-based' raised serious relevance concerns with the implications regarding its integration into the existing national TVET systems in Armenia, Tajikistan, Kyrgyzstan, and Russia. The project demonstrated its relevance to the changing needs on the ground through introducing necessary adjustments in the project implementation plans.

- ***Coherence***

The project demonstrated various degree of coherence across its beneficiary countries. The landscape of the TVET systems in all partner countries were rather populated with active presence of ADB, GIZ, EU and others who entered the field with much larger portfolios of investments. In this situation, the project found its strategic niche following the policy-sector-qualification logic and addressing the critical systemic gaps on the ground. When deemed relevant, additional efforts towards building coherence were demonstrated by the project, for instance, in Jordan, Viet Nam, Kyrgyzstan. Stronger coherence was hindered by the lack of harmonization of the efforts among various international donors and lack of avenues to initiate and maintain dialogues among them.

- ***Effectiveness***

The effectiveness of the project was addressed from several perspectives:

(i) progress towards outputs and outcomes: As it's been mentioned earlier, the evaluation maintained a dual focus on project 'by design' and 'by implementation'. By design, the project progress was very limited in Armenia, Tajikistan, Viet Nam and Jordan, some progress in Kyrgyzstan, and none in Russia. By implementation, the project demonstrated progress

predominantly at the policy and sectoral governance levels in all countries except Russia. At the level of capacity development, the project effectiveness was rather limited with some exceptions in Kyrgyzstan and Viet Nam. The work on the development of qualification standards was limited to Viet Nam, Jordan, and Kyrgyzstan. Important to acknowledge that in the CIS countries, the work on development of vocational standards should be seen through the prism of the relevance of 'competency-based' focus vis-à-vis the breath of the 'knowledge-skills-competence' continuum used in those countries for their national qualification frameworks.

SKOLKOVO developed computer-based simulator for the training of the TVET institution managers was successfully applied and institutionalized in all countries except Russia. The STF was not updated and it was applied only in Russia with limited success.

While the formal project targets set for the Russian Federation were not achieved as of the results framework, the project demonstrated additional results. Instead, the project was successful in changing mindsets of all engaged stakeholders; creating platforms for social dialogue; shaping skills development programmes that meet labour market needs; developing college-level training programmes in line with the needs of the regional labour market; and creating traction at the regional level to further bridge the gap between education system and labour market needs – e.g. the case of the Far East Technical College in Primorsky region. Besides, partners from the Russian regions were actively engaged in sub-regional events, getting thereby exposure to a broader range of knowledge provided by the project.

(ii) response to the MTE recommendations: were largely implemented with some exceptions related to gender responsiveness of the project, its consideration of people with disabilities (PwD) and improvement around project design, reporting and communication remained unaddressed.

(iii) continuation between Phase 1 and Phase 2: there was limited continuation noticed from Phase 1 to Phase 2 of the project, which in turn, could limit the overall impact of the expected project results. However, the continuation in terms of opening space for shaping inclusive demand-driven TVET programmes was successfully secured within Phase 2 of the project.

(iv) the project responsiveness, risk management, and its exit strategy: Project fall short in recording and reporting on its risks along its implementation, though, by implementation, it remained quite responsive towards changing context and requests of the national authorities. There was no exit strategy designed for the project to hand over the results to the national counterparts and to flag the key risks for their sustainability and impact. There were few delays in the project some caused by contextual factors (e.g. the 2018 revolution and disagreements between the project stakeholders in Armenia), while others caused by the

institutional effectiveness within the ILO (e.g. delay with appointing national coordinator, instead of which after almost two years a national lead consultant was hired in Tajikistan).

- ***Efficiency***

The project total budget of USD 12 million was split between several lines of financial management – ILO HQ, ILO Moscow office, ILO ROAS, ILO Viet Nam, and SKOLKOVO – which added complexity to the budget management. Budgets were designed as output-based ones but some activities (like 'project management HQ' or 'prepare final project document') were budgeted and reported separately. There were two no-costs extensions of the project: from the initially scheduled project end date of 30 November 2019 to 30 November 2020 and from 30 November 2020 to 30 June 2021.

The evaluation team has limited view on the cost-benefit and cost-effectiveness of the project resources, however, during interviews there were no major issues raised with regards to the financial management of the project. Some indicators were used to address the project effectiveness: *time required for internal decision making, sufficient number of ILO staff to support the project implementation, outsourcing, and efficiency of sub-regional events.* They suggest quite efficient implementation with few exceptions related to some delays with decision-making. Hence, in Armenia it took about 1,5 years to decide which methodology to use for skills analysis or in Tajikistan it took about two years to decide not to employ national coordinator but to employ national lead consultant instead. The project was sufficiently equipped with human resources except for Tajikistan, where absence of national coordinator resulted in a shifting the administrative and financial burden of the project implementation on the ILO country representative and the ILO Moscow office, reducing thereby the efficiency level. The efficiency of the sub-regional events not always optimal as traveling 15 or more people from one country for a regional event might not be fully justified.

- ***Sustainability***

The evaluation could conclude with certainty about sustainability of the selected efforts of the project at the policy level. There were several strategic policy documents developed and adopted at the national level in Armenia, Tajikistan, Kazakhstan, Jordan, and Viet Nam. Few other developments at the policy level still require additional attention to ensure that they are approved by the national authorities. Sustainability of capacity development efforts were rather modest. The project efforts in Russia resulted in several approved demand-driven educational programmes developed by colleges, suggesting a strong ground for sustainability.

- ***Progress towards impact***

The project produced a number of deliverables at the policy level that expect to trigger positively impact for the national TVET systems, like in Kyrgyzstan and Viet Nam. There were additional deliverables at the policy level that need to be further adopted or approved by the national authority to guarantee the impact on system level, like in Armenia, Kyrgyzstan, Jordan. Here, where the responsibilities of the ILO should be considered central to support

the project to walk the 'last mile' even after the official closure of the project. The ILO country programme could be the space to accommodate such kind of responsibilities. Given that in all countries (less so in Jordan, though), the strong legal and policy context on gender equality had already been in place, the project missed an opportunity to strengthen the gender dimension of the national TVET systems.

The capacity development activities within the project suggested modest expectations for impact – some raised awareness but not to the extent to apply acquired knowledge and skills in practice.

Lessons Learned and Good Practices

General:

1. If the quality of the project results framework and its indicators is weak, it results in confused understanding and adherence to the expected outcomes.
2. If there is no corporate-level guidance on exit strategy, it results in the absence of handover of the project results with defined graduation and flagged risks related to their sustainability and impact.
3. If gender mainstreaming is not strictly monitored as suggested in the ILO's *Guidance 4: Gender equality in monitoring and evaluation of projects*, then the project might lose its focus on this important area.
4. The absence of project risk management throughout its implementation, results in the project with lessened capacities to navigate through uncertainties and to create a shared understanding of the risks towards project outcomes with the national stakeholders.
5. In the absence of ILO corporate commitment to finalize the project results that remain near final by the time of the project closure, the burden of their finalization became a voluntary contribution of the ILO country team.
6. If all project components, irrespective if they are under the responsibility of an implemented partner or not, are managed in close coordination with each other, then stronger synergy of all components toward the project outcomes can be expected.
7. Very high dependency of the project in Armenia, Tajikistan, and Kyrgyzstan on one expert, resulted both in sharing state-of-art knowledge with the beneficiary countries as well as on slow implementation and rather limited focus on capacity development.

Country specific Lessons Learned

8. ***(Russia)*** If a regional institute for education development under a regional Ministry of Education is trained through the programme for TVET managers, it can replicate this programme towards a greater number of colleges in the region.

9. ***(Armenia)*** Active engagement of the social partners is critical for the successful implementation of the project
10. ***(Armenia)*** It is critical to ensure the knowledge about the project is further disseminated and shared among government authorities engaged in the project implementation beyond their representatives in the project only.
11. ***(Kyrgyzstan)*** Informing the highest political level of the country about the project (Prime Minister of the Kyrgyz Republic) increases the likelihood of their support towards the project deliverables.
12. ***(Tajikistan)*** Simulator could have higher impact if it is available on the local serve (and not on personal laptops of the two moderators of the SKOLKOVO trainings in Tajikistan) and if trainees could have access to simulator to further exercise skills after the trainings
13. ***(Viet Nam)*** Finding a capable local partner is critical for the success of any project.
14. ***(Jordan)*** Financial synchronization between implementing partners such as ILO, WB, EDRB and GIZ is critical for building sustainability and strengthening the NSSC

Good practices

1. (***all countries)*** The computer simulation-based course for managers developed by Skolkovo Management School
2. ***(Russia)*** Enabling TVET colleges at the regional level to reduce mismatch between education system and the labour market needs
3. ***(Jordan)*** Active engagement of the private sector in bridging the gap between labour market needs and education outcomes
4. ***(Jordan)*** Synergy between various donors, creating thereby a very conducive environment for the further strengthening of the SSCs
5. ***(Kyrgyzstan***) Application of "The Analysis of the Demand for Skilled Labor" methodology in VET

Recommendations

ILO related

1. Carry out a process review for the development of a project document in the ILO with the purpose to strengthen due diligence and rigor in project development process.
2. Develop guidance note on how to shape outcome and output indicators for a skills development projects and how to ensure gender lenses when shaping indicators, outcomes, and outputs
3. Invest in expanding and strengthening the corporate policy on Enterprise Risk Management (ERM) with strong focus on risk-informed programming
4. Develop a policy note on how to shape an exit strategy for the ILO's interventions and ensure that the project's exit strategy is (i) part of its final report, (ii) is shared and

discussed with the national stakeholders before the closure of the project, and (iii) if the project results require 'last mile' to go to be institutionalized, then this became the ILO's responsibility to address the its country programmes.

5. Consider including the simulator in the toolkit promoted by ILO across its countries of operation, if all contractual considerations with SKOLKOVO settled.
6. When developing project with external implementing partner, ensure close coordination and cooperation of all components under the ILO leadership.
7. When exploring strengthening TVET systems: this is relevant to ILO CO's with DWCP as well as to ILO SKILLS Branch
    a) Ensure there is an inter-agency mechanism for coordination of skills anticipation efforts with equal attention to education sector and employment sector both in terms of alignment with policy requirements as well as in terms of stakeholders to be engagement in the project implementation.
    b) Consider strong capacity development components which goes beyond knowledge sharing and include 'on job' learning for weeks or months, depending on the capacity gaps identified, ensuring at least one demonstration of the skills learned by the locally trained experts.
    c) Ensure cross country learning in any regional or inter-regional projects.
    d) Design TVET-related information management system (with key indicators, e.g. number of graduates employed within 1 year after graduation) and advocate for adequate national data management systems.
8. When promoting 'competency-based' training programmes, it is critical to define the scope of 'competencies' and ensure this is not in contradiction with the existing normative framework in the education and labour systems of the beneficiary country.

For SKOLKOVO national stakeholders:

9. Consider developing a TOT version of the REGION-PROFI programme for building regional capacities (on the example of the Khabarovsk Regional Institute for Education Development) and further scale up the approach across the regional colleges.
10. Document experiences of colleges that participated in the REGION-PROFI programme «Managing the changes in the VET system to strengthen regional economy» as a separate publication to support dissemination of the programme model in Russia and potentially in other countries.
11. Consider revisiting STF methodology avoiding 'normative future' and informing it with robust labour market analysis.

1. Introduction

This document presents the final evaluation of the project *"Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation (Phase 2)", December 2016 – June 2021.* The project is implemented in Armenia, Tajikistan, Kyrgyzstan, Jordan, Viet Nam and five regions of the Russian Federation. In 2019 Belarus was included in the project implementation, however, the ILO's internal decision followed to terminate activities in Belarus. Hence, this evaluation does not cover Belarus. Two no-cost extensions were in the project: for January - March 2020 and April – June 2020. The total budget of the project was USD 12 million fully funded by the Russian Federation.

This evaluation is commissioned by the ILO and conducted as an independent project evaluation,[2] i.e. carried out by the team of independent evaluation experts, whereby the ILO Evaluation Office (EVAL) maintained the oversight and quality control function. Annex 1 provides the full Terms of Reference (ToR) for this evaluation.

The project was geared to address strategic and practical issues related to skills development as proposed by the *The G20 Training Strategy – A Skilled Workforce for Strong, Sustainable and Balanced Growth* (2010).[3] The strategy sets a common framework for skills development to achieve productivity, employment and development across different socio-economic contexts with the following imperatives:

- *Meetings today's and tomorrow's skills needs* to be achieved though increasing relevance and quality of the training, exploring higher productivity activities and anticipating future skills needs.
- *Holistic approach* to be achieved through achieving seamless pathways of learning from the formal education to continuous learning.
- *A life-cycle perspective* to be achieved when training schemes designed to address the needs of children, young people, and mature and older workers.
- *Convergence across policies* to be achieved through fostering institutional coordination capacities between education system, labor market, and policy framework.

Russian Federation has been one of the key forces behind the implementation of the G20 Skills Development Strategy since its inception. The Ministry of Finance of the Russian Federation fully financed the Phase 1 of the project during December 2012 – November 2015 and its current Phase 2[4] with the total budget of USD 12 million for the latter. This project

[2] http://www.ilo.ch/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_571339.pdf
[3] G20 Training Strategy – A Skilled Workforce for Strong, Sustainable and Balanced Growth, 2010
[4] https://www.ilo.org/skills/projects/g20ts/lang--en/index.htm

has become the first technical project and strategic partnership between the International Labour Organization (ILO) and the Russian Federation.

The project results framework defined the ***development objective*** of the Phase 2 as following: '*To strengthen national skills development systems, policies and strategies so that to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth'*. As a realization of this objective, the intended impact of the project was expected as following: "*National and sectoral Skills Development systems are strengthened enabling to provide quality skilled workforce to the demand of consumer groups and labour markets*".

This impact was intended to achieve through the realization of three ***intermediate objectives***:

4. To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities
5. To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments
6. To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions and selected sectors of the Russian Federation, and in selected countries-beneficiaries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts.

The primary use of evaluations in the ILO is to support management and organizational learning.[5] This final evaluation is approached through this perspective and is focused on the outcomes of the project and the likelihood that the results would achieve sustainable impact. The evaluation explores both *retrospective* and *prospective* foci, i.e. through stock taking of the project achievements the evaluation explores the progress made and its lessons learned, while through recommendations the evaluation explores the opportunities for the future programming.

[5] http://www.ilo.ch/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_571339.pdf

2. Project background

This section provides an overview of the project context, its intervention specifics, and the contribution of the ILO and its partners. Country profiles prepared for internal use of the evaluation includes a more detailed overview of the project background in each beneficiary country.

2.1 Project context

The project was implemented in different geographic regions: South Caucasus, Central Asia, Russia, Southeast Asia, and Middle East and included six countries, each of which had its unique socio-economic, political, cultural, and historical context, i.e. Armenia, Tajikistan, Kyrgyzstan, Russia, Jordan and Viet Nam. However complex and different, Armenia, Tajikistan, Kyrgyzstan and Russia were part of the Commonwealth of Independent States (CIS) with some shared historic and cultural space, where their socio-economic challenges and the specifics of the national TVET systems resonated with each other. Instead, Jordan and Viet Nam represented two different geographic, cultural, and historical regions with rather distinct traits of their national TVET systems.

As a general note to the project context, it is important to mention that the project implementation coincided with wide UN reform launched to significantly changes the setup, leadership, accountability mechanisms and capacities of the whole UN development system promoting greater national ownership and achievement of the SDGs.

The ***national TVET ecosystem*** including its institutional and policy landscapes as well as challenges encountered in each beneficiary country also varied.

Armenia

The TVET ***system*** in Armenia has three levels: (i) preliminary vocational (craftsmanship); (ii) middle vocational education; and (iii) higher vocational education.

The Ministry of Education, Science, Culture and Sport (MoESCS)[6] is responsible for public policy formulation and the coordination and implementation of the strategies and action plans, including VET system. The National Council for VET Development (NCVD)[7], established in 2008, is a tripartite consultative body providing advice to MoES for decision-making and elaboration of VET development programmes.

There are several downstream institutions, which support MoES to implement policy: the National Centre for Vocational Education and Training Development (NCVETD) established in

[6] https://escs.am/am
[7] The decision of Prime Minister N 1012-A of 2008 http://www.irtek.am/views/act.aspx?aid=46241 (Lang. arm.)

2008[8], National Centre for Professional Education Quality Assurance (ANQA) established in 2008[9], National Centre for Educational Technologies(NCET) established in 2004[10], The National Center for Educational Development and Innovation Foundation (NCEDIF) established in 2021[11] and the "Professional Orientation and Competences Development Centre" (POCDC) established in 2006[12] branch of the National Institute for Labour and Social Researches, albeit that the latter is under the Ministry of Labour and Social Affairs (MoLSA)[13].

The ***normative and policy frameworks*** of the TVET system in Armenia is represented by the following main documents:

- The Law on Education,[14] 1999
- The Armenian national qualifications framework (NQF),[15] 2011
- The Law on Preliminary Vocational and Middle Vocational Education,[16] 2005
- The Law on Higher and Postgraduate Professional Education,[17] 2004
- The "Work, Armenia" strategy[18], 2019
- The Law on Employment, 2013[19]
- ILO's Decent Work Country Programm (DWCP) for 2019 - 2023[20]

The main ***challenges*** in TVET in Armenia includes the low enrolment rate in comparison to higher education; low digitalisation level; low level of inclusiveness; week institutional coordination between ministers, specifically MoLSA and MoESCS; significant mismatch between labour supply and demand, the law job placement level; extremely low level of funding of education system that hampers its development; outdated educational modules; difficulty to find teachers due to low salaries; limited influence of Sectorial Committees (the prototype SSC) to influence the VET content and provision.

Tajikistan

The TVET ***system*** in Tajikistan includes several levels:

(i) Initial vocational education and training (IVET)

(ii) Secondary vocational education and training (SVET) provided by different ministries, private sector and state-owned enterprises, including the Ministry of Education and Science (MoES) (24); Ministry of Culture (6); Ministry of Agriculture (2); Ministry of Health (15); Ministry of Energy (3); Ministry of Industry and

[8] http://www.mkuzak.am/?page_id=60
[9] http://www.anqa.am/en/
[10] https://www.ktak.am/
[11] http://kznak.am/simple_page.html
[12] http://www.mycareer.am/
[13] https://www.mlsa.am/
[14] Law № 297, 08.05.1999 http://www.irtek.am/views/act.aspx?aid=150066 (Lang. arm.)
[15] http://www.irtek.am/views/act.aspx?aid=85680 (Lang. arm.)
[16] Law № 164-N, 08.08.2005. http://www.irtek.am/views/act.aspx?aid=30686&m=%27%27&sc= (Lang. arm.)
[17] Law ՀՕ-62-N, 14.12.2004 http://www.irtek.am/views/act.aspx?aid=150067 (Lang. arm.)
[18] Decision N 1753-Լ of the Republic of RA, December 5, 2019 http://www.irtek.am/views/act.aspx?aid=152312 (Lang. arm.)
[19] https://www.arlis.am/DocumentView.aspx?DocID=143355
[20] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---program/documents/genericdocument/wcms_724816.pdf

Technology (1); Ministry of Interior Affairs (1), Ministry of Labor, migration and employment (1), Tajik Aluminum Plant (1); Hydropower Station of Rogun (1); and the Committee for Youth, Sports and Tourism (1) and 16 private institutions[21].

(iii) Higher professional education as of 2018-2019 academic year

In March 2013, the responsibility for IVET was transferred to the MoLME, whereby the MoES retained responsibility over secondary and higher level TVET and licensing of IVET institutions and approval of IVET programs.

The ***normative and policy frameworks*** include the following main international and national documents:

- ILO conventions related to TVET: ILO Human Resources Development Conventions, 1975 (# 142), ratified in 1993[22]. ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159), ratified in 1993[23]
- The Law "On Education of the Republic of Tajikistan", 2013[24]
- The Law on Training of Specialists Taking into Account the Needs of the Labor Market (amended on January 25, 2021).[25]
- National Strategy for Education Development of the Republic of Tajikistan, 2020.[26]
- State Programme on the Reform and Development of Initial and Secondary Vocational Education and Training in the Republic of Tajikistan 2012-2020[27]
- Decent Work Country Programme (DWCP) for 2020-2024[28]

The main ***challenges*** include the overlap and weak coordination between the MoES and MoLME; the resource limitations due to which the quality assurance function of the MoES was significantly constrained; some degree of conflict of interests due to the fact that TVET regulatory functions and responsibilities for the provision of TVET are embedded in the same organization, followed by the lack of transparency and accountability.[29] Another issue is the weak linkages between labour market and the TVET system, whereby the private sector is poorly organized and unable to articulate its needs, while the TVET institutions demonstrate better understanding of the importance of intensifying links with private partners.[30] Other key challenges included gender disparities in IVET, limited professional development

[21] National Strategy for Education Development of the Republic of Tajikistan for the period until 2030 https://www.globalpartnership.org/sites/default/files/document/file/2020-12-tajikistan-education-sector-plan.pdf
[22] International Labour Organization. Ratifications of Tajikistan. https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11200:0::NO::P11200_COUNTRY_ID:103547
[23] International Labour Organization. Ratifications of Tajikistan. https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11200:0::NO::P11200_COUNTRY_ID:103547
[24] Law "On Education of the Republic of Tajikistan" https://ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=94890&p_country=TJK&p_count=184
[25] Center of Legislation under the President of the RT. Law on Training of Specialists Taking into Account the Needs of the Labor Market
[26] Global Fund for Education. https://www.globalpartnership.org/sites/default/files/document/file/2020-12-tajikistan-education-sector-plan.pdf
[27] Adliya. http://www.adlia.tj/show_doc.fwx?rgn=116841
[28] International Labour Organization. https://www.ilo.org/moscow/news/WCMS_755409/lang--en/index.htm
[29] Technical and vocational education and training in Tajikistan and other countries in central Asia: key findings and policy options. Asian Development Bank. 2021. https://www.adb.org/sites/default/files/publication/691671/tvet-tajikistan-central-asia.pdf
[30] Ibid.

opportunities for instructors and managers, poor physical and IT infrastructure, lack of educational materials in Tajik language and higher staff turnover in IVET system

Kyrgyzstan

The ***system*** of vocational education in Kyrgyzstan includes primary vocational education, secondary vocational education, and higher vocational education levels.

Since 2020, the regulatory body for the vocational education is the MOES. Prior to 2021 the system was managed by the Agency for Primary Vocational Education (APTO),[31] which has been integrated into the MOES. The strategic management of the vocational system is on the National Council for the Development of Professional Skills (NCDPS)[32] established under the auspice of the Deputy Prime Minister of the Republic of Kyrgyzstan in 2012 and represented by the Ministerial level.[33]

In 2017 the work has begun on the creation of a National Qualification System,[34] which was meant to ease entry of labour market and to provide a common ground for the recognition of the qualifications obtained. In 2020 the Concept on National qualification framework has been approved by the Government Decree to serve as a basis for further interventions in the TVET system.

The ***normative and policy frameworks*** governing the vocational education system in Kyrgyzstan included the following:

- The Strategy for Education Development for 2012-2020[35]
- The Law on Education No. 92 (2003)
- The Concept for Education Development in the Kyrgyz Republic for 2021-2030[36]
- The Education Development Program for 2021-2040[37]
- Kyrgyzstan is not involved in of the ILO's Decent Work Country Programs (DWCPs), yet, as the ILO Member State it is adherent to several international regulatory frameworks, e.g. the 1975 ILO Concept (No. 142), the 2004 Human Resources Development Recommendations (195), and the Global Jobs Pact.

The ***challenges*** include weak capacities of the personnel in the educational facilities, weak material-technical basis for the education, lack of literature, prevalence of the theoretical knowledge over practical competencies, weak link "employer - educational institution" that

[31] http://cbd.minjust.gov.kg/act/view/ru-ru/158085
[32] http://cbd.minjust.gov.kg/act/view/ru-ru/92976
http://cbd.minjust.gov.kg/act/view/ru-ru/93900
[33] Resolution of the Government of the Kyrgyz Republic No. 684 of October 20, 2017 "On Amendments to the Resolution of the Government of the Kyrgyz Republic"
[34] http://cbd.minjust.gov.kg/act/view/ru-ru/157131
[35] http://cbd.minjust.gov.kg/act/view/ru-ru/92984?cl=ru-ru
[36] https://edu.gov.kg/media/files/118d4b79-d6ea-4648-9c1c-56280444e7fd.pdf
[37] http://cbd.minjust.gov.kg/act/view/ru-ru/158227

often does not allow graduates to be competent in their profession, low financial support, lack of professional standards and the situation when various international donors bring different standards often contradicting each other.

Russian Federation

There are five regions in Russia selected for this project, i.e. *Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai*. The Amur region that was initially selected as one of the five regions did not confirm its participation. Instead, the Primorsky region joined the project in 2019.

Russian TVET system offers two types of vocational education programmes:

- Core (основные) professional education programmes based on Federal State Educational Standards, including secondary professional education programmes and programmes for professional training, professional developed and re-training.[38]
- Additional (дополнительные) professional education programmes.

TVET institutions have a significant level of autonomy in design and delivery of training programmes. While their core programmes leading to professional qualification have to adhere to the Federal State Educational Standards established by the Ministry of Education of the Russian Federation, these standards left 20-30% of the course content to the discretion of the TVET institution to align the programmes with regional needs and context. TVET institutions have full discretion in development and delivery of short training courses not leading to professional qualification.

In 2018 the Ministry of Education and Science of the Russian Federation was split into two ministries: The Ministry of Education of the Russian Federation that oversees schooling and TVET systems; and The Ministry of Science and Higher Education. The Ministry of Education (MoE)[39] (Министерство просвещения) oversees the monitoring and analysis of implementation of the national TVET policies and development of regulatory documents, including development and review of the Federal State Educational Standards. The Ministry of Labor and Social Protection (MoLSP)[40] is responsible for labour market analysis and developing professional standards within the framework of the State Programme on Employment Promotion (2013-2024),[41] which should be the basis for development of the Federal State Educational Standards and programs in the TVET system.

[38] According to the Law on Education in the Russian Federation 273-FL (adopted in 2012) Russian system of educationa should ensure that Russian citizens can realize their right for life-long education (Article 10-2).
[39] Ministry was established in 2018 when the former Ministry of Education that was in change of was divided into the Ministry of Education (in charge of schooling and TVET systems) and The Ministry of Science and Higher Education. Site: https://edu.gov.ru/
[40] https://mintrud.gov.ru/
[41] https://mintrud.gov.ru/ministry/programms/3/1

Established in 2006, the National Agency for Qualifications Development[42] played the major role in the development of occupational requirements, occupational standards and qualifications. The National Council under the President of the Russian Federation for Professional Qualifications[43] established in 2014 monitors and oversees VET sector.

Active player in the TVET system was SKOLKOVO Education Development Centre,[44] which conducts research and delivers training courses for TVET managers. Other active players in the TVET system are the state Agency for Strategic Initiatives (ASI),[45] established in 2011 and Agency for the Development of Professional Competencies (WorldSkills Russia)[46] established in 2014.

The national TVET system is governed by several ***normative and policy documents***. The main ones were:

- The Federal Law on Education in the Russian Federation, 2012[47] and the Federal Law on Independent Assessment of Qualifications, 2016[48]
- The Strategy of TVET system development in the Russian Federation (2013-2020)[49]
- The Russian Federation has ratified 77 ILO conventions to date, including the eight fundamental ones[50]. The key priorities for cooperation between the Russian Federation and the ILO set in the Programme of Cooperation between the Russian Federation and the International Labour Organization for the period of 2017-2020[51]
- As Russia is not an ODA-recipient country, it does not have DWCP, there is Cooperation Agreement instead:[52] the Programme of Cooperation between the Russian Federation and the International Labour Organization for the period of 2017-2020[53] followed by the Programme of Cooperation between the Russian Federation and the International Labour Organization 2021-2024[54]

The major ***challenges*** in the TVET system include but are not limited to the following: cumbersome processes of development and review of professional and education standards and programmes; compliance requires much of paper work at TVET institutions; low level of

[42] Established by the Ministry of Labor and Social Protection, Ministry of Education, Ministry of Science and Higher Education, Russian Union of Industrialists and Entrepreneurs and Russian Federation of Independent Trade Unions. Site: https://www.nark.ru/
[43] https://nspkrf.ru/
[44] Центр трансформации образования СКОЛКОВО. https://www.skolkovo.ru/centres/sedec/sedec-education/
[45] ASI is a state agency established by the Decree of the Russian Government. Site: https://asi.ru/
[46] WorldSkills Russia (has a status of not-for-profit organization) was established by the Ministry of Education and Science of the Russian Federation, The Ministry of Labor and Social Protection of the Russian Federation and the Agency for Strategic Initiatives.
[47] Федеральный закон "Об образовании в Российской Федерации" от 29.12.2012 N 273-ФЗ. The Law stipulates the legal, organizational and economic provision for education in Russia, rules that governs operation of the education system and defines legal status of all education stakeholders. (Article 1-2). http://www.consultant.ru/document/cons_doc_LAW_140174/
[48] Федеральный закон о независимой оценке квалификаций от 03.07.2016 N 238-ФЗ. http://www.consultant.ru/document/cons_doc_LAW_200485/
[49] Стратегия развития системы подготовки рабочих кадров и формирования прикладных квалификаций в Российской Федерации на период до 2020 года. https://docs.cntd.ru/document/456016920
[50] https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:11200:0::NO::P11200_COUNTRY_ID:102884
[51] Programme of Cooperation between the Russian Federation and the International Labour Organization for the period of 2017-2020
[52] https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/program/dwcp/WCMS_560739/lang--en/index.htm
[53] Programme of Cooperation between the Russian Federation and the International Labour Organization for the period of 2017-2020
[54] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---program/documents/genericdocument/wcms_774553.pdf

digital competencies within the TVET system; outdated TVET facilities and infrastructure; shortage of instructional textbooks and guides in new technologies.[55]

Jordan

The TVET system in Jordan is very fragmented between three ministries: (i) secondary vocational education under the auspice of the Ministry of Education,[56] (ii) technical education and training offered by the colleges of the Al-Balqa Applied University under Ministry of Higher Education and Scientific Research; and (iii) Non formal and vocational training delivered by the Vocational Training Corporation, a semi-autonomous entities operating under the Ministry of Labour.[57]

The Technical and Vocational Skills Development Commission (TVSDC)[58] is established in 2019 as a separate legal entity with the role of promoting cohesion between the three ministries. Within the TVSDC, a governing Council has been formed called ''The Technical and Vocational Skills Development Council'' headed by the Minister of Labour and the membership of Minister of Education, Minister of Higher Education, the Secretary-General of the Ministry of Labour, the President of the Accreditation and Quality Assurance commission for higher education institutions, as well as representative of the private sector organizations.

The key ***normative and policy documents*** that govern TVET system included:

- Technical and Vocational Skills Development Law, 2019
- Ministry of Education Strategic Plan 2018-2022, 2018
- National Strategy for Human Resource Development 2016-2025, 2016
- The Jordan National E-VET Strategy 2014-2020, 2014
- National Employment Strategy (NES) 2011-2020, 2011
- Decent Work Country Programme, The Hashemite Kingdom of Jordan, 2018-2022

The ***challenges*** of the TVET sector in Jordan include but are not limited to the following: low popularity and therefore, low take up of vocational education by the students; poor quality of TVET; mismatch between learning outcomes and the labour market needs; low capacity of the teaching staff; insufficient and poorly managed funding; low inter-agency coordination among three ministries; lack of accessible and reliable information on the labour market in Jordan.

[55] Из 2020 в 2030: новая стратегия развития СПО. https://akvobr.ru/new/publications/158
[56] https://moe.gov.jo/en
[57] http://www.mol.gov.jo/Default/Ar
[58] https://tvsdc.gov.jo

Viet Nam

The TVET ***system*** in Vietnam includes three levels of: primary (or elementary), secondary (or intermediate) and diploma (or higher) level at vocational education.

There are three types of TVET institutions: (i) public TVET institutions – owned by the government; (ii) private VET institutions – owned by domestic social / private / individual economic organization; and (iii) foreign-invested VET institutions – using 100% foreign capital or as joint ventures between domestic and foreign investors.

Since August 2016, the Ministry of Labour, Invalids and Social Affairs (MOLISA)[59] became the sole government agency in charge of VET, taking over the VET portfolio from the Ministry of Education and Training (MOET).[60] The General Directorate of Vocational Training (DVET)[61] is a subordinate agency of MOLISA assisting in management and implementation of VET Law across the country,[62] as well as provision of guidance to TVET institutions.

There is also a large number of VET institutions which fall under the "direct management" of other government agencies and organizations, such as other ministries or provincial People's Committees, various line ministries (ministry of industry and Trade, ministry of agriculture and rural development, and ministry of culture, Sports and Tourism, etc.); social and economic organizations (e.g., Viet Nam Women's union and the Viet Nam General confederation of Labour). The "direct management" task includes not only establishing, funding, and appointing management staff but also ensuring the quality of their TVET institutions.

The ***normative and policy frameworks*** for the TVET system in Viet Nam includes the following main documents:

- Law on Vocational Education (2014)[63]
- Vietnamese Qualifications Framework (VQF) for 2020-2025[64]
- ASEAN-level referencing of qualifications framework (AVQF)[65] - a common framework that enables comparisons of higher education qualifications across participating ASEAN Member States.
- The third ILO's Decent Work Country Programme (DWCP) for Viet Nam 2017-2021[66]

[59] http://english.molisa.gov.vn/Pages/home.aspx
[60] A Resolution 76/NQ-CP on the regular Government meeting in August 2016, dated September 2, 2016
[61] http://en.gdnn.gov.vn/
[62] Decision No.29/2017/QD-TTg defining the functions, duties, authority and organisation of DVET dated 3 July 2017
[63] https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=100429&p_classification=09
[64] Decision No. 1982 / QD-TTg dated October 18, 2016
[65] https://aanzfta.asean.org/media-releases/asean-qualifications-reference-framework-aqrf (assessed 6 Sep 2021)
[66] https://www.ilo.org/hanoi/Countriescovered/lang--en/index.htm

- National Occupation Skills Standards (NOSS)[67]

The ***challenges*** are multiple and complex including low quality of vocational training which provides graduates that do not have industry-relevant occupational skills; lack of engagement between schools and enterprises in educational processes; low capacity of vocational trainers and vocational institution managers; out-of-dated training program which provide improper skills; shortage of adequate facilities and equipment for skill training; lack of framework for ensuring and promoting the quality and autonomy of vocational training institutions; lack of comprehensive and cohesive systems of legal documents and state management on vocational training. Effective skill development institutions such as Sector Skill Councils (SSC) were not available in Vietnam before the start of the project.

[67] Employment law – Article 32 (Law No. 38/2013/QH13); Decree 31/2015/NĐ-CP dated 24/03/2015; Circular 56/2015/TT-BLĐTBXH dated 24/12/2015

2.2 Project intervention specifics

The beneficiary countries of the project are very different in their context and the challenges of their TVET ecosystem. While the project Theory of Change attempted to create a 'global narrative', its interventions in each beneficiary country differed. See Table 2 below. This was done with the purpose to better align the project priorities with the national needs and capacities. Below is the overview which priority areas the project **intended** ( ) to address in each beneficiary country and have actually address even if partially ( ).

Table 2: Project priority areas per country

Countries/ Priority areas	Description of outcomes and outputs	Arm	TJ	KG	RF	Jd	VN
Outcome 1:	***Governments' and stakeholders' capacity to develop and implement Skills Development policies and strategies in line with ILO HRD and UN SDG policy benchmarks strengthened***						
Output 1.1	National Skills Development policies and strategies and related performance indicators in countries- beneficiaries reviewed by related governments and stakeholders and aligned with requirements of G20 Training Strategy, international HRD policy instruments, and the UN 2030 SDGs						
Output 1.2	Competent bodies applied new methodologies and techniques for analysis of demand for skilled workforce and for planning of TVET enrolments						
Output 1.3	Governments and stakeholders applied the acquired knowledge of effective TVET governance, including gender analysis, to improvement of their National Skills Development Councils (NSDCs)						
Output 1.4	Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance						
Outcome 2:	***The capacity of sectoral organizations and of competent bodies to understand, design and apply occupational standards, vocational qualifications, and competency-based training programs developed***						
Output 2.1	Industry bodies and Sector Skills Councils (SSCs) introduced or improved systems of sectoral TVET governance						
Output 2.2	National bodies and sectoral stakeholders acquired knowledge and skills and participated in piloting of development of occupational standards, qualifications and skills assessment instruments						
Output 2.3	National bodies and TVET institutions acquired knowledge and skills for developing competency-based training programs						

Output 2.4	National bodies, sectoral stakeholders, and TVET providers acquired practical capabilities through piloting of development of occupational standards, qualifications, training programs and assessment instruments						
Output 2.5	TVET institutions and business cooperatives acquired a capacity to establish public-private partnerships (PPP) in selected economic sectors of Viet Nam as a replicable model for collaboration in training						
Output 2.6	Countries-beneficiaries developed a capacity to successfully apply the upgraded STED methodology along with the improved skills anticipation methodology for producing tangible improvements in skills development systems						
Outcome 3:	***The methodology of Skills Technology Foresight (STF) and the TVET institution manager training programs are upgraded, approved and applied in five regions of Russian Federation, and in selected countries-beneficiaries***						
Output 3.1	Methodology of Skills Technology Foresight (STF) upgraded and applied in 5 regions of Russian Federation to the revision and updating of regional TVET systems for development of skills and qualifications, and related training programs						
Output 3.2	Management of training institutions in five regions of Russian Federation improved through development and application of modular-based TVET institution manager training program including the computer simulation -based course tested in Phase 1 produced by SKOLKOVO						
Output 3.3	Skills Technology Foresight (STF) methodology technically improved for easy application on national level with a focus on producing tangible deliverables for improving Skills Development systems and training programs for priority sectors in recipient countries						
Output 3.4	The revised training programme for TVET managers, based on computer simulation, involving the module for assessment of individual training needs of managers is institutionalized in national training systems in countries of the project enabling to deliver training in line with demand from economic sectors and individual training needs of managers						
Output 3.5	The 'Management of Training Institutions' training program developed by the ITC ILO, Turin adapted and translated into Russian and the trained Russian-speaking TVET institution managers from Project Countries at ITC ILO, Turin have acquired advanced TVET Institution management skills and international exposure						

2.3 Major milestones per country

In Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam the project demonstrated a similar logic of addressing three levels of intervention, i.e. generic or policy level, sector specific, and qualification specific. This approach was further tailored to the needs of each beneficiary country, producing a variability of interventions of different size and duration. In Russia, instead, the project followed a distinct approach explained by the specifics of the tools developed and promoted by the project implementing partner in Russia, i.e. the SKOLKOVO.

The project implementation had distinct focus in different countries:

(i) In Jordan - to support the Syrian Crisis through Skills for Trade and Economic Diversification (STED)[68] under Outcome 1, and to support governance structure in the TVET sector.

(ii) In Viet Nam - to promote public private partnerships (PPPs) in selected sectors.

(iii) In Russia – to apply SKOLKOVO-developed tools with the purpose to capacitate colleges to develop competency-based training programmes. The intervention used the opportunity in the Russian education system allowing colleges a window of 20-30% in their educational programme to be designed by the college itself, while the rest of the programme was provided by the Ministry of Education based on the labour market analysis supplied by the Ministry of Labour. The logic of the project intervention in Russia included two main steps: (a) sectoral foresights in each region, based on which (b) modular REGION-PROFI programme was implemented. The computer simulator was part of one of the modules in each region.

(iv) In Kyrgyzstan, Armenia, and Tajikistan – to follow the project logic of exploring policy-sector-qualification dimensions through addressing the most critical needs. The large share of the project implementation was concentrated on Kyrgyzstan, which served as a platform for many pilots, while for Armenia and Tajikistan the project significantly reduced its ability to delve deeper into the expected outcomes.

The range of activities implemented through the project was very broad. The regional dimension in the project was neither articulated nor implemented, except few sub-regional meetings on knowledge exchange within the CIS countries. Below, were the project deliverables to indicate the scope and scale of the project per country.

[68] is a Projectme that provides sector level technical assistance on identifying the skills development strategies required for future success in international trade. It is designed to support growth and decent employment creation in sectors that have the potential to increase exports and to contribute to economic.

Armenia

1. National Report on strategic objectives, corresponding indicators and key strategies of professional education and training (output 1.1), 2017
2. National Report on “Sectoral governance of skills development” (output 2.1), 2018
3. The national report on Statistical analysis of labour market information regarding supply and demand for skilled labour in Armenia (output 1.2), 2019
4. 2018 TVET Graduates Tracer Study, (Breavis Research Company), 2019
5. Experience of development and application of methods of qualifications and acquisition based on professional standards and skills in Armenia (output 1.1), 2019
6. Armenian Employers Skills Development Survey and Research (Output 1.2, The survey was conducted instead of the pilot Labor demand survey by request of the Republican Union of Employers (RUEA)) and is not yet approved by the ILO, 2021
7. The National Report on Career Guidance, 2021(not published yet)
8. SKOLKOVO training on simulation for moderators, 2020
9. SKOLKOVO training provided by moderators, 2020
10. Training for TVET managers and stakeholders at ITC ILO in Russian, 2018
11. Training for TVET managers and stakeholders at ITC ILO in Russian, 2019
12. Contribution to National Education Development Program for 2021-2030 and Action Plan with TVET-related indicators

Kyrgyzstan

1. Finalization of the National inventory report on the national TVET system, 2017
2. Training "Strategic plan for the TVET system development in accordance with international recommendations", 2 days, 22 people, 2018
3. Survey of enterprises in Chui region on professional and qualification structure, 2018
4. Final report on the methodology for the analysis of demand for skilled labor, 2018
5. Seminar on the national TVET system management, 77 people, including from Armenia, Tajikistan, RF, 2018
6. Two trainings "Obtaining knowledge and skills in the development of professional standards and competence-oriented modular training programs”, 2 days, 55 people each event, 2019
7. Practical seminar on professional standards, 24 people, 2019
8. Training on the TVET system management in ITC ILO, Turin, 14 people, 2019
9. National technical workshop on statistics to analyze supply and demand for qualified TVET graduates in Kyrgyzstan, 59 national stakeholders and professionals from Armenia, Tajikistan and Russia, 2019
10. Training for partners at the level of Chui region on effective collective management of the TVET system using international and regional experience, 1 day, 53 people, 2019
11. 2 Seminars/working meetings at the platform of the Governor's Office in the Chui region: "Discussion of international and national experience in the field of collective management of the TVET system", 1 day, 40 people at each event, 2019

12. Sub-regional seminar with the participation of delegations from Armenia, Tajikistan and Russia, "Exchange of experience on the collective management of the TVET system", 1 day, 53 people, 2019
13. Six seminars/ workshops on the development of professional standards, modular training programs and assessment tools for six qualifications (three industries), 1 day, 70 people at each event, 2019
14. Sub-regional seminar with the participation of delegations from Armenia, Tajikistan and Russia on the development of professional standards, modular training programs and tools for six qualifications (three industries), 1 day, 77 people, 2019
15. Sub-regional seminar with the participation of delegations from Armenia, Tajikistan and Russia on the exchange of experience in the field of strategic planning and the application of international instruments of human resources development, 1 day, 69 people, 2019
16. "Methodology for analyzing the demand for skilled labor and its application for developing recommendations in the vocational education system" presented to the Prime Minister of the Kyrgyz Republic, December 19, 2019
17. Development of competency-based curricula for six qualifications, 2020
18. Trainings on SKOLKOVO simulator, 2020
19. Training of moderators on simulator, 2020
20. Training by simulator moderators (each moderator participated at least in one training), 2020
21. The order of the Ministry of Education and Science of the Kyrgyz Republic on the institutionalization of the SKOLKOVO Simulator to make it the part of the annual plan for retraining/ advanced training of personnel of national VET institutions), February 2021
22. Contribution to the Action Plan for the implementation of the 2021-2030 Strategy for Education Development, streamlined with the international requirements for development of human resources and adopted by the Ministry of Education and Science.
23. Development of the new methodology on demand analysis, not approved yet.
24. Support in establishment of the Education Coordination Council of the Chui Region.

Tajikistan

1. Pilot project " Development of a national strategic development plan for TVET in Tajikistan in line with the international HRD policy requirements", 2019
2. A pilot project in Sogd region to improve the governance of the regional system of vocational education and training (VET) in order to align it with the interests and requirements of social partners, trainees, and the government.
3. Training of national moderators on Skolkovo computer-based management simulator for VET institutions, 2020

4. Training by moderators in Dushanbe, 2021
5. Training by moderators in Sogd region, 2021

Jordan

1. Workshop on the Skills for Trade and Economic Diversification (STED) Methodology, 2017
2. Development of national Terms of Reference (ToRs) for Sector Skills Councils (SSCs) in 2018 in partnership with European Bank for Reconstruction and Development (EBRD) and German International Cooperation Agency (GIZ)
3. Inputs on the draft "Skills Development Law" No. 09, 2019[69]
4. Conducting sectoral skills studies "Skills for Trade and Economic Diversification in the Chemicals and Cosmetics Manufacturing Sector in Jordan" and "Skills for Trade and Economic Diversification in the Garment and Leather Manufacturing Sector in Jordan"
5. Establishment Skills Survey Manual (developed by ILO, CEDEFOP,[70] and ETF[71]), 2019
6. Workshop on the development of occupational standards, 2020
7. Development of an introductory Competency Based Training (CBT) manual for practitioners in the Arab States, 2019
8. SKOLKOVO simulator training, 2019
9. SKOLKOVO training for moderators, 2020
10. SKOLKOVO training conducted by moderators, 2020
11. Formulation of the Draft National Framework for Quality Apprenticeships (NFQA) and Standard Operational Procedures for apprenticeship training practices, 2021
12. Digitalization and automatization of services of the Technical and Vocational Skills Development Commission (TVSDC), 2020
13. Designed a digital career guidance and employability focussed portal that brings together employers, job seekers and educators, not yet online
14. Establishment of three NSSCs in the Garment & Leathers, Chemicals & Cosmetics, and Plastic and Rubbers sectors, 2020
15. Development of National Occupational Standards for 13 occupations in the Garment & Leathers, and Chemicals & Cosmetics sectors.

Viet Nam

1. Training on STED Methodology for project's stakeholders in Hai Phong, 2017
2. STED report in Agriculture sector, 2018
3. Finalizing occupational standards for the primary vocational level (pig farm), 2019
4. Housekeeping and Front Office Assessment tools, 2019
5. Launching the PPP Website, 2019
6. Launching Sector Skills Council in Agriculture, 2020

[69] https://jordan-lawyer.com/2019/07/01/skills-developing-law-jo/
[70] https://www.cedefop.europa.eu/nl
[71] https://www.etf.europa.eu/en/regions-and-countries/countries/jordan

7. Report on E-scan in Agriculture, 2020
8. Launching Career Guidance Tools, including Books & Mobile App in 2020, and Website in 2021
9. Developing Competence-based training programs, curriculums, and materials in carpentry and fishery, 2020
10. 2nd Draft of Sector Skills Strategy in Agriculture, 2021
11. 2nd Draft of VET strategy 2021-2030 (with some supports from the project), 2021
12. SKOLKOVO training on simulator, 2019
13. SKOLKOVO training on simulator for moderators, 2021
14. The computer simulator of SKOLKOVO institutionalized, 2021

Russian Federation

The major milestones of the project were presented per region.

(i) Khabarovsk region

- Two STF sessions in March 2018 in construction & maintenance of roads and repair of cars & special equipment sectors.
- The REGION-PROFI programme in March-July 2018 in seven colleges, whereby the computer simulator was integrated in Module 3.
- One flagship training programme developed in each college. Full data on the number of participants is not available. All developed programmes were incorporated in core training programmes for VET students.

Additional results followed from the project implementation: Team of the Khabarovsk Regional Institute for Education Development participated in the REGION-PROFI programme and developed the project "Leading college" with the aim to transform TVET system in the region by replicating SKOLKOVO methodology. The "Leading college" was implemented and reached all colleges in the region where management teams were not involved in the REGION-PROFI programme.

(ii) Republic of Sakha (Yakutia)

- Two STF sessions in June 2018 in mining of minerals and transport sectors.
- REGION-PROFI programme in November 2018 - March 2019 in seven colleges. Computer simulator was integrated in Module 2. Full data on the number of participants is not available.
- One flagship training programme developed and launched in each college.

(iii) Krasnoyarsk region

- Two STF sessions in April 2018 in mechanical engineering and agriculture sectors.
- REGION-PROFI programme in April-July 2019 in six colleges, whereby computer simulator was integrated in Module 2. Number of TVET managers who participated in the programme is 34.
- One flagship training programmes in each college, whereby five developed and launched.

(iv) Arkhangelsk region

- Two STF sessions in July 2018 in forestry and housing & communal services sectors.
- REGION-PROFI programme in February-July 2020 in eight colleges (delivered online), whereby computer simulator was integrated in Module 3. 44 TVET managers participated in the programme.
- Eight flagship training programmes developed, one of which launched.

(v) Primorsky region

- Six STF sessions in September 2020: tourism and entertainment, construction, energy, agriculture, transport infrastructure, shipbuilding in September 2020.
- REGION-PROFI programme in October 2020 – April 2021 in eight colleges. Computer simulator was integrated in Module 2. Number of TVET managers who participated in the programme is 43.
- Eight colleges flagship training programmes developed, four of which launched.

2.4 Project Partners, Governance and Management Arrangements

The project had ***several partners***:

1. The *Development Partner*, which was the Ministry of Finance of the Russian Federation that had fully funded the project.
2. The *main Implementing Partner*, which was the ILO, with the responsibility to implement the project in Jordan and Viet Nam and supervise the project implementation in all other beneficiary countries. Within the ILO, the Employment Policy Department maintained the overall responsibility over the project. The Skills and Employability Branch of the Department was charged with the operational implementation of the project. The relationships between the ILO and the donor were regulated by the Agreement signed on 16 December 2016. The total contract was for USD 12million.
3. The *Implementing Partner for the Outcome 1 and Outcome 2 in Kyrgyzstan, Armenia and Tajikistan:* On 8 November 2019, the ILO signed an implementation agreement with the International Research Institute for Advanced Systems (IRIAS),[72] charged with

[72] http://mniipu.org/en/home/

the wide range of responsibilities to deliver under the Outcome 1 and Outcome 2 in CIS region. The contract was signed for USD 423,185.

4. The *Implementing Partner for the Outcome 3* of the project, which was The Moscow School of Management, SKOLKOVO. It was subcontracted by the ILO and responsible for (i) the project implementing partner in all five regions of the Russian Federation; and (ii) the project component related to the application of the computer simulation game aimed at improving capacities of the management of the TVET institutions in the beneficiary countries. The implementation agreement for USD 3,6 million was signed between the ILO and SKOLKOVO on April 2017. It required *inter alia* 6-month regular reporting in combination with mid-term and final progress and financial reports.

The ***governance*** of the project was defined in the project document and implemented as follows:

- The high-level *Project Advisory Committee (PAC)* or Project Advisory Board was established to provide project strategic management and oversight. The PAC met at least once a year. Even though the representation to the PAC varied from session to session the institutional representation remained unchanged throughout the project implementation and includes the following organizations: Ministry of Education and Science (Chair), Ministry of Finance (Co-Chair), Ministry of Labour and Social Protection, Moscow School of Management SKOLKOVO, ILO on behalf of (i) Employment Policy Department (EMPLOYMENT), (ii) Partnership and Field Support Department (PARDEV), and (iii) Skills and Employability Branch (SKILLS), ILO Moscow Office, and the project's Chief Technical Advisor (CTA).
- *Project Steering Committees (PSC*) were established at the national level to guide the project implementation in each beneficiary country. In the RF, the role of the PSC was laid on the PAC. In Tajikistan, the role of the PSC was on the National Tripartite Steering Committee for Decent Work.
- *17 Thematic Working Groups* were formed in the countries on ad-hoc basis to support project implementation in specific thematic area.

The specifics of the project design explained its ***management structure***, which was both centralized and decentralized. The project implementation in Armenia, Kyrgyzstan, and Tajikistan, where there were no ILO Country offices present, was managed directly by the CTA from the ILO Geneva office in a centralized manner. The CTA was supported by IRIAS, in fact, one international expert representing IRIAS. In Viet Nam and Jordan, the management arrangements were decentralized, meaning, the ILO Country Office for Vietnam and the ILO Regional Office Arab States (ROAS) in Beirut hold the primary responsibility for the project implementation and budget. The role of the ILO Moscow office was limited to administrative and some financial and logistical support to Armenia, Kyrgyzstan and Tajikistan and did not extend to the project implementation in Russia, Jordan, or Viet Nam due to its institutional

mandate. SKOLKOVO had its own space in the project with fully independent budget management and fully independent decision-making about its activities in Russia.

2.5 Gender commitments in the beneficiary countries

Given the explicit call of the project to ensure gender mainstreaming throughout its interventions, it is important to explain the project context also from the gender perspective.

In *Jordan*, the Constitution provides that "every worker shall receive wages commensurate with the quantity and quality of his work". However, there is no right to equal pay for women and men under the Labour Code No.8 of 1996. Regulations issued under the Labour Code impose legal restrictions on women's employment in some occupations considered arduous or where they may be subject to health and/or safety risks. Women are also prohibited from night work except in roles specified by the Minister of Labour. Jordan ratified CEDAW in 1992 but maintains reservations to Article 9(2) and Article 16 (1), (c), (d) and (g). Jordan lifted its reservation to Article 15(4) in 2009.

Armenia ratified the United Nations Convention on the Elimination of All Forms of Discrimination against Women[73] in 1993 and signed the Optional Protocol recognizing the complaint and inquiry role of the Committee on the Elimination of Discrimination against Women (CEDAW)[74] in 2006. In 2019, the Gender Policy Implementation Strategy 2019-2023 was adopted to mainstream gender across diverse sectors.

Tajikistan is a State Party to the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and to other fundamental human rights treaties. In 2014, the parliament ratified the Optional Protocol to CEDAW, which allowed individual women in Tajikistan to submit complaints to the CEDAW Committee and gave them an additional remedy for violations of the convention. In 2005, Tajikistan adopted the Law on State Guarantees of Equal Rights and Opportunities for Men and Women, which remained as the only law to define the concepts of gender and sex-based discrimination. It also adopted the National Strategy on Enhancing the Role of Women in the Republic of Tajikistan for 2011–2020

Kyrgyzstan adopted the Beijing Platform for Action, the Universal Declaration of Human Rights (1948), the Convention on the Elimination of All Forms of Discrimination against Women (1979), and the Declaration on the Elimination of Violence against Women (1993). The country has an Action Plan for the implementation of UN Security Council Resolution 1325 on the role of women in ensuring peace and security[75], the National Action Plan to

[73] https://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx
[74] https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCEDAW.aspx
[75] http://cbd.minjust.gov.kg/act/view/ru-ru/216600

achieve gender equality in the Kyrgyz Republic until 2020[76]. The legislation of the Kyrgyz Republic prescribes the mandatory gender examination of draft laws of all introduced normative legal acts. In 2012, the National Strategy of the Kyrgyz Republic to achieve gender equality until 2020 was adopted.[77] The most important indicator of the commitment of the current government to gender issues is the lack of action to develop and adopt a new National Action Plan to achieve gender equality in the Kyrgyz Republic.

Viet Nam ratified CEDAW in 1981. The Vietnam's Constitution Law (2013)[78] stipulates that "male and female citizens are equal in all respects". Vietnam's Law on Gender Equality[79] is promulgated in 2006. In 2011, Vietnam developed the National Strategy on Gender Equality for the period 2011-2020[80]. Based on that, the National Program on Gender Equality for the period 2011-2015[81] and 2016-2026[82] has been approved by the Prime Minister. In the field of labor and employment, the most recent is the Labor Code (2019)[83] stipulated 11 legal privileges for female employees.

The *Russian Federation* is the signatory of the CEDAW convention. There is the National Strategy for Women 2017–2022[84] that aims to ensure observation of the principle of equal rights and opportunities for men and women. The strategy and corresponding action plan include efforts to create conditions for the protection of the health of women of all ages; enhance the economic status and prosperity of women; redress the social hardships faced by women and prevent violence against women; increase women's participation in public and political life; and improve State statistics relating to the situation of women in society.

[76] http://cbd.minjust.gov.kg/act/view/ru-ru/93343
[77] https://sustainabledevelopment-kyrgyzstan.github.io/
[78] https://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=94490&p_country=VNM&p_classification=01.01
[79] http://ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=76089&p_count=96243&p_classification=05&p_classcount=3262
[80] http://ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=91607&p_country=VNM&p_count=532
[81] Decision No. 1241/QD-TTg of the Prime Minister: Approving the National Action Program on Gender Equality for the 2011-2015 period, dated 22 July, 2011
[82] Decision No. 1696/QD-TTg of the Prime Minister: Approving the National Action Program on Gender Equality for the 2016-2020 period, dated 2 October, 2015
[83] http://english.molisa.gov.vn/Pages/Document/Detail.aspx?Id=39373
[84] Национальная стратегия действий в интересах женщин на 2017-2022 годы. https://mintrud.gov.ru/ministry/programms/8/5

3. Evaluation background

This section provides a general overview of the evaluation purpose, scope, its clients, dates, evaluation criteria and questions, as well as its methodology.

3.1 General overview of the evaluation

The ***purpose*** of this final evaluation is twofold: (i) to provide systematic and evidence-based review of the progress made towards the realization of the project outcomes; and (ii) to provide strategic recommendations for the future programming and planning towards skills development in the project beneficiary countries and beyond. The evaluation ***scope*** is further defined by the following:

- *Duration:* It took place during August 2021 and covered the Phase 2 of the project implementation which spanned December 2016 – June 2021 period.
- *Geography:* Armenia, Kyrgyzstan, Tajikistan, Jordan and Viet Nam and five regions of the Russian Federation: Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai respectively.
- *Evaluation criteria and questions:* the evaluation explores the following evaluation criteria, i.e. *relevance, coherence, effectiveness, efficiency, sustainability,* and progress towards the *impact*[85] of the results achieved, and the interventions realized. As outcome evaluation, it did not intend to explore the project impact in its full extent, instead to explore early signals of positive and negative changes and effects caused by the project. Annex 2 provides the evaluation matrix.
- *Additional focus areas:* Three areas required special attention: (i) the level of continuation between its Phase 1 and Phase 2 as much as it was relevant and justified; (ii) the extent to which gender was mainstreamed in the project design and implementation; and (iii) the extend the project mid-term evaluation (MTE) recommendations were implemented.

The ***primary intended users*** of this evaluation included the following:

- ILO HQ, Skills and Employability Branch in Geneva, the ILO Decent Work Support Teams (DWTs) in Moscow, Bangkok and Beirut, Workers' and Employers' Bureaus, ACTRAV and ACT/EMP.
- Ministry of Finance of the Russian Federation
- Moscow school of management, SKOLKOVO
- Target groups: National and government institutions, employers' organizations, workers' organizations (social partners)

The evaluation report could further inform skills development activities of a wider range of stakeholders including development partners (like other UN agencies, and multilateral development banks, bilateral development partners, etc.), civil society organizations (like

[85] https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

NGOs and INGOs, social partners not directly engaged in the project implementation, etc.), educational institutions, etc.

3.2 Evaluation Methodology

The evaluation methodology is explained by its approach, data collection methods, data analysis and the limitations encountered while conducting the evaluation. The evaluation was carried out in accordance with ILO Evaluation Policy and with adherence to UNEG Norms and Standards for Evaluation,[86] as well as the ILO's mandate on promoting norms and social dialogue conform the ILO's *Guidance Note 3.2: Adapting evaluation methods to the ILO's normative and tripartite mandate*,[87] and the *ILO Guidance Note 3.1: Integrating gender equality in monitoring and evaluation.*[88]

The evaluation explored three mutually reinforcing approaches:

- *Results-based Approach (i.e. Theory of Change (TOC) Approach)* with the purpose to examine the intervention's Theory of Change specifically in the light of its adequacy to the ILO's mandate to promote norms and social dialogue, its logical connect between levels of results, its coherence with external factors, and their alignment with the ILO's strategic objectives, SDGs and related targets, national and ILO country level outcomes. Special attention was paid to the lessons learned and good practices matured during the project implementation.
- S*ystem-based Approach* with the purpose to explore project deliverables through the prism of their criticality for the whole national TVET system, rather than as a stand-alone product or service or quality.
- *Participatory Approach* with the purpose to ensure that various stakeholders were engaged in the evaluation in a consultative and transparent manner and to create a sense of ownership over the findings of the evaluation, thereby empowering stakeholders to act upon adequately.

Given the time limitation for this evaluation but also driven by its purpose, this evaluation explores only qualitative methods through desk review, in-depth interviews, and collection of micro narratives. Annex 4 provides the list of informants, Annex 6 – the list of micronarratives, and Annex 7 - bibliography. To increase the credibility of the data collected through the convenience sampling method, it was made sure that informants were reached from all categories of the project stakeholders. In total, 105 interviews were conducted across all beneficiary countries, including representatives of national authorities (33), employers (5), workers' organization (7), and TVET educational facilities (28), as well as others (32) including ILO representatives, project donor, project contractors, project consultants and other donor

[86] http://www.unevaluation.org/document/detail/1914
[87] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_721381.pdf
[88] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165986.pdf

organizations. In total, 12 micro-narratives were collected. Country profiles were prepared for internal purpose of the evaluation.

The ***data analysis*** was carried out from two perspectives: (i) change analysis, i.e. to explore the progress made within the project vis-à-vis its outputs' and outcomes' targets; and (ii) contribution analysis, i.e. to provide analytical reasoning while exploring project performance patterns and conclude about the changes triggered or to be triggered by the project.

The evaluation team faced some critical ***limitations*** important to highlight: (i) *poor data recording, availability and accessibility* in the project, e.g. in many instances the project reports were not found, in often cases data reported in one document didn't match the same information in other documents, same activities were reported under several outputs, etc.; (ii) *informants' response rate*, i.e. there was low response rate from the stakeholders to participate in the evaluation across all countries, with particular difficulties in Jordan and Russia, which could be explained partially by the timing of the evaluation which coincided with the summer vocation period; (iii) due to Covid-19 context, *no field missions* were possible, which limited familiarization with the project context and implementation specifics in each beneficiary countries and had to be mitigated with increased number of interviews.

4. Main findings

The evaluation main findings are organized per evaluation criteria, i.e. *validity of design, relevance and strategic fit; coherence; effectiveness; efficiency; sustainability; and progress towards impact.* Within each evaluation criteria, country specific reflections are provided, followed by the project level conclusions.

4.1 Validity of design

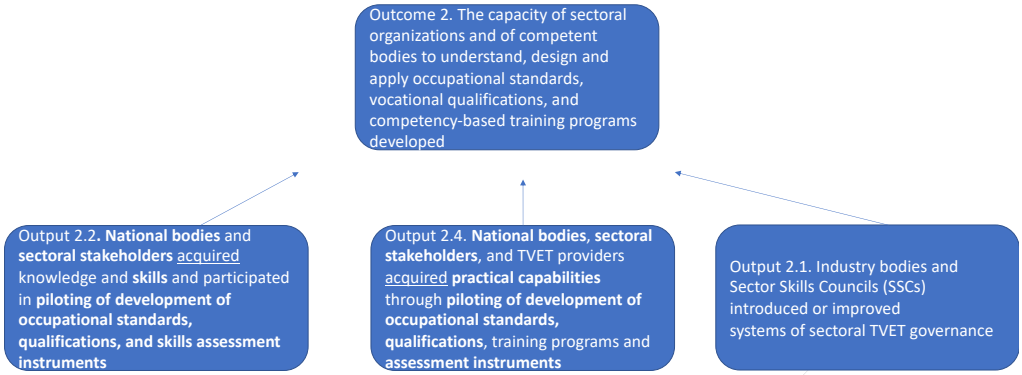
The analysis on the validity of design of the project is based on the project document and its results framework. It is addressed from the perspective of the quality of the project document and the project implementation on the ground in all beneficiary countries. Important to note that the MTE concluded *'the appropriateness and validity of the project design and its results framework'* yet at the meantime recommended to *'improve project design, data collection and reporting, especially on outcomes'.*

(i) Design of the project document and its results framework

- The project attempted to create a global and coherent narrative to address very different context of needs and partners' capacities with different approaches, instruments, management and governance mechanisms. The regional or multi-regional dimension of such a complex project was not articulated in the project design, yet stronger knowledge sharing mechanism across the countries could have benefited the project. At the implementation level instead, there were few sub-regional (for CIS countries) learning events, which participants highly valued.
- The project results framework was designed around *objectives, outputs and activities* and maintained predominant focus on outputs and activities. The major problem of the results framework is that it has obscured logic – the output targets didn't match their indicators, indicators didn't match their outputs, and outputs didn't contribute to the outcomes, while outcomes have no targets. See Annex A of the project document.
- The outcomes were provided with poor indicators with no targets, predominantly with output-level focus, formulated as 'number of countries'. Reading between the lines, one could assume that the change was expected at the national level, while the objectives of the results framework intended to capture the number of countries where the changed took place. At the national level, however, the change was not captured in the results framework either. On the contrary, the actual implementation of the project in each beneficiary country was tightly linked with the understanding of the systemic gaps in the national TVET system. This created a different 'narrative' for the project on the ground and tuned national-level project implementation towards addressing systemic changes on the ground.

- Often outputs were defined as outcomes and outcomes as outputs, both being too wordy, with rather obscured logic. For instance, Figure 1 demonstrates that the Output 2.2 was not any different than the output 2.4. Also, a question could be raised on how the Output 2.1 would possibly contribute to the Outcome 2.

Figure 1: Project design for Outcome 2 as per Results Framework



- Indicators were poorly designed, which didn't help to shape an adequate M&E and reporting system around the project. For instance, the indicator for Output 1.2 combined several indicators in one: *Number of countries, their competent bodies and practitioners who acquired knowledge and skills to apply new methodologies and related tools for analysis of demand for skilled workforce and for planning of enrolments*. The question is – what to measure?
- Concluding from the M&E reports, the M&E system of the project was weak and focused on number of participants only. No evidence was found to suggest a 'learning' function within the project.
- The project document was written with cumbersome language, lengthy and wordy sentences often misleading the reader.

(ii) Approach towards the project implementation in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam

The project implementation approach on the ground followed strong logic of addressing the major gaps at the policy level, then sectoral governance level, followed by the development of the standards and qualifications. In each partner country except Russia that followed a different approach, the project started with the inception phase and stocktaking exercise, which was a solid start to understand contextual gaps in the priority areas and then only to design action plan of intervention.

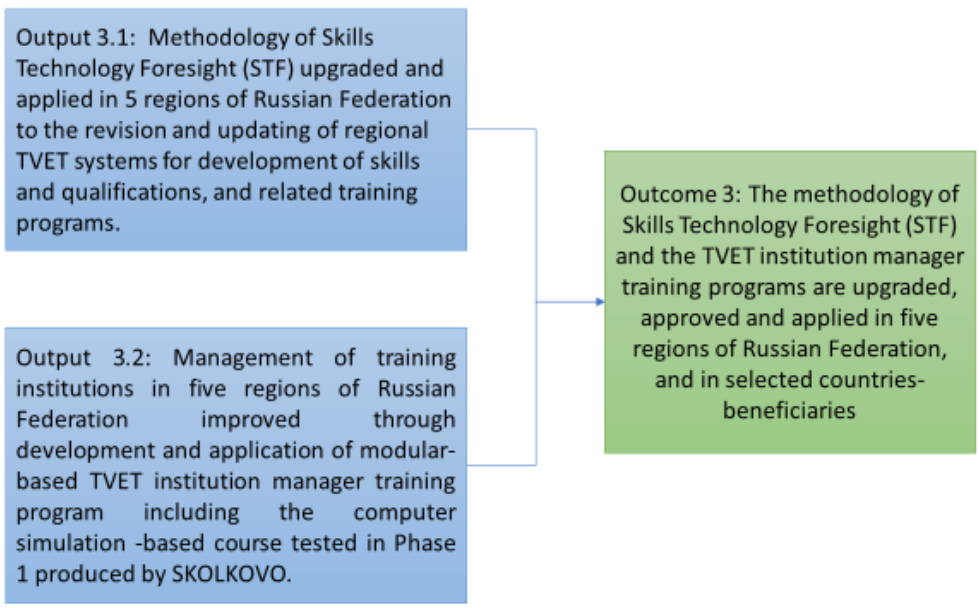
Due to the lack of in-house expertise in the ILO and its limited institutional capacities in the targeted CIS countries, the ILO sub-contracted IRIAS to provide technical support to the project across all activities under the Outcome 1 and Outcome 2. While as an organization IRIAS did not have relevant expertise related to TVET system development, the international

expert recruited by IRIAS demonstrated a rich expertise in various aspects related to TVET system development, as a former ILO staff member. This helped in transferring state-of-art knowledge towards the beneficiary countries and using the project as an incubator of various pilots to 'proof the concept'. However, dependency of the larger part of the project on one person resulted in the project being constrained in its absorbing capacity to support the volume of the workflow across the countries. Hence, the project pilots were mostly concentrated in Kyrgyzstan, there were some delays in approval processes across the CIS countries, and finally, less time was left to progress within the project after the 'proof of concept' pilots. To further reduce this dependency IRIAS further subcontracted the work. Hence, in 2019 the contract was signed with an expert from the Russian Federal Institute of Educational Development[89] for preparing an article on 'Development of competency-based educational programmes'. In 2020 a contract was signed with the same expert but already via the Association of Professional Education - first the contract with the Association, who then sub-contracted the work further to the same expert from the Russian Federal Institute of Educational Development. The purpose of this contract was to develop a 2-day training programme in Kyrgyzstan on development of professional standards.

(iii) Approach towards the project implementation in Russia

The quality of the project design for Russia as per the project's results framework was poor. Outcome 3 repeats one of the outputs, while another output is formulated as a change that can take place only after outcome is achieved (Figure 2).

Figure 2: Project design in Russia as per Results Framework



[89] https://firo.ranepa.ru

Figure 3: Project design in Russia as per implementation

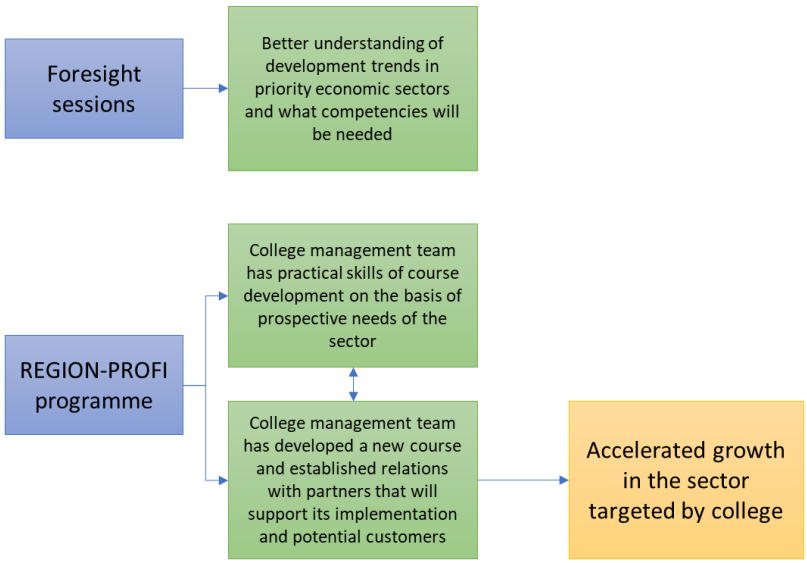


Figure 3 presents the project design for Russia as per implementation. There were few key problems with this design:

(i) In practice STF sessions were used to introduce the concept of the competency-based training programmes informed by the analysis of the global and regional economic and technological trends. This methodology explained the representation of experts in the room – mostly representatives from the target colleges, only few representatives of the regional Ministry of Education and Ministry of Labour, few from industry and social partners. SKOLKOVO team also used STF sessions to get to know potential participants for the modular-based training program for TVET institution managers, i.e. the REGION-PROFI programme. As a result, description of necessary competencies developed at the STF sessions were not further used by the regional TVET systems.

(ii) The REGION-PROFI programme was tailored to the needs of the college management teams to develop new training programmes and roadmaps for their launch within the 'window of 20-30%' left to the discretion of the colleges by the Federal State Educational Standards. They again went through the process of analysis of the global and regional economic and technological trends in selected sectors. Analysis had to be based on data collected from various sources, including interviews with sector experts, regional authorities and business.

Conclusion: The poor-quality project document caused a mismatch between the project result framework and the project implementation on the ground, whereby the actual implementation was not guided and supported by the project results framework. It could not, as the project logic was understood by few people internally and less by ILO's national level

representatives or the external stakeholders. On this background, the implementation of the project was guided with a strong logic of addressing policy, sector, and qualification-related needs of the beneficiary country in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam. The project became an incubator of various pilots across these countries and show cased how they can benefit from demand driven TVET system and shape one.

In Russia, instead, the project implementation adopted the 'foresight' ambition of the project towards addressing strategic needs of the colleges through REGION-PROFI programme to meet skills development needs in the target region within their 'window of 20-30%'. The computer-based simulator developed by SKOLKOVO was applied in all beneficiary countries.

4.2 Relevance and Strategic Fit

There were several dimensions of relevance for this project, i.e. towards national priorities and the countries' regional and international commitments; towards strategic interests of Russian Federation to support G20 Skills Development Strategy and to partner up with ILO; towards ILO's interests to broaden its cooperation envelop with Russia on the territory of Russia and beyond; and towards SKOLKOVO's interests for better positioning on the international arena. On additional note, it is important to reflect the project relevance from the conceptual perspective, i.e. understanding 'competence' and 'competence-based' in the context of existing national TVET systems in CIS countries.

- **Project relevance in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam**

The project implementation in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam was very much in line with the countries' priorities defined in the national development strategies and the regulatory frameworks governing TVET system as well as in the countries' priorities set in the ILO's Decent Work Country Programmes (except Kyrgyzstan due to the absence of the latter). Most importantly, the project implementation was geared to address the critical gaps in each country towards (i) better alignment with international reference frameworks such as ILO' HRD requirements and SDGs; (ii) minimizing mismatch between TVET system and the labour market needs by building capacities to better understand labour market dynamics; and (iii) supporting countries with developing professional standards and qualifications in selected sectors. With this the project contributes directly to the countries' commitment towards the realization of G20 Skills Development Strategy.

Specifically, in *Armenia*[90] the project targeted policy level priorities through helping to develop TVET-related indicators for the National Education Development Program for 2021-2030 and its action plan. In *Tajikistan* the focus was on shaping policy context and piloting

[90] https://www.ilo.org/skills/projects/g20ts/armenia/lang--en/index.htm

labour market demand analysis in one of the regions and designing Strategic Plan for TVET Development in line with the international HRD policy requirements, followed with incorporating the results into the Mid-Term Development Programme of the Republic of Tajikistan 2021-2025.

In *Kyrgyzstan*,[91] the project piloted a wide range of initiatives to address such critical need as skills demand analysis, the relevance of which was recognized at the national level – the new methodology developed within the project was at the final stage of approval as the national methodology for labour market analysis. The relevance of this methodology was high as it allowed for short-term skills demand analysis, an approach which differed from any previous ones focused predominantly to medium- and long-term market trends. Various training and workshops were organized in Kyrgyzstan, the relevance of which were questionable not in terms of content but in terms of delivery modality – one- or two-days event for 60 or more participants cannot be conducive to build capacities of the participants to the intent that they would be capable to successfully apply their knowledge afterwards. Instead, these kinds of events could only raise awareness and potentially trigger interests towards further explorations. In one cases, i.e. the case of developing the skills demand methodology, several participants from the larger group were invited to joint implementation of a pilot over the next six months. This indeed, could be considered as a strong example of on-job training and capacity development result.

In *Jordan*,[92] the national authorities requested the project to help with shaping the TVET governance working with the TVSD Commission and SSCs in two industries – Garment & Leather and Chemicals & Cosmetics. While the project intended to support and assist Syrian Crisis through Skills for Trade and Economic Diversification (STED) and the relevance of this was high, the evaluation found no evidence to showcase the adherence to this priority– the STED methodology was promoted and applied but the focus on refugees was not sufficiently articulated. The project addressed the needs of harmonization of on-job-training for Jordanians and Syrians by partnering up with the ILO's Syrian Crisis Response Projects.

In Viet Nam,[93] the focus was on developing PPP in training, supporting governance in the agriculture sector through establishment of the SSC, and support in bridging the gap between labour market and students through developing career guidance toolkit. Initially, the project was focused on tourism sector, however, later on the government requested to shift the focus to agriculture. This was explained by the fact that the inter-governmental agreement was reached with Australia to support tourism sector development in Viet Nam. The project maintained relevance to the ASEAN-level referencing of qualifications frameworks (AVQF).

[91] https://www.ilo.org/skills/projects/g20ts/kyrgyzstan/lang--en/index.htm
[92] https://www.ilo.org/skills/projects/g20ts/jordan/lang--en/index.htm
[93] https://www.ilo.org/skills/projects/g20ts/viet-nam/lang--en/index.htm

In Armenia, Tajiksitan, Kyrgyzstan, Jordan and Viet Nam the application of SKOLKOVO developed simulator addressed the critical needs of capacity development of the college management.

- **Project relevance in Russia**

The strategy of TVET system development in the Russian Federation[94] (2013-2020) set the goal to establish the modern TVET system. One of the strategic objectives was to ensure relevance of graduates' qualifications to the needs of the economy. The strategy foresaw establishment of mechanisms of flexible adaptation of the TVET system to the changing needs of labor market in terms of quantity and quality of labor force. One task was to build capacity of the managers in the TVET system. The project directly contributed to the latter task.

Within this project, SKOLKOVO promoted a model where a college identified competences that were needed to boost economic development in a specific sector in the region. SKOLKOVO model delegated the decision about the needed competencies to the college – though this decision should be informed by evidence collected by the college management team in consultations with regional authorities, business and academia. This model represented a mechanism that enabled flexible adaptation to immediate needs of the labor market, though this model falls short in explicitly taking into account labour market analysis – which were often not available at the regional level as such analytics of the Ministry of Labour covered only the federal level. Importantly, this model created and reinforced a new modality of engagement of regional authorities, industry representatives, social partners, and academia in shaping the TVET education programme at college level in Russia. Creation of tripartite platforms for collaboration and engagement was also prioritized in the Programme of Cooperation between the Russian Federation and the International Labour Organization for the period of 2017-2020.

However, the proposed approach of the project was not fully congruent with the Programme requirement that skills development should be based on the development of career guidance systems and a qualifications framework.

- ***Project relevance for the ILO and Russian Federation***

For the ILO HQ and the ILO Moscow office this project was the one that allowed to find a strategic niche to establish a platform for a continuous dialogue and to establish coordination mechanisms between all partners in the beneficiary countries, i.e. national and regional authorities, social partners, and TVET institutions. The criticality of this was considered very high by all informants. Also, the project became first one whereby ILO opened a new perspective of engagement in the Russian Federation.

[94] Стратегия развития системы подготовки рабочих кадров и формирования прикладных квалификаций в Российской Федерации на период до 2020 года. https://docs.cntd.ru/document/456016920

For the Russian Federation the project relevance remained in strong positioning of Russia as G20 member and its continuous support towards G20 Skills Development Strategy. Additionally, Russia extended its development cooperation support through the ILO towards various countries in different regions funding a unique project in support of G20 Skills Development Strategy.

- ***Project relevance for SKOLKOVO***

The project was relevant for SKOLKOVO as it opened up another room for promoting SKOLKOVO's innovation solutions at the national and international levels, e.g. through creating a greater exposure for the simulator at the international arena or through piloting REGION-PROFI programme in Russian regions. The relevance of the simulator was very high, and it was much welcomed by all beneficiary countries. The relevance of the REGION-PROFI programme for TVET managers was also considered high through it required pushing the engaged stakeholders out of their comfort zone. Also, SKOLKOVO piloted the STF technology across five selected Russian regions but with less relevance and success.

- ***Project conceptual relevance***

From the interviews, it become obvious that there is a need to reflect on the conceptual relevance of the project, specifically with regards to its focus on promoting 'competency-based' educational programmes. This is not solely a linguistic issue of translation but more of a conceptual one at least in the CIS countries. As part of the Commonwealth of Independent States (CIS)[95] Armenia, Tajikistan, Kyrgyzstan, and Russia share history and methodological approaches towards shaping educational systems and programmes. In these countries, the TVET systems operate with the term 'professional standards', which had broader coverage than 'competence standards'. Professional standards include *knowledge* (знания), *skills* (умения), and *competencies* (навыки), whereby the latter reflects a very narrow level indicating the automatization of simple tasks only.

Understanding of competence and competency-based from this perspective suggested extremely narrow focus of the 'competency-based' approach, in general, and impossibility of its integration in the existing national TVET systems, in particular. To address this concern, strong engagement of the Ministries of Labour across the beneficiary countries was critical and specifically, engagement of the national institutions responsible for the standardization processes in labour sector.

Conclusion: The implementation of the project in all beneficiary countries was highly relevant to the national priorities and the countries' commitments towards regional and international reference frameworks in terms of reducing mismatch between TVET system and labour market needs. Also, the project was highly relevant for its main partners – the ILO, the Russian

[95] https://e-cis.info

Federation, and SKOLKOVO. Its approach towards 'competency-based' raised serious relevance concerns with implications regarding its integration into the existing national TVET systems in the CIS countries.

4.3 Coherence

This section explores project coherence across its beneficiary countries and the extent it was coordinated and aligned with other ongoing initiatives and with the priorities of the Skills and Employability branch within the ILO. Attention was paid to project visibility in its beneficiary countries.

- **Project coherence in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam**

In all beneficiary countries, there were UN-led donor coordination platform but no mechanism or a platform to coordinate their efforts towards TVET system development. The TVET sector was pretty 'populated' in all beneficiary countries, with the same list of core actors, namely, EU, GIZ, and ADB and additional actors (such as EBRD, WB, Australian Government, UNDP, etc.) depending on the country.

The coherence was largely explained by 'being aware from each other' modality in most of the cases, though some good examples of intentional coherence between interventions was noticed. In *Jordan*, the project partnered up with EBRD and GIZ to jointly deliver the Terms of References of National Sector Skills Council (NSSC). This ensured that the partners adopted the same mechanisms to PPP to ensure unified dialogue with the government officials and private sector. Despite this programmatic synergy, there was absence of synergy regarding financing approaches: hence, ILO directly funded its interventions, World Bank directly financed the NSSC without going through the Commission, GIZ financed the NSSC through the Commission. Also, coherence was built with EBRD's work to support the Arabization of the simulator or the agreement to use STED methodology for the EBRD's TVET-related initiatives.

In *Viet Nam* the shift of priority sector for the project took place in coordination with the government of Viet Nam to respond to the interests of the Government of Australia to support TVET in tourism sector.

In *Tajikistan*, for instance, ADB had Strengthening TVET in Tajikistan[96] project that put significant efforts to improve professional standards and a large training component for the managers of the TVET institutions. Both components resonated with the content of the G20 project, but the project lacked cooperation with them. This is not necessarily a negative statement. This evaluation does not intend to evaluate ADB's initiative, however, the interviews suggested that the approach to the development of professional standards embraced by ADB was corrected after many efforts from the side of the Ministry of Labour of

[96] https://www.adb.org/publications/tvet-tajikistan-central-asia

Tajikistan. In such a context, the project followed its own internal logic which was supported by the national authorities.

In *Armenia*, the primary focus was on building coherence with the policy requirements in the education sector completely missing out the coherence with the employment policies, as the scope of skills development crosses various policy domains. No coherence was noted in on-going TVET-related GIZ, UNDP and other projects.

In *Kyrgyzstan*, the same international expert was involved in the G20 project and in the ADB-financed "Vocational Education and Skills Development" Project, which resulted in some similarities in approach, used methodologies and tools. For instance, the findings of the labour market analysis were further used by the ABD for skills analysis at the college level.

- **Project coherence in Russia**

The project activities in the five regions of the Russian Federation were rather novel in their nature not only for the regional but also for the federal constituencies. Therefore, the question for this component of the project was less on coherence and more on strategic fit and relevance towards the policy requirements, strategic and practical needs of the regional and national partners.

- ***Project coherence with the Skills and Employability Branch***

The Skills and Employability branch has primary focus on three areas: (i) linking training to current labour market needs as well as anticipating and building competencies for the jobs of the future; (ii) building quality apprenticeship systems and incorporating core skills into training for young people; and (iii) expanding access to employment-related training in rural communities in order to improve livelihoods, reduce poverty, and equip women and men to work in the formal economy. The project has strong coherence with the focus area one and link with the focus area two.

- ***Project visibility***

The list of project related publications is provided in Annex 8. The main source of project visibility for this project remained the ILO website. However, the ILO website is an internal resource not widely known and easily accessible to the project stakeholders. There were no proactive promotion and wide dissemination of the project results from the management team with some exceptions. Evidence suggests that the project implementation in Kyrgyzstan was promoted through local media. Also, the project progress in Russian regions was promoted through mass media as well as in the Russian Parliament (Duma).

Conclusion: The project demonstrated coherence with other initiatives in Jordan, Kyrgyzstan, and Viet Nam as relevant. In situation when it was not conducive in building coherence, e.g.

in Tajikistan, the project refrained from unnecessary connectedness with the other projects. The project demonstrated coherence with the priorities of the Skills and Employability branch of the ILO. No coherence was demonstrated in Armenia with ongoing relevant projects.

4.4 Effectiveness

The effectiveness of the project was explored along the progress made towards the project outputs and outcomes. Also, the effectiveness analysis reflected the progress made to respond to the MTE priority recommendations and the continuation from Phase 1 to Phase 2, if any. Special attention was made on project responsiveness, project risk management, and its exit strategy.

- ***Progress made in response to MTE recommendations***

Table 3 below provides an overview of the progress made within the project per each recommendation provided by the MTE carried out in November – December 2019. The progress should be seen through the prism of the time left for the project implementation – as initially planned till November 2020, followed by two no cost extensions till June 2021.

Table 3: High level overview of the project progress per MTE recommendation

Recommendation	***Progress***
High priority for the project management team	
To ensure that the MTE results are shared and discussed with the stakeholders.	DONE
To conduct thorough internal review and assessment of the workplans and budgets to inform a decision on project extension.	DONE
To enhance project visibility and external public communication to promote project results and donor's visibility at national and global levels.	Partially: the communication strategy was only drafted with few activities implemented
To develop a Gender Mainstreaming Strategy for the Project.	NOT IMPLEMENTED
To develop a Non-Discrimination Strategy for the Project.	NOT IMPLEMENTED
To improve project design, data collection and reporting, especially on outcomes.	NOT IMPLEMENTED
To continue the active promotion and dissemination of the knowledge products and tools developed by the project.	Partially: through the ILO website
To organize capacity development activities for the social partners, in particular, employers in the CIS region, and continue conducting such activities for the workers.	Partially: through project planned CD events
To complement the ongoing continued effort on promoting the visibility of the Project and organize final global high visibility event with participation of the stakeholders from all countries.	DONE
High priority for SKOLKOVO	

To organize one final event on the national level for the stakeholders from Russian regions.	NOT IMPLEMENTED
To involve social partners in project implementation in the regions of the Russian Federation.	DONE to different extent
High priority for EVAL	
To include the need to assess environmental sustainability as the cross-cutting issue in the EVAL documents and instructions.	DONE

- **Progress made in realization of the project outcomes in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam**

Table 4 below provides an overview of the project progress through the prism of the outputs and outcomes defined in the project results framework. Additionally, the project progress is addressed from the perspective of additional results achieved.

Table 4: Country progress through the prism of the expected outputs of the results framework

Countries	***Outcomes***	***Progress***
Armenia Tajikistan Kyrgyzstan Jordan	*Outcome 1:* Governments' and stakeholders' capacity to develop and implement skills development polities and strategies in line with ILO HRD and UN SDG policy benchmarks strengthened	***PARTIAL*** Project demonstrated strong progress towards shaping policy context with alignment with international HRD policy instruments in Armenia, Tajikistan, and Kyrgyzstan as of the results frameworks. While none of the normative documents were approved yet, their approval was in the pipeline and ILO confirmed its organizational commitment to finalize this work after the finish of the project. The application of new methodologies for the analysis of the workforce demand was limited – in Kyrgyzstan, the new methodology was piloted and few national experts (on pro bono basis) were engaged in its application with the support of international expert. In Armenia, a different methodology – employers skills demand analysis – was applied as of the request of the RUEA instead of the methodology piloted in Kyrgyzstan as intended. In Tajikistan, the STED analysis was outsourced to the Scientific Research Institute on Labour under the Ministry of Labour, Migration and Employment and the work was carried out under the supervision of the international consultant. In Tajikistan a new methodology was applied to analyze skills demand in Sogd region. In Jordan the STED methodology was applied in collaboration with UNHCR with training administrators, providers and NGOs for conducting the labour market assessment for delivering short-term

		courses under the Jordan Response Plan that supports Syrian Refugees in Jordan. The work on demand analysis didn't resulted into tailored training programmes for TVET institutions in the courtiers, except Kyrgyzstan, where 3-month training programmes were designed and piloted. The 1-year training programmes were designed but couldn't be piloted because the closure of the project. No progress in Armenia along output 1.3: Governments and stakeholders applied the acquired knowledge of effective TVET governance, including gender analysis, to improvement of their National Skills Development Councils (NSDCs). No progress was made to support national stakeholders to design and operate gender sensitive national systems of vocational guidance. Though a career guidance national report was developed but not published in Armenia.
Armenia Tajikistan Kyrgyzstan Jordan Viet Nam	*Outcome 2:* The capacity of sectoral organizations and of competent bodies to understand, design and apply occupational standards, vocational qualifications, and competency-based training programmes developed	***PARTIAL*** SSCs were introduced in Jordan and Viet Nam and support was offered to strengthen the governance system and the capacities of the SSCs. In Jordan the ToR for SSCs were developed in cooperation with EBRD and GIZ. Also, the project went beyond its scope to support TVSD Commission with digitalization of its services and establishment of the National Online Portal where people can log in to get occupation licenses, register their Projects, get accreditation etc. Also, STED methodology was applied in Chemicals & Cosmetics and Garment & Leader industries. In Viet Nam - the SSC in Agriculture sector and the Sector Skills Strategy in agriculture in 2020 was established in Viet Nam. The funding of the SSC provided by the project was only for three years, after which the viability of the SSC remained uncertain. Different scope and degree of work was carried out in the beneficiary countries to develop occupational standards, qualifications, and skills assessment instruments. In Kyrgyzstan three occupational standards were developed but they were not in line with the occupational standards requirements of Kyrgyzstan; though some parts of those standards were included in the national occupational standards. Also, three competency-based training programmes were developed but not applied in the colleges. In Jordan the competency-based training (CBT) manual was developed, published and disseminated, however no competency-based training was conducted as a result of Covid-19 restrictions. Also, a National Framework on Quality Apprenticeships was

		developed as a response to the challenges on youth employment and skills mismatch. In Viet Nam two competency-based training programmes were developed based on the two national occupational standards at 1 of 5 levels (Housekeeping and Front Desk) at the early stage of the project, later on the sector focused was shifted to agriculture. Additionally, competency-based training programs and materials were developed in line with National Occupational Skills Standards (NOSS) and practical requirements in fishery and carpentry occupations. No work on occupational standards in Armenia and Tajikistan. Instead, some awareness raising was promoted through sub-regional events in Bishkek, Kyrgyzstan.
Armenia	*Outcome 3:* The methodology of Skills Technology Foresight (STF) and the TVET institution manager training programs are upgraded, approved and applied in five regions of Russian Federation, and in selected beneficiary-countries.	***PARTIAL*** (Implementation of this outcome in Russia is addressed in the next section under Table 5) The SKOLKOVO developed simulator was successfully applied and institutionalized in all beneficiary countries. The modality of the realization of this outcome was highly successful – organization of training of moderators and then trainings organized by the moderators. This modality promoted better learning and scaled up the knowledge distribution in the beneficiary countries. STF was not applied in Armenia and Tajikistan as envisaged in the results framework. The training programme on labour market analysis in ITC ILO was organized with participation from Armenia, Tajikistan, Kyrgyzstan and Russia. There were no avenues in the programme to further use the acquired knowledge.

Nota Bene: There were few critical ***delays*** encountered during the implementation of the project in the beneficiary countries caused by various factors including the COVID-19 pandemic. In *Viet Nam* it took about one year for DVET to approve the project implementation plan, which delayed the whole implementation of the project. In *Armenia*, due to strong disagreements between the ILO's National Project Coordinator and the RUEA over the course of the project implementation, there was a delay for about 1,5 years on one activity. The situation was resolved after giving up on the pilot to carry out the labour market analysis, as initially envisaged, and to apply an employers' skills demand assessment methodology. Further to this, the project implementation was affected by the military conflict with Azerbaijan over the Republic of Artsakh/Nagorno Karabakh. In *Tajikistan*, it took about two years to decide not to hire national coordinator but to hire national lead consultant for the project implementation. In *Jordan*, few delays were encountered due to contextual challenges, e.g. delays of the formation of NSSC or challenges with missing/outdated data at JCI, which impacted implementation of field research for STED.

- **Progress made in realization of the project outcomes in Russia**

Table 5 below reflects on the progress made by the project in Russia through the prism of the outputs and outcomes defined in the results framework. To avoid wrong impression of the project achievements, the table also presents the results achieved beyond the defined outputs and outcomes yet critical for the understanding of its overall success.

Table 5: Project progress in Russia through the prism of the expected outputs of the results framework

Outcome 3 and MORE	Indicators	Progress
The methodology of skills foresight and the TVET institution manager training programs are upgraded, approved and applied in five regions of Russian Federation, and in selected countries-beneficiaries	Number of countries and/or regions of Russian Federation which adopted the skills foresight methodology for identification of anticipated occupational and qualifications changes	**NONE** In Russia STF was not updated and not adopted by any of the five regions. The STF was applied in all five regions of the Russian Federation, which led to development of lists of needed future capacities in targeted sectors, but these lists were not further used to improve skills development systems.
	Number of countries and/or regions of Russian Federation which introduced training in the SKOLKOVO-developed TVET institution management training program as a requirement	**NONE** SKOLKOVO developed the programme, but does not offer this course outside of this project, so participation in the course cannot be made a requirement at the federal level.
Additional results of significance importance	Changed mindsets of all engaged stakeholders; platforms for social dialogue and for shaping skills development programmes that meet labour market needs; college-level training programmes in line with the needs of the regional labour market; traction at the regional level to further bridge the gap between education system and labour market needs – e.g. Far	**STRONG PROGRESS**

	East Technical College in Primorsky region.	

The formal project targets set for the Russian Federation were not achieved. STF sessions were conducted in five regions and covered 14 sectors, but there was no evidence that STF technology was updated, approved, and results of the STF sessions were used for revision and updating of regional TVET systems for development of skills and qualifications and related training programmes. Instead, the results of REGION-PROFI programme were used to develop TVET training programmes in the target colleges. It is too early to expect that this intervention has triggered a 'foresight movement' in the regions.

SKOLKOVO developed the modular programme REGION-PROFI «Managing the changes in the VET system to strengthen regional economy» and delivered it in five regions for over 154 TVET managers from 36 colleges. In most cases, the colleges managed to launch the training programmes they developed in the course of the REGION-PROFI. These programmes were integrated in the delivery of the core programmes and/or launched as standalone short training programmes. There were also several cases when after the launch of the flagship programm the college management team realized that the programme did not meet the market needs or its implementation was not feasible and therefore, developed a new programme (for example, see the case of the Regional Technical College in Mirny, Republic of Sakha (Yakutia) in the Russia Country Profile).

The modular-based TVET institution managers training program developed by SKOLKOVO was available only to selected colleges in five regions. SKOLKOVO does not offer this course outside of this project, so participation in the course cannot be made a requirement at the federal level.

Additionally, representatives from the Russian regions were constantly invited to the sub-regional events organized by the project, extending thereby broader the project efforts under the Outcome 1 and Outcome 2 to the beneficiaries of Outcome 3 (managed by SKOLKOVO).

The project produced significant results not reflected in its design.

Changes in the mindset of college managers of all engaged stakeholders. For the first time a platform was created to *facilitate social dialogue and engagement of the tripartite constituencies around a college to inform TVET education programmes in Russia*. In case of some colleges this resulted in the reform of the institutional structure – e.g, the Far East Technical College in Primorsky region established the Center of Innovative Competencies and hired a person to manage this center. The Center will be in charge of development of new training programme for the college. The Regional Technical College in Mirny established a new position of the Deputy director for strategic projects that is held by one of team members who participated in the REGION-PROFI programme.

Changes at the regional level in two out of five regions: (i) In Khabarovsk region the regional Institute for Education Development learned how to teach college management teams to do the market trends analysis in consultation with a broad range of stakeholders and to develop new training programmes and now replicate this experience across all colleges of the region. Now all colleges in the region have at least one TVET programme similar to the flagship programmes developed by the colleges in the course of the REGION-PROFI programme. (ii) In Primorsky region the project supported the decision of regional authorities to establish a separate Ministry of Professional Education and Labour.

Evaluation data suggests that the REGION-PROFI programme contributed towards greater capacity of managers of participating colleges. Besides changes in mindset, the project within the project 36 TVET flagship education programmes were developed under the REGION-PROFI programme.

Continuation from Phase 1 to Phase 2

The design of the Phase 2 of the project was carried out as a highly consultative process, including the main national partners and reflecting upon their priorities and needs. Phase 2 of the project pursued comparable set of objectives as Phase 1. See Table 6 below. The major findings from Phase 1, as mentioned by many informants, could be seen along the following: creating opportunities for tripartite constituencies to meet and discuss TVET system challenges in each beneficiary country; triggering the process of industry engagement in Jordan and Viet Nam; introducing new thinking on competency-based training programmes; and developing two innovative tools by SKOLKOVO, i.e. STF and the simulator. As concluded by the Final Evaluation of the Phase 1, the project had spread itself too tine across its activities in the beneficiary countries.

The Phase 2 of the project following the priorities of the national stakeholders continued promoting space for tripartite cooperation to reduce mismatch between TVET system and the labour market skills demand. Importantly, the Phase 2 maintained a critical focus, i.e. linking the TVET system and labour market stakeholders towards the development of demand-driven training programmes in the beneficiary countries. Also, Phase 2 applied SKOLKOVO tools, whereby the simulator was applied in all beneficiary countries and received traction, and STF was applied only in Russia.

With regards to the specific results produced within Phase 1, their continuation in Phase 2 was less possible. The evaluation discovered some shift of priorities at the national level in Viet Nam and Jordan regarding the application of the STED methodology. During the Phase 1 the STED was applied in Pharmaceuticals and Food Processing in Jordan and in Tourism sector in Viet Nam respectively. During Phase 2, the STED was further applied in Chemicals & Cosmetics and Garment & Leather Sector respectively in Jordan and in Agriculture sector in Viet Nam. The reason for shifting the priorities in Jordan during Phase 2 was not possible to

retrieve, while in case of Viet Nam it was explained by pursuing better alignment with other activities – Australian government extended its support towards tourism sector.

In Tajikistan instead, the national enterprise skills survey was already conducted in Phase 1, while in Phase 2 enterprise skills survey was carried out in the Sogd region again, through with a more distinct focus on shaping a tripartite mechanism for developing competency-based training programmes. Here, where the link between TVET system and industry was addressed.

Another example was the Career Guidance course at the ILO's International Training Centre in Turin for Russian-speaking participants held during Phase 1, while a career development guide was drafted only in one country, namely Armenia. In Phase 2 another course on 'Management of Training Institutions' was organized at the ILO ITC.

Table 7: Overview of objectives for Phase 1 and Phase 2

Phase 1	***Phase 2***
Overall objective: To develop the capabilities of each country to improve their training delivery systems, extend better training to those who need it most, and thereby contribute to each country's competitiveness and economic growth.	*Development Objective:* To strengthen national skills development systems, policies and strategies so that to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth
Development objective: To strengthen skills development systems so as to improve employability, promote access to employment opportunities and increase incomes of women and men for inclusive and sustainable growth.	
Immediate objective 1: Improved capacity of TVET institutions and management in the selected target countries to deliver quality training	*Immediate Objective 1:* To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities
Immediate objective 2: Training programs in the target countries anticipate and meet skills needed for trade and economic diversification	*Immediate Objective 2:* To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments

Immediate objective 3: New TVET development tools and methodologies are created and tested in the selected target countries by the ILO in cooperation with international technical experts with participation of Russian experts and institutions."	*Immediate Objective 3:* To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions and selected sectors of the Russian Federation, and in selected countries-beneficiaries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts

- ***Project responsiveness, project risk management, and exit strategy***

As a general note across all countries, it was noticed that the project demonstrated some solid degree of responsiveness towards local needs. For instance, in Kyrgyzstan upon requests from the national partners, the project pilot on labour market analysis was extended to two additional regions. Another example from Kyrgyzstan, suggests that the development of the training programmes was not in the design of the project but were eventually implemented under the project. In Armenia, upon strong request from the RUEA, the project abandoned the idea of labour market analysis and instead, conducted survey on employers' skills need. In Jordan, upon request from the Technical and Vocational Skills Development Commission, the project supported with the re-engineering of 19 services in 6 departments, digitalization of services in three main directorates (accreditation, licensing, certification). Another example was a unique opportunity for the representatives from the beneficiary countries to participate in the WorldSkills in Kazan in 2019 supported by the project.[97] Such level of responsiveness was highly welcomed, justified, and demonstrated that the project was geared towards addressing needs of the partners countries.

Instead, the project reporting on the project risks and their management throughout its implementation was non-existent, providing no indication and guidance on where to steer project management attention. The project risk management matrix was developed during the project design phase and had never been updated to adequately guide the implementation. There were three annual progress reports made available to the evaluation team, i.e. all project progress reports repeat exactly the same content under the Risks and Assumptions section. Above all, there was no exit strategy designed for the project to hand over the project results and to flag critical risks for their sustainability and impact.

Conclusion: The project made some significant progress in shaping policy and governance context and creating enabling environment for the TVET system development in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam.

[97] https://worldskills2019.com/en/index.html

Yet, the efforts towards building capacities of the sectorial organizations and competent bodies for the design of demand-driven training programmes or vocational qualifications and standards remained largely unaddressed. The project made attempt to address a wide range of issues across its beneficiary countries, sometimes spreading too thin and missing the opportunity to maximize the realization of the expected outcomes. Multiple capacity development events were organized in Kyrgyzstan, with some participation of the representatives from Armenia and Tajikistan. Despite all these, the capacity development events were more of an awareness raising nature and less profound for the participants to apply acquired knowledge and skills afterwards. There were few exceptions though, e.g. the case when international expert worked closely with experts from Kyrgyzstan to develop and pilot a new methodology or when the research institute of the Ministry of Labour in Tajikistan was coached by the project's international expert to carry out surveys. These cases suggest strong capacity development results of the project.

Due to 'spreading too thin' the project often missed to 'close the cycle' to deliver the final expected result meaning to design a demand-driven training programme integrated in the TVET system and thereby, to reach to its final beneficiaries.

Some efforts were made to reflect on the MTE recommendations, however, the gaps related to gender responsiveness of the project, its consideration of people with disabilities (PwD) and improvement around project design, reporting and communication remained unaddressed.

SKOLKOVO-developed innovative tool for building capacities of the TVET institutions management, the simulator, became a real 'success story' of the project as it got full traction from all beneficiary countries. The STF instead, did not delivered as expected. Additionally, Russian regions were actively engaged in the sub-regional events organized by the project, receiving thereby exposure to a broader range of knowledge developed and shared within the project.

Project demonstrated strong degree of responsiveness to the requests and needs of the national partners during its implementation. In the meantime, the forward-looking perspective of the project management was hampered by the lack of attention to risks and risk management throughout the project implementation.

The continuation from Phase 1 to Phase 2 was very limited in terms of building on the achievements of the previous phase but remained adherent to the priorities of the beneficiary countries and overall commitment of the project to reduce mismatch between education system and the labour market skills demand.

4.5 Efficiency

The project total budget of USD 11,990,430 was split between several lines of financial management. There were two no-costs extensions of the project: November 2020 – November 2021 and December 2021 - June 2021. Budgets are designed as output-based but some activities (like 'project management HQ' or 'prepare final project document') were budgeted and reported separately. All these added complexity to budget management of the project.

Table 8: Project budget overview

Budgets		***By project design***	***By project actual implementation***
1. Budget management of the SKOLKOVO component, managed by SKOLKOVO		USD 3,6 million	USD 3,267,508
2. Budget management of the Global component including CIS countries, Jordan, Viet Nam, and ILO Moscow office		USD 9,859,204*****	USD 9,715,277
2.1	Budget management for ILO Moscow office, managed by the ILO Moscow office	USD 142,363	USD 142,363
2.2	Budget management for Jordan, managed by the ROAS from Beirut	USD 1,032,820	USD 1,030,952
2.3	Budget management for Viet Nam, managed by the Viet Nam country office	USD 1,259,950	USD 1,206,622

*The global component budget is not final, since the funds for the final independent evaluation are still to be used.

The centralized project management implementation for the CIS countries, suggests that the budget is managed by the CTA from the ILO HQ. In this situation, the national project coordinators had no overview of the budget but this didn't hinder project implementation in any way – if and when the activities within the project were agreed with the CTA there were no issues with the financial allocations. Also, such an arrangement makes it very difficult to make comparisons between countries. As for the SKOLKOVO component, its budget was managed fully independently by the SKOLKOVO. There was unspent amount of USD 243,000, remaining after the project completion, which was relocated to some activities in Jordan and Viet Nam and the final independent evaluation. However, no exact data was made available to the evaluation team.

The evaluation team has limited view on the cost-effectiveness of the project resources, however, during interviews there were no major issues raised with the financial management of the project.

Exploring the project efficiency through the prism of some critical indicators, the following was found:

- *Time required for internal decision making* in most of the cases, no major issues were raised about internal responsiveness within the project, however, two examples were noted as exception: (i) dependency on one international expert often slowed down the project management on TVET-related technical issues; and (ii) delays with hiring national coordination in Tajikistan due to ILO internal decision-making. As for the financial management, there were no delays in decision-making indicated by any of the informants.
- *Sufficient number of ILO staff to support the project implementation:* the findings suggest that it was highly justified to have national coordinators in each beneficiary country. From this perspective, not having national coordinator in Tajikistan was seen as a limitation as all administrative work around the project was put on the shoulders of the ILO representative in the country and the ILO Moscow office, inevitably reducing the efficiency of the related processes.
- *Outsourcing:* the project outsourced its work few times. While it is a usual practice and is justified within this project too, the long 'chain' of outsourcing (when the work is outsourced to one organization, which further outsourced it to another, and that in turn outsource it again to an expert to implement the task) raises concerns.
- *Efficiency in regional events:* even though there were no explicit regional dimension in the project design, but by implementation, the project promoted regional events as a platform for knowledge exchange and collaboration between beneficiary countries. Most of the events took place in Bishkek, Kyrgyzstan with few exceptions in Armenia. The events in Bishkek were highly populated with over 40-60 participants. While the regional knowledge sharing events were highly welcomed, cost-wise it is not fully justified to travel 15 or more people from one country for a regional event.

4.6 Sustainability

The project produces several outputs to trigger expected change in the beneficiary countries. This provided solid basis for reasonable conclusion about expected sustainability of the project in all beneficiary countries.

- **Project sustainability in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam**

In all beneficiary countries, the project triggered change in *mindset and approach* towards developing demand-driven TVET education programe; in creating *space* for tripartite

discussion with the TVET institutions on which educational programmes to shape; in creating stronger *enabling environment* in TVET system; and in the enriched *repertoire of the tools* for more effective skills anticipation and demand analysis. The evaluation findings suggest a varied degree of sustainability of the project results: if with regards of mindset and approach (with exception of Jordan) as well as enabling environment the sustainability expectations are high, with regards to the space created to influence TVET system and the tools provided - the sustainability expectations are more modes. The latter is explained by the need to continue technical and financial support to national authorities towards strengthening their TVET systems.

In Armenia: the project supported MoESCS to develop Education Development Strategy for 2021-2030 that reflects on TVET related objectives and indicators. Not yet approved but with approval commitment from the Government, sustainability of this deliverable of the project could be expected. With regards to capacity development efforts of the project (workshops, discussions, participation in sub-regional workshops, and suchlike), the sustainability expectations were modest. The computer simulation-based course was institutionalized by the NCVETD and the use of simulator would begin in 2022. This activity suggested sustainability of efforts.

In Jordan: the sustainability of the project results could be expected at the TVSDC level, where project helped with re-engineering of the processes and digitalization of services. As for the NSSC, realistically, the sustainability is questionable if no funding is mobilized for them after the end of the project. Within the next 5 years the government's priority is not directed at training and capacity building especially in the technical and vocational fields but rather to mitigate the economic impact of Covid-19.

In *Kyrgyzstan*: the sustainability of the project results could be expected after the approval of two documents (both in the process of approval) (i) the Strategy for the Education Development of the Kyrgyz[98] and (ii) Resolution of the Government of the Kyrgyz Republic of "Methodology for analyzing the demand for skilled labor and its application to develop recommendations in the vocational education system", which would make it possible to receive 6 million Kyrgyz soms (USD 71,000) within the framework of a public contract once every three years to conduct a labour market demand study. Creation of a system for the dissemination of training for the Simulator for VET system managers was another result with high sustainability potential.

Instead, the results on capacity development and development of professional standards did not provide sufficient ground to confirm their sustainability. This is explained by the format of the capacity development events, e.g. 60 or 70 person for one or two days event. Besides, the lack of monitoring of the education quality raises doubts about the sustainability of the

[98] The latest data suggests that the Government intends to cancel the Strategy for the Education Development of the Kyrgyz

professional standards, existing or those developed within the project. The project was limited by the reflection of the participants after the training and did not evaluate what had changed in the VET system after the trainings.

In *Tajikistan*: The project supported the development of the Strategic Plan for TVET Development for 2021-25, which was incorporated into the Mid-Term Development Programme 2021-2025. The latter was adopted in June 2021, requesting realization of the Strategic Plan for TVET. Therefore, this result of the project could be considered sustainable as it has become part of the national policy framework on TVET. Another result with strong sustainability precondition was the SKOLKOVO-developed simulator for TVET managers, which became part of the professional development programme for TVET institutions' managers and instructors.

In *Viet Nam*: The project efforts at the policy level had strong sustainability element – through the support for the revision of the Labor laws, approved in 2019 and through the support for the development of the VET strategy 2021-2030 although the final draft of the strategy is in the progress of approval by the Prime Minister.

- **Project sustainability in Russia**

The colleges that completed the REGION-PROFI programme in 2018 and 2019 that were reached by this evaluation continue implementation of the training programmes developed in the course of this project or developed new training programmes using the capacity built by this project. Managers who participated in the REGION-PROFI continue working. This suggests that changes in colleges due to this project are likely to be sustainable.

Conclusion: The project demonstrated mix expectations towards the sustainability of its results. The efforts at the policy and governance level had stronger ground to last, if approved by the national authorities and financed. The capacity development efforts suggest more modest sustainability expectations. The evidence collected did not suggest sustainability of the efforts towards qualification development in Armenia, Tajikistan, Kyrgyzstan, and Jordan, stronger sustainability expectations were in Viet Nam. The project efforts in Russia resulted in a number of approved demand-driven educational programmes developed by colleges, which was a strong ground for sustainability.

4.7 Progress towards Impact

While it was too early to observe any impact of the project, it was still possible to conclude about early signals towards expected impact. The project intended impact was defined as the following: "*National and sectoral Skills Development systems are strengthened enabling to provide quality skilled workforce to the demand of consumer groups and labour markets*".

The sustainability analysis suggested the dimensions where the project impact could be visible. The project produced several deliverables at the policy level that with certainty would positively impact the national TVET systems, like in Kyrgyzstan and Viet Nam. There were additional deliverables at the policy level that need to be further adopted or approved by the national authority to guarantee the impact on system level, like in Armenia, Tajikistan, Kyrgyzstan, Jordan. Here, where the liability of the ILO should be considered central to support the project to walk the 'last mile' even after the official closure of the project. The ILO country programme could be the space to accommodate such kind of responsibilities. Given that in all countries (less so in Jordan, though), the strong legal and policy context had already been in place, the project missed an opportunity to strengthen the gender dimension of the national TVET systems.

The capacity development activities within the project suggested modest expectations for impact – some raised awareness but not to the extent to apply acquired knowledge and skills in practice. As indicated by many informants, the project brought about shift in mindsets and showcased how to start developing demand-driven training programmes, how to engage with employers, which new tools to introduce for improved management of the TVET institutions. Stronger efforts were required to address the dilemma of introducing a more advanced way of doing things (for instance, standardization) versus integration with already existing TVET system at the national level. This was the case in Kyrgyzstan with the development of six vocational standards in the fields of gas, tourism and diary production. By all national respondents, these standards were considered more appropriate and easy to follow than the existing ones, however, they did not meet the requirements of the existing national qualification framework. One strong capacity development result was produced in Kyrgyzstan where the new methodology on labour market analysis was approved at the national level and provisions were made to ensure state funding for such country-wide survey every three year.

At the sector governance level – some achievements had been noticed both in Jordan and in Viet Nam, however, without financing for the SSCs and better alignment of the efforts on behalf of the donor community these results might not be lasting.

The SKOLKOVO-developed computer simulator had been welcomed by all beneficiary courtiers, in many cases adopted at the national level to be further replicated and thereby, to be used to strengthen management capacities at the TVET institutions. Also, in all countries, national moderators were trained, they know the technology and can conduct trainings without the support of the Moscow School of Management SKOLKOVO. This activity of the project was expected to have lasting impact, even though the degree of such impact depends on the financial support to be provided by the national authorities to support training on simulator. SKOLKOVO managed to sign partnership agreements in each

beneficiary country (except Russia) to support national authorities with the maintenance and technical advice, as required. Within this project, the STF did not deliver its expected results. While the focus on technology in foresight is a promising direction to explore, the methodology requires serious revisiting to ensure it can become instrumental to reduce mismatch between labour market and education system. The STF was not revised and remained focus on 'normative future',[99] meaning future that was desired by some (using the opportunities created by technological advancement) and less driven by the labour market and technology application dynamics, which instead might suggest more 'pluralized' understanding of future.

- **Project progress towards impact in Russia**

The number of people who were trained through the flagship programme is still small. But in regions where the REGION-PROFI programme was implemented in 2018 and 2019 there are already examples where implementation of college flagship programmes led to increased competitiveness of college students in the labor market. For example, as a result of participating in this project the Regional Technical College in Mirny developed a new training programme on oil and gas production. According to the college management team members, while in 2018 oil companies with offices in Mirny were not interested in taking college students as interns, after the new training programme was launched companies have started competing for students.

Conclusion: there were early signals of the project impact in the countries where the project results at the policy level were approved by the national authorities. In case of Russia, the project impact could be seen through the implementation of the demand-driven TVET programmes of the colleges. The project impact could also be expected in terms of tripartite dialogue in shaping demand-driven TVET programmes, the process started in all beneficiary countries that need continuous attention.

5. Gender Issues Assessment

The project was not gender sensitive and thus did not actively work towards ensuring gender equality throughout its interventions. This conclusion was based on the several reasons:
(i) *by design* the project is gender-blind, i.e. except few aesthetic attempts to appear more gender inclusive by including a minimum percentage of female participation;
From a gender perspective, the project results framework:

- did not reflect on the outputs and outcomes the project intended to have on genders' distinct needs,
- did not reflect how it intended through its implementation to promote gender equality through gender mainstreaming in the supported sectors

[99] Foresight Manual, Empowered Futures for the 2030 Agenda, Global Centre for Public Service Excellence, UNDP, 2018

- did not reflect how men and women would be affected by the interventions differently
- the indicators were not defined to capture the extent by which men and women would/could be affected differently by the project.
- there were no indicators defined to capture the extent of outcome of interventions on gender equality.

The same applies to people with disabilities (PwD) as the project result framework did not tackle how the project intends to address this inclusion.

(ii) *by implementation in Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam* the project was not gender sensitive. Various pilots of the project took into consideration the gender and people with disabilities (PwD) distinct indicators and reflected upon them however, did not extent the gender and PwD dimensions towards the results level. To illustrate the point: in the analytical reports gender- and PwD-related indicators had been taken into consideration, while in the recommendations, conclusions, and findings no reference were made to reflect the differentiated impact on the gender groups and PwD and make tailored recommendations. Another example - in Tajikistan, the Strategic Plan for TVET Development have a specific section dedicated to gender equality and inclusive approaches in TVET institutions, however looking at measures in this section, few interventions are dedicated on empowerment and addressing root causes of gender disparities in VET systems. In Jordan it did not take the gender or PWD distinct needs, all they did is “try but failed to ensure gender balance” (citation).

(iii) by implementation in Russia the project was gender-blind. The STF and REGION-PROFI focused on analysis of economic needs of the region and technological trends in selected sectors but did not look at any possible gender effects. For SKOLKOVO team gender responsiveness meant having at least 30% of female participants in conducted activities. Meeting this benchmark for Russia was not an issue because majority of management positions in TVET colleges involved in the project were held by women.

6. Conclusions

The project was highly complex in all aspects. It covered highly diverse contexts; it explored various management and governance modalities; and it had different priorities in different countries. This could explain the challenges faced by the project team when developing its results framework.

While the project results framework was not sufficiently guiding, its implementation demonstrated strong logic across all countries keeping *policy-sector-qualification* hierarchy in Armenian, Tajikistan, Kyrgyzstan, Jordan and Viet Nam to address critical systemic gaps in the beneficiary countries. In Russia, it followed a different but again strong logic of applying STF methodology and REGION-PROFI programme at the college level. This mismatch between design and implementation has triggered a dual perspective for the project final evaluation: 'by design' and 'by implementation'. By design the project was weak and didn't meet many of its outputs, followed by weak performance at the outcome level. By implementation, the project developed several strong results, remained responsive to the needs and expectations of the national stakeholders, created a new 'narrative' and provided a space for tripartite dialogue towards minimizing mismatch between TVET system and the labour market skills needs in all beneficiary countries.

In each country there were results for the project to be proud about and those to learn from. The project delivered a range of lessons learned and recommendations critical to be taken into consideration for the future programming. It is critical to continue these efforts and build upon the project achievements to guarantee lasting and visible impact in all beneficiary countries.

7. Lessons learned and emerging good practices

Lessons Learned and Good Practices

The following lessons learned and emerging good practices are listed here, as applying in general for similar interventions and projects and as arising from specific country review. The country specific lessons learned and good practices, while applicable to the specific country, can also serve as guidance for similar work in other countries. For the lessons learned, Annex 3 contains for each identified lesson learned, more detailed information on the context and related pre-condition, potential targeted users, factors behind challenges and success, and any ILO organizational issues such as staff requirements, recourses needed and issues related to design and implementation of the lessons learned. For the good practices, Anne3 contains for each emerging good practice, a brief summary of the good practice, relevant conditions and context related to applicability and replicability, the cause-effect relationships that makes it a good practice, the possible impact or results of the implementation of the good practice and whom it might benefit, the potential replication and by whom, and the link to the ILO's strategies and results framework. Good practices are consider emerging because these have been identified from the project but not yet verified as also been good practices for other similar projects.

General lessons learned:

1. *If the quality of the project results framework and its indicators is weak, it results in confused adherence to the expected outcomes.*

2. *If there is no corporate-level guidance on exit strategy, it resulted in the absence of handover of the project results with flagged risks related to their sustainability and impact.*

3. *If gender mainstreaming is not strictly monitored as suggested in the ILO's Guidance 4: Gender equality in monitoring and evaluation of projects, then the project might lose its focus on this important area.*

4. *The absence of project risk management throughout its implementation, results in the project with lessened capacities to navigate through uncertainties and to create a shared understanding of the risks towards project outcomes with the national stakeholders.*

5. *In the absence of ILO corporate commitment to finalize the project results that remain near final by the time of the project closure, the burden of their finalization became a voluntary contribution of the ILO country team.*

6. *If all project components, irrespective if they are under the responsibility of an implemented partner or not, are managed in close coordination with each other, then stronger synergy of all components toward the project outcomes can be expected.*

7. *Very high dependency of the project in Armenia, Tajikistan, and Kyrgyzstan on one expert, resulted both in sharing state-of-art knowledge with the beneficiary countries as well as on slow implementation and rather limited focus on capacity development.*

Country specific Lessons Learned

8. *(Russia) If a regional institute for education development under a regional Ministry of Education is trained through the programme for TVET managers, it can replicate this programme towards a greater number of colleges in the region.*

9. *(Armenia) It is critical to ensure the knowledge about the project is further disseminated and shared among government authorities engaged in the project implementation beyond their representatives in the project only.*

10. *(Armenia) Active engagement of the social partners is critical for the successful implementation of the project.*

11. *(Kyrgyzstan) Informing the highest political level of the country about the project (Prime Minister of the Kyrgyz Republic) increases the likelihood of their support towards the project deliverables.*

12. *(Tajikistan) Simulator could have higher impact if it is available on the local serve (and not on personal laptops of the two moderators of the SKOLKOVO trainings in Tajikistan) and if trainees could have access to simulator to further exercise skills after the trainings.*

13. *(Viet Nam) Finding a capable local partner is critical for the success of any project.*

14. *(Jordan) Financial synchronization between implementing partners such as ILO, WB, EDRB and GIZ is critical for building sustainability and strengthening the NSSC.*

<u>Good practices:</u>

1. **(***<u>all countries)</u> The computer simulation-based course for managers developed by Skolkovo Management School*

2. *(Russia) Enabling TVET colleges at the regional level to reduce mismatch between education system and the labour market needs*

3. *(Jordan) Active engagement of the private sector in bridging the gap between labour market needs and education outcomes*

4. *(Jordan) Synergy between various donors, creating thereby a very conducive environment for the further strengthening of the SSCs*

5. *(Kyrgyzstan*) *Application of "The Analysis of the Demand for Skilled Labor" methodology in VET*

8. Recommendations

ILO related

1. ***Carry out a process review for the development of a project document in the ILO with the purpose to strengthen due diligence and rigor in project development process.***

Priority	Attention	Time Frame	Resource implications	Actions
High	ILO HQ*	Immediate	Cost of hire independent consultant	Hire independent consultant Critically review the process

* The evaluation chose to use the term ILO HQ with the expectation that ILO in developing specific follow-up would identify specific entities within ILO to be responsible for the follow-up on each recommendation. It was not considered essential for the understanding of the recommendation to identify specifically the ILO entity.

2. ***Develop guidance note on how to shape outcome and output indicators for a skills development projects and how to ensure gender lenses when shaping indicators, outcomes, and outputs***

Priority	Attention	Time Frame	Resource implications	Actions
Medium	ILO HQ	3-4 months	In-house resources for this	Appoint a team of experts and a lead for this assignment Discuss draft widely within the Branch Finalize and monitor implementation

3. ***Invest in expanding and strengthening the corporate policy on Enterprise Risk Management (ERM) with strong focus on risk-informed programming***

Priority	Attention	Time Frame	Resource implications	Actions
High	ILO HQ	Immediate	Cost of hiring independent consultant	Obtain internal/corporate consensus on the need of this activity Hire independent consultant Update the ERM with wide internal consultation, to shape ILO's positioning on risk-informed programming

4. **Develop a policy note on how to shape an exit strategy for the ILO's interventions and ensure that the project's exit strategy is (i) part of its final report, (ii) is shared and discussed with the national stakeholders before the closure of the project, and (iii) if the project results require 'last mile' to go to be institutionalized, then this became the ILO's responsibility to address the its country programmes.**

Priority	Attention	Time Frame	Resource implications	Actions
Medium	ILO HQ	3-4 month	in-house resources for this	Appoint a team of experts and a lead for this assignment Discuss draft widely within the Branch Finalize and monitor implementation

5. ***Consider including the simulator in the toolkit promoted by ILO across its countries of operation, if all contractual considerations with SKOLKOVO settled.***

Priority	Attention	Time Frame	Resource implications	Actions
Medium	ILO HQ	6-12 months	in-house resources for this	Negotiate with SKOLKOVO terms of agreement

6. ***When developing project with external implementing partner, ensure close coordination and cooperation of all components under the ILO leadership.***

Priority	Attention	Time Frame	Resource implications	Actions
High	ILO HQ	Immediate	in-house resources for this	Disseminate the lessons from this project internally within the ILO Encourage ILO management to pay attention to this aspect of any implementation contract

7. ***When exploring strengthening TVET systems, ILO Country Offices with DWCP and ILO SKILLS Branch to reflect the following in future interventions and work on TWET system***
    a. Ensure there is an inter-agency mechanism for coordination of skills anticipation efforts with equal attention to education sector and employment sector both in terms of alignment with policy requirements

as well as in terms of stakeholders engagement in the project implementation.

b. Consider strong capacity development components which goes beyond knowledge sharing and include 'on job training' component for weeks or months, depending on the focus area, ensuring at least one replication fully managed by the locally trained experts.
c. Ensure cross country learning in any regional or inter-regional projects.
d. Design TVET-related information management system (with key indicators, e.g. number of graduates employed within 1 year after graduation) and advocate for adequate national data management systems.

Priority	Attention	Time Frame	Resource implications	Actions
High	ILO SKILLS	Immediate	n/a	Disseminate this recommendation throughout the ILO SKILLS Branch and to relevant DWCPs

8. When promoting 'competency-based' training programmes, it is critical to define the scope of 'competencies' and ensure this is not in contradiction with the existing normative framework in the education and labour systems of the beneficiary country.

Priority	Attention	Time Frame	Resource implications	Actions
High	ILO SKILLS	Immediate	Yes	To develop a white paper on 'Competency'

For SKOLKOVO national stakeholders:

9. Consider creating a TOT version of the REGION-PROFI programe for building regional capacities (on the example of the Khabarovsk Regional Institute for Education Development) and further scale up the approach across the regional colleges.

Priority	Attention	Time Frame	Resource implications	Actions
Medium	SKOLKOVO (national stakeholders)	n/a	n/a	n/a

10. **Consider documenting experiences of colleges that participated in the REGION-PROFI programme «Managing the changes in the VET system to strengthen regional economy» in a separate publication to support dissemination of the programme model in Russia and potentially in other countries**.

Priority	Attention	Time Frame	Resource implications	Actions
Medium	SKOLKOVO (national stakeholders)	n/a	n/a	n/a

11. Consider revisiting STF methodology avoiding 'normative future' and informing it with robust labour market analysis

Priority	**Attention**	**Time Frame**	**Resource implications**	**Actions**
High	SKOLKOVO (national stakeholders)	Immediate	n/a	Mobilize internal and external resources to revise the STF methodology

Annex 1: Terms of reference

Draft Terms of Reference
Final Independent Evaluation "Applying the G20 Training Strategy:
A partnership between the ILO and the Russian Federation" (Phase 2)

ILO Project Code	INT/16/01/RUS (106013)
Policy Outcome	Outcome 1/ILO P&B 2018-2019 Outcome 3/ILO P&B 2020-2021
Contribution to SDGs:	4.4 and 8.6
Administrative Unit in charge of the Project	Employment Policy Department
Technical Backstopping Unit	Skills and Employability Branch (SKILLS)
Type of Evaluation	Final Independent
Project Period	December 2016 – June 2021
Total Project Budget	USD 12 Million
Geographical Coverage	Armenia; Kyrgyzstan; Tajikistan, Jordan; Viet Nam; Five Regions of the Russian Federation (Amur, Arkhangelsk, Khabarovsk, Krasnoyarsk, and Sakha-Yakutia)
Funding Agency	Ministry of Finance of the Russian Federation
Evaluation Manager	Xu LIU liu@ilo.org
Evaluation Oversight	Peter E. Wichmand, ILO Evaluation Office

Contents

I. INTRODUCTION ON THE PROJECT
II. RATIONAL FOR EVALUATION
III. PURPOSE, SCOPE AND CLIENTS OF THE EVALUATION
IV. EVALUATION CRITERIA AND KEY QUESTIONS
V. METHODOLOGY
VI. MANAGEMENT ARRANGEMENT AND WORK PLAN
VII. TASKS OF THE EVALUATOR AND MAIN DELIVERABLES
VIII. INDEPENDENT EVALUATOR QUALIFICATION
Annex 1: Relevant ILO policies and guidelines
Annex 2: Stakeholders for consultation of TOR and Evaluation report
Annex 3: Applying the G20 Training Strategy (Phase I) - Final Evaluation in 2015, and, Applying the G20 Training Strategy (Phase II) - Midterm Evaluation in 2018

I. INTRODUCTION ON THE PROJECT

The Project is a continued response of the Russian Federation and the ILO to support the application of the G20 Training Strategy. The major focus of the Project is on training of relevant national staff to critically analyse and improve the national and sectoral Skills Development systems in the recipient countries.

Phase 2 of the Project was developed based on the results and the lessons learned from the first phase while fully taking into account the recommendations made in the independent evaluation of the first phase of the Project, which in particular, insisted on the involvement of all key stakeholders from recipient countries in overall project design.

The Skills Development needs of the recipient countries have been identified at technical consultations conducted by Project developers in each of the countries. The Project objectives, activities and expected results were formulated in the Project Document to reflect the various interests of the governments, employers' and workers' organizations in each of the countries.

The ultimate goal of the project is to strengthen national Skills Development systems, policies and strategies to enhance employment opportunities for both women and men. In particular, the project aimed to address a number of key challenges that the TVET system is currently facing at a policy and institutional level.

The project is aligned with the countries' national and regional priorities, strategies and plans, the Outcome 1 of ILO Programme & Budget 2018-2019, Outcome 3 of ILO Programme & Budget 2020-2021, and other international development assistance programmes as well as the Sustainable Development Goals (SDGs) 4, 5, 8, and 17.

The Project aimed at:

- Increase the capacity of governments and stakeholders to review, reform and implement national training policies, strategies and systems in line with identified priorities;
- Strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments;
- Upgrade and apply software-based training products to support TVET institutions in five regions and selected sectors of the Russian Federation and in selected recipient countries by Moscow School of Management, Skolkovo (SKOLKOVO).

The Project was implemented in the following countries:

- Armenia
- Tajikistan
- Kyrgyzstan
- The Russian Federation (Component led by SKOLKOVO)
- Jordan
- Viet Nam

The main partners of the Project included governments', employers' and worker's representatives, as well as TVET institutions, statistical offices, research institutions and other international organizations working on the field of TVET education and Skills Development in each of the target countries. The Ministry of Finance of the Russian Federation is the donor of the Project.

In terms of project management, the Project Management Team consists of a centralized Project Management Unit (PMU) based in Geneva, with National Project Coordinators in each of the participating countries (except Russian Federation). The PMU is managed by a Chief Technical Adviser, supported by a Project Programming Officer and a Technical Specialist, with administrative support by five Project Administrative and Finance staff (in Jordan, Viet Nam, Moscow and Geneva).

The Project Management team works in close cooperation with the ILO Offices in Moscow, Amman and Hanoi, with technical backstopping support provided by the Skills and Employability Branch in Geneva, the ILO Decent Work Support Teams (DWTs) in Moscow, Bangkok and Beirut. Additional support is also provided by the Workers' and Employers' Bureaus, ACTRAV and ACTEMP respectively. In the five regions of the Russian Federation, the project is implemented by the Moscow School of Management, (SKOLKOVO) under an Implementation Agreement. In addition, SKOLKOVO is participating in additional activities on transferring the improved training programme for TVET managers to the participant countries of the project and organizing its implementation.

During the implementation period of the Project, an evaluability assessment and a mid-term evaluation were undertaken.

II. RATIONAL FOR EVALUATION

In line with the ILO's Evaluation Policy (2017), projects with budgets over USD 5 million must undergo a mid-term and a final evaluation, both of which must be independent. The independent Mid-term Evaluation was conducted in November and December 2018. The goal of the Mid-term Evaluation was to review the project performance and enhance learning within the ILO and among stakeholders. In particular, the Mid-term evaluation provided strategic and operational recommendations as well as highlighted lessons to improve performance and delivery of result.

The Final evaluation will focus on the outcome of the project and the likelihood that the results will be able to achieve a sustainable impact. This final evaluation provides an opportunity for in-depth reflections on the strategy and assumptions guiding the intervention. It will assess the extent to which the intervention achieved its objectives; it will document lessons learnt from implementation, and may make recommendations for the sustainability of the outcomes. This evaluation is also a mean to assess how well interventions supported higher level ILO strategies and objectives, as articulated in national strategies and policies on sustainable development

and education and skills development, Decent Work Country Programmes (DWCPs) and the ILO's Programme and Budget (P&B), as well as SDG 4 and 8.
Since 2020, the world of work is being profoundly affected by the COVID-19 pandemic. ILO projects, programmes and their beneficiaries are responding and adapting to the COVID-19 pandemic. The evaluation will also review and assess the impact of the crisis on the implementation of the project and lessons learnt from the response of the interventions.
The evaluation will be conducted as an independent evaluation by an evaluation team led by an independent evaluator. ILO independent project evaluation serves accountability purposes by reporting to donors and national partners on the extent to which the intended outcomes are achieved. It also offers evidence of whether or not the activities and outputs described in the project document are actually undertaken and/or produced. The ILO Constituents, project teams and the donor as the key stakeholders will be consulted throughout the evaluation process.
This Final evaluation of the project is going to start in June 2021, with the final report expected to be completed by September 2021.

III. PURPOSE, SCOPE AND CLIENTS OF THE EVALUATION

The Evaluation serves the following main purposes:

- Provides an independent assessment of progress on the achievement towards the Project's development objective, assessing performance as per the established indicators vis-à-vis the strategies and implementation modalities chosen and project management arrangements;
- Provides strategic recommendations, highlights good practices and lessons learnt

Moreover it:

- Advises future project development;
- Contributes towards organizational learning;
- Helps those responsible for managing the resources and activities of a project to enhance development results from the short term to a sustainable long term;
- Assesses the effectiveness of planning and management for future impacts;
- Supports accountability aims by incorporating lessons learned in the decision-making process of project stakeholders, including donors and national partners.

Scope:
The evaluation will cover the duration of Phase 2 of the Project since its inception phase initiated in January 2017 to June 2021 and its full geographic coverage at both Headquarters and Country level, including the components managed by Implementing Partners. The evaluation will also take into account the results of the first phase as a starting point on which this project was designed. The evaluation will cover all outcomes of the project, with particular attention to coherence and synergies across components, and across countries.
All Project Countries will be assessed as part of the desk review (including sample-based review of all the video-reels produced for different training/ round tables/ workshops, if applicable and available), developing a typology of countries, the basis of which a sample of 4 countries will be selected for in-depth analysis, interviews and e-meetings with the Project stakeholders and beneficiaries. The countries selected will be further determined and informed by the evaluation methodology proposed by the independent evaluator.
The Final Evaluation will serve the following clients' groups: Tripartite constituents, Project Advisory Committee, Project National Steering Committees, ILO Employment / Skills, ILO DWT/CO-Moscow, ILO DWT-Beirut / CO - Jordan, ILO DWT-Bangkok / CO- Vietnam as well as ILO overall as part of organisational learning.

IV. EVALUATION CRITERIA AND KEY QUESTIONS

The evaluation will follow the UN Evaluation Standards and Norms, the Glossary of key terms in evaluation and Results-Based Management and utilise the Organisation for Economic Co-operation and Development Assistance Committee (OECD DAC) evaluation criteria as outlined below:

- Relevance and strategic fit – the extent to which the objectives are in keeping with Sub-Regional, national and local priorities and needs, Constituents' priorities and needs, and the donor's priorities for the Project countries;

- Coherence: the extent to which other interventions support or undermine the intervention, and vice versa. This includes internal coherence and external coherence, in particular, synergies and fit with national initiatives and with other donor-supported projects and project visibility;
- Validity of design – the extent to which the project design, logic, strategy and elements are/ remain valid vis-à-vis problems and needs;
- Effectiveness - the extent to which the project can be said to have contributed to the development objectives and the immediate objectives and more concretely whether the stated outputs have been produced satisfactorily;
- Efficiency - the productivity of the project implementation process taken as a measure of the extent to which the outputs achieved are derived from an efficient use of financial, material and human resources;
- Progress towards impact - positive and negative changes and effects caused by the Project at the Sub-Regional and National levels, i.e. the impact with Social Partners and various implementing partner organisations;
- Sustainability – the extent to which adequate capacity building of Project stakeholders has taken place to ensure mechanisms are in place to sustain activities and whether the existing results are likely to be maintained beyond project completion.

Suggested Key Evaluation Questions:
The evaluation will examine the project on the basis of the questions listed below and against the standard evaluation criteria mentioned above. The independent evaluator will start from these proposed set of questions and develop a more detailed analytical structure of questions and sub-questions as part of inception phase. If applicable, evaluations findings and lessons learned from the previous phase of the project should also be taken into account when finalising the analytical framework.
Suggested evaluation criteria and evaluation questions are summarized below:
Relevance and strategic fit

- How has the Project adapted its activities to the changing priorities of the Project beneficiary countries?
- Are the needs addressed by the project in the various countries and at global level still relevant?
- Did the project complement and fit with other on-going ILO and UN programmes and projects in the project countries, and how did it coordinate with them?
- How did the project align with and support national development plans and priorities of the ILO constituents ?
- Is the project relevant to the UNSDFs, DWCPs of the project countries, and other national frameworks (for refugee response for instance in Jordan) and to relevant Programme and Budget Outcomes of the ILO?
- How did the Project objectives and interventions consider relevant SDG targets and indicators?
- Has the programme been repurposed based on results from COVID-19 diagnostics, UN socio-economic assessments and guidance, ILO decent work national diagnostics, CCA, or similar comprehensive tools, and how?
- Has the programme provided a timely and relevant response to constituents' needs and priorities in the COVID-19 context?
- What feedback loops have been established within the project activities to ensure it remains relevant to the evolving needs of its recipients and beneficiaries?

Coherence

-
- How does the Project relates to other similar interventions in the area of Skills Development implemented in the Project beneficiary countries over the Project implementation period?
- Are the project's objectives aligned to other ILO and UN employment/Skill initiatives? What are the coordination mechanisms and interlinkages with the project?
- How does the project align with regional or national policy development planning in regions and countries where the project focused on?

Validity of design

- Are the indicators described in the project document appropriate and measurable in assessing the project's progress?
- To what extent are the project design (objectives, outcomes, outputs and activities) and its underlining theory of change logical and coherent?
- How realistic were the risks and assumptions upon which the project logic was based?
- How was the project design adapted following the COVID19 crisis?
- Did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to (i) gender equality and non-discrimination and (ii) inclusion of people with disabilities?
- Was the results framework appropriate, given the needs of the beneficiary countries, the expectations of the ILO and the Donor?

Effectiveness

- Has the project achieved its planned long-term and medium-term outcomes?
- What have been unintended results of the project – positive and negative?
- Has the project made sufficient progress towards its planned results?
- To what extent has gender mainstreaming been addressed in the design and implementation of the project?
- To what extent has the project adapted its approach to specific country contexts, and to local political economies? Has it been responsive to political, legal, and institutional challenges where it operates?
- Has the project managed to play a useful role of facilitator of wider positive change, rather than delivering by itself?
- To what extent do the project management capacities and arrangements put in place, support the achievement of the expected results?
- Has the project made strategic use of coordination and collaboration with other ILO projects and with other partners to increase its effectiveness and impact?
- How effectively did the project monitor performance and results? What were the systems put in place at national level to track progress and risks in a quickly evolving environment?
- To what extent are the project interventions contributing (or not) to the relevant SDGs and related targets?
- To what extend did the project addressed the impact of the COVID-19 crisis and contributed to the ILO policy response?

Efficiency

- Are the available technical and financial resources adequate to fulfil the project plans?
- Are resources (human resources, time, expertise, funds etc.) allocated strategically to provide the necessary support and to achieve the broader project objectives?
- Are the project's activities/operations in line with the schedule of activities as defined by the work plans?
- Are the disbursements and project expenditures in line with expected budgetary plans? If not, what were the bottlenecks encountered? Are they being used efficiently?
- To what extent did the project budget factor-in the cost of specific activities, outputs and outcomes to address:
    - Gender equality and non-discrimination?
    - Inclusion of people with disabilities?
- Has cooperation among project partners been efficient? What is the value addition of the cooperation/ collaboration of the project? Was there a mechanism to facilitate coherence and synergy by the partners? How effective was it?
- How has the project leveraged new or repurposed existing financial resources to mitigate COVID-19 effects in a balanced manner?

Progress towards impact

- Has the project built the capacity of people and national institutions, including social partner organizations, or strengthened an enabling environment (laws, policies, people's skills, attitudes etc.)?
- To what extent did the intervention advance strategic gender-related needs, which can have a long term positive bearing on:
    - Gender parity in skills development ?
    - Inclusion of women and men with disabilities in skills development ?

Sustainability

- Assess whether project activities are sustainable and identify steps that can be taken to enhance the sustainability of project components and objectives;
- To what extent are the benefits so far likely to continue after donor funding has ceased?
- What were the major factors which have/will influence the achievement or non-achievement of sustainability of the project?

V. METHODOLOGY

The Evaluation will be carried out in accordance with the ILO evaluation policy based on the United Nations Evaluation Norms and Standards, following the **Policy guidelines for results-based evaluation, 4th edition (2020)**. It fully adheres to ILO evaluation norms, standards and ethical safeguards as well as to the OECD/DAC Evaluation Quality Standards.

The evaluation methodology is expected to use a mix of qualitative and quantitative methods, to be defined and approved as part of the evaluation inception report. The methods are expected to create a space for a sample of all stakeholders and beneficiaries to voice their opinions and analysis, that will be compared and consolidated into the evaluation document. To the extent possible, all categories of project participants should be represented.

The evaluation methodology should include examining the interventions' Theory of Change, specifically in the light of logical connect between levels of results, its coherence with external factors, and their alignment with the ILO's strategic objectives, SDGs and related targets, national and ILO country level outcomes. A special focus will also be on the response of the project to evolving project context. The methodology should clearly state the limitations of the chosen evaluation methods, including those related to representation of specific group of stakeholders.

Envisaged steps include the following:

1) Desk Review: Review of programmes and its components materials, publications, data, among others;
2) Inception meeting with the project team and technical backstopping unit in ILO HQ.
   The objective of the consultation is to reach a common understanding regarding the status of the project, the priority assessment questions, available data sources and data collection instruments and an outline of the final evaluation report. The following topics will be covered: project background and materials, key evaluation questions and priorities, list of stakeholders, criteria for country selection, outline of the inception and final report.
3) Initial interviews through conference calls or surveys with key stakeholders including (but not limited to) representatives from partners and entities who have participated in project activities;
4) Submission of an Inception Report with the final methodology and Work Plan. The Inception Report and the Work Plan will be subject to approval by the Evaluation Manager, and it will indicate the steps/phases and dates of the process in which the Evaluation will take place;
5) Additional documents review and analysis, data collection prior or in parallel to the evaluation interviews as required by the proposed methodology;
6) Evaluation interviews (individual or collective) with stakeholders;
7) Drafting evaluation reports;
8) Presentations to the ILO project team and the key stakeholders on the draft report
9) Finalization of the evaluation report.

The current COVID-19 pandemic severely restricts the mobility of staff and consultants. Based on the matrix developed by the ILO on the Constraints and risks as measured against the criticality of the evaluation to the ILO, the global component evaluation will be conducted in a totally remote way, relying on e-surveys. For some

country components it might be feasible to use a hybrid face to face/remote approach for collecting data by a national consultant if possible – depending on the COVID19 pandemic evolution. ILO Evaluation Office guidance on the evaluation process during COVID-19 should serve as the main guidance on the subject.
When and where relevant, evaluation questions will also be guided by the ILO protocol on collecting evaluative evidence on the ILO's COVID-19 response measure through project and programme evaluations. The independent evaluator, the project team and the evaluation manager, under the guidance of EVAL, should propose alternative methodologies to address the data collection that will be reflected in the inception phase of the evaluation developed by the evaluation team. These will be reflected in the Inception Report.

VI. MANAGEMENT ARRANGEMENT AND WORK PLAN

A designated ILO staff who has no prior involvement in the project will manage this independent evaluation with oversight provided by the ILO Evaluation Office. The independent evaluator, together with an evaluation team and/or national consultants, will be commissioned to conduct this evaluation. The evaluation will be funded from the budget of the project.

The tasks of the evaluation manager are as follows:

- Draft and finalize the evaluation TOR upon receiving inputs from key stakeholders;
- Reviewing CV and proposals of the proposed independent evaluator;
- Guides the independent evaluator during the evaluation process;
- Providing project background documents to the independent evaluator;
- Coordinate with the project team on the remote interview agenda of the independent evaluator;
- Briefing the independent evaluator on ILO evaluation procedures, together with EVAL specialist;
- Circulating the report to the stakeholders concerned for their comments;
- Reviewing and providing comments of the draft evaluation report;
- Consolidate comments and send them back to the independent evaluator;
- Review and approve the evaluation report and submit to EVAL for final approval.

The ILO HQ project team will handle administrative contractual arrangements with the independent evaluator and provide any financial, logistical and other assistance as required.

The project teams of HQ and the countries concerned will be responsible for the following tasks:

- Provide project background materials to the independent evaluator;
- Prepare a list of recommended interviewees;
- Schedule remote meetings for the independent evaluator with the project team at both global and country level;
- Participate meetings, workshops or interview and provide inputs as requested by the independent evaluator during the evaluation process;
- Review and provide comments on TOR and the draft evaluation reports.

Work plan and tentative timeframe:

	Task	Responsible person	Tentative time
1	Preparation, sharing and finalization of the TOR	Evaluation Manager	20 May – 11 June
2	Approval of the TOR	EVAL	14 June
3	Issuance of EOI, advertisement and selection of independent evaluator	Evaluation manager and EVAL	15-25 June
4	Preparation and Issuance of contracts	ILO Technical team	14-16 July
5	Brief independent evaluator on ILO evaluation policy and the project	Evaluation manager and EVAL	19 July
7	Document review and development of the inception report submitted to Evaluation Manager	Independent evaluator	20-23 July
8	Circulate IR to stakeholders for comments	Evaluation manager	26-29 July
	Inception report approved	Evaluation manager and EVAL	30 July

10	Interviews with main stakeholders. Since the COVID 19 situation continue to persist in project countries and official travel is restricted to the project countries, the field visit plan of independent evaluator should be subject to change to remote interviews, supplemented by assistance of national consultants	Independent evaluator, under logistical and administrative support of ILO technical team and country teams	2 – 13 August
11	Draft report submitted to Evaluation Manager	Independent Evaluator	16-25 August
12	Presentations to ILO project team and key stakeholders	Independent evaluator	26-27 August
13	Sharing the draft report with all concerned stakeholders for comments	Evaluation manager	30 August- 8 September
14	Consolidated comments on the draft report and send to the independent evaluator	Evaluation manager	9-10 September
15	Finalization of the report and submission to Evaluation Manager	Independent evaluator	13-15 September
16	Review and approval of the final report and submit to EVAL for final approval	Evaluation manager	16 September
17	Final review and approval evaluation report	EVAL	17-21 September
18	Evaluation report will be send to PARDEV	EVAL	
19	Evaluation report will be send to Donor	PARDEV	

VII. TASKS OF THE INDEPENDENT EVALUATOR AND MAIN DELIVERABLES

The independent evaluators will provide the following deliverables and tasks:

- Deliverable 1: Inception report.
  The inception report will include among other elements the evaluation questions and data collection methodologies and techniques, proposed data presentation techniques for cross over analysis of the level of satisfactions for the interventions of the project, and the evaluation tools (interview, guides, self-administered questionnaires, etc.). The independent evaluator will prepare an inception report within one week after the contract signed.
- Deliverable 2: Stakeholder workshop.
  The independent evaluator will conduct remote workshop for the project countries to validate information and data collected through various methods and to share the preliminary findings with the key local stakeholders at the end of each field mission, or, remote interviews if travel restrictions are applied in project countries, lock down applied and stakeholders are unwilling to meet in person at the COVID-19 situation. The relevant ILO officials in the project countries will help organize the stakeholder workshops or remote interviews. Evaluation findings should be based on facts, evidence and data.
  In addition, the independent evaluator should conduct individual remote meeting if the evaluation team considers it necessary for the detailed and/or if a key stakeholder request a more detailed interview.
- Deliverable 3: Draft evaluation report.
  Evaluation report should include action-oriented, practical and specific recommendations assigning or designating audiences/implementers/users.
  The draft evaluation report should be prepared as per the ILO Checklist 5 (Annex 1): Preparing the Evaluation Report, which will be provided to the independent evaluators. It should address all the evaluation questions and present explicit comparative and crossover analysis, in table format, of level of satisfaction towards the projects using appropriate data presentation techniques.
- Deliverable 4: Presentations of draft report. Presentations should be prepared and conducted by the evaluation team for the ILO project team and the key stakeholders on the draft report.

- Final evaluation report: The evaluation team will incorporate comments received from ILO and other key stakeholders into the final report. The report should be finalized as per the ILO Checklist 5: Preparing the Evaluation Report. The quality of the report and evaluation summary will be assessed against the ILO Checklists 5, 6, 7, and 8 **(Annex 1).**

The reports and all other outputs of the evaluation must be produced in English. All draft and final reports including other supporting documents, analytical reports, and raw data should be provided in electronic version compatible with WORD for windows. Ownership of the data from the evaluation rests jointly between ILO and ILO consultants. The copy rights of the evaluation report rests exclusively with the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

VIII. INDEPENDENT EVALUATOR QUALIFICATION

The independent final evaluation will be conducted by an evaluation team consisting of a lead international evaluator, who will work with the support of national consultants and.

The independent lead evaluator will have the following profile:

- Advanced university degree in social sciences or related graduate qualifications;
- A minimum of 10 years of professional experience specifically in evaluating international development initiatives, experience in the area of skills will be an added advantage;
- Minimum five years of experience in conducting programme or project evaluations;
- Experience in managing teams of national consultants
- Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
- Fluency in written and spoken English is required. Knowledge of one or more languages spoken in the project countries would be an asset;
- Knowledge of ILO's roles and mandate and its tripartite structure as well as UN evaluation norms and its programming is desirable;
- Understanding of the development context of the Project Countries is an advantage;
- Excellent consultative, communication and interview skills; Demonstrated excellent report writing skills in English; and Demonstrated ability to deliver quality results within strict deadlines.
- No previous involvement with the project under evaluation.

The national consultants will have the following profile:

- Proven evaluation experience at national and preferable regional level;
- Experience in conducting interviews, both in person and virtually;
- Experience from evaluations of internationally funded development cooperation programmes and projects;
- Ability to work in English as well as the required national language;
- Preferable experience from evaluation of ILO projects or related areas of work in the field of employment/Skill;
- Experience from working as part of an international team of consultants, working to a common evaluation framework and providing required structured input to the evaluation, such as through case-studies;
- No previous involvement with the project under evaluation.

Annex 1: Relevant ILO policies and guidelines

- ILO Policy Guidelines for evaluation: Principles, rationale, planning and managing for evaluations, 4th edition (2020).
  http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm
- Code of conduct form (To be signed by the evaluators)
  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 5: preparing the evaluation report
  http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm
- Checklist 6: rating the quality of evaluation report
  http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm
- Checklist 8: Preparing the evaluation summary
  https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_166361.pdf
- Checklist 10: Documents for project evaluators
  https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_208284.pdf
- 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
  https://www.ilo.org/global/docs/WCMS_165982/lang--en/index.htm
- Guidance note 4: Integrating gender equality in the monitoring and evaluation 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
- UNEG Ethical Guidelines for Evaluation
  http://www.unevaluation.org/document/download/548

Annex 2: Stakeholders for consultation of TOR and Evaluation report
(A list of relevant stakeholders covering the various categories will be prepared and these need to be consulted and interviewed for the evaluation)

Annex 3: Applying the G20 Training Strategy (Phase I) - Final Evaluation in 2015, and, Applying the G20 Training Strategy (Phase II) - Midterm Evaluation in 2018

Annex 2: Evaluation Matrix

Evaluation question	Data Sources	Means of Verification
RELEVANCE AND STRATEGIC FIT ***Is the intervention doing the right think?***		
How has the project adapted its activities to the changing priorities of the project beneficiary countries?	Document Analysis Semi structured interviews	Triangulation
Are the needs addressed by the project in the various countries and at global level still relevant?	Document Analysis Semi structured interviews	Triangulation
Did the project complement and fit with other on-going ILO and UN programmes and projects in the project countries, and how did it coordinate with them?	Document Analysis Semi structured interviews	Triangulation
How did the project align with and support national development plans and priorities of the ILO constituents?	Document Analysis Semi structured interviews	Triangulation
Is the project relevant to the UNSDFs, DWCPs of the project countries, and other national frameworks (for refugee response for instance in Jordan) and to relevant Programme and Budget Outcomes of the ILO?	Document Analysis Semi structured interviews	Triangulation
How did the Project objectives and interventions consider relevant SDG targets and indicators?	Document Analysis Semi structured interviews	Triangulation

Has the programme been repurposed based on results from COVID-19 diagnostics, UN socio-economic assessments and guidance, ILO decent work national diagnostics, CCA, or similar comprehensive tools, and how?	Document Analysis Semi structured interviews	Triangulation
Has the programme provided a timely and relevant response to constituents' needs and priorities in the COVID-19 context?	Document Analysis Semi structured interviews	Triangulation
What feedback loops have been established within the project activities to ensure it remains relevant to the evolving needs of its recipients and beneficiaries?	Document Analysis Semi structured interviews	Triangulation
Validity of design		
Are the indicators described in the project document appropriate and measurable in assessing the project's progress?	Document Analysis Semi structured interviews	Triangulation
How TOC reflects the ILO mandate on norms and SD?	Document Analysis Semi structured interviews	Triangulation
To what extent are the project design (objectives, outcomes, outputs and activities) and its underlining theory of change logical and coherent?	Document Analysis Semi structured interviews	Triangulation
How realistic were the risks and assumptions upon which the project logic was based?	Document Analysis Semi structured interviews	Triangulation

How was the project design adapted following the COVID19 crisis?	Document Analysis Semi structured interviews	Triangulation
Did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to (i) gender equality and non-discrimination and (ii) inclusion of people with disabilities?	Document Analysis Semi structured interviews	Triangulation
Was the results framework appropriate, given the needs of the beneficiary countries, the expectations of the ILO and the Donor?	Document Analysis Semi structured interviews	Triangulation
COHERENCE ***How well does the intervention fit?***		
How does the Project achieved synergies with other similar interventions in the area of Skills Development implemented in the Project beneficiary countries over the Project implementation period?	Document Analysis Semi structured interviews	Triangulation
Are the project's objectives achieved synergies with other ILO and UN employment/Skill initiatives? What are the coordination mechanisms and interlinkages with the project?	Document Analysis Semi structured interviews	Triangulation
How does the project achieved synergies with regional or national policy development planning in regions and countries where the project focused on?	Document Analysis Semi structured interviews	Triangulation
EFFECTIVENESS ***Is the intervention achieving its objectives?***		
Has the project achieved its planned long-term and medium-term outcomes?	Document Analysis	Triangulation

	Semi structured interviews	
Has the project made sufficient progress towards its planned results?	Document Analysis Semi structured interviews	Triangulation
To what extent has gender mainstreaming been addressed in the design and implementation of the project?	Document Analysis Semi structured interviews	Triangulation
To what extent has the project adapted its approach to specific country contexts, and to local political economies? Has it been responsive to political, legal, and institutional challenges where it operates?	Document Analysis Semi structured interviews	Triangulation
To what extent do the project management capacities and arrangements put in place, support the achievement of the expected results?	Document Analysis Semi structured interviews	Triangulation
Has the project made strategic use of coordination and collaboration with other ILO projects and with other partners to increase its effectiveness and impact?	Document Analysis Semi structured interviews	Triangulation
How effectively did the project monitor performance and results? What were the systems put in place at national level to track progress and risks in a quickly evolving environment?	Document Analysis Semi structured interviews	Triangulation
To what extent are the project interventions contributing (or not) to the relevant SDGs and related targets?	Document Analysis Semi structured interviews	Triangulation

Whether adjustment was needed in view of the Covid19 and whether this was done as required?	Document Analysis Semi structured interviews	Triangulation
EFFICIENCY ***How well are resources being used?***		
Are the available technical and financial resources adequate to fulfil the project plans?	Document Analysis Semi structured interviews	Triangulation
Are resources (human resources, time, expertise, funds etc.) allocated strategically to provide the necessary support and to achieve the broader project objectives?	Document Analysis Semi structured interviews	Triangulation
Are the project's activities/operations in line with the schedule of activities as defined by the work plans?	Document Analysis Semi structured interviews	Triangulation
Are the disbursements and project expenditures in line with expected budgetary plans? If not, what were the bottlenecks encountered? Are they being used efficiently?	Document Analysis Semi structured interviews	Triangulation
Has cooperation among project partners been efficient? What is the value addition of the cooperation/ collaboration of the project? Was there a mechanism to facilitate coherence and synergy by the partners? How effective was it?	Document Analysis Semi structured interviews	Triangulation
Has the project leveraged new or repurposed existing financial resources to mitigate COVID-19 effects in a balanced manner?	Document Analysis Semi structured interviews	Triangulation
SUSTAINABILITY ***Will the benefits or change last?***		
Whether project outcomes are sustainable and if steps can be taken to enhance their sustainability?	Document Analysis Semi structured interviews	Triangulation
To what extent are the benefits so far likely to continue after donor funding has ceased?	Document Analysis Semi structured interviews	Triangulation

What were the major factors which have/will influence the achievement or non-achievement of sustainability of the project outcomes?	Document Analysis Semi structured interviews	Triangulation
IMPACT ***What difference does the intervention make?***		
Has the project built the capacity of people and national institutions, including social partner organizations, or strengthened an enabling environment (laws, policies, people's skills, attitudes etc.)?		
To what extent did the intervention advance strategic gender-related needs, which can have a long term positive bearing on: Gender parity in skills development? and Inclusion of women and men with disabilities in skills development ?		

Annex 3: Lessons learned and Emerging good practices in templates

General

ILO Lesson Learned Template	
Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2 **Project TC/SYMBOL: INT/16/01/RUS (106013)** **Name of Evaluator: Magda Stepanyan** **Date: September 2021** **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.**	
LL Element	**Text**
Brief description of lesson learned (link to specific action or task)	**If the quality of the project results framework and its indicators is weak, it results in confused adherence to the expected outcomes.**
Context and any related preconditions	The project results framework has confused logic, indicators are not SMART and does not help to monitor the progress towards the expected outcomes
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	Lack of due diligence when designing and when monitoring the project progress
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template	
Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2 **Project TC/SYMBOL: INT/16/01/RUS (106013)** **Name of Evaluator: Magda Stepanyan** **Date: September 2021** **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.**	
LL Element	**Text**
Brief description of lesson learned (link to specific action or task)	**If there is no corporate-level guidance on exit strategy, it resulted in the absence of handover of the project results with flagged risks related to their sustainability and impact.**

Context and any related preconditions	It is a challenge to design skills related indicators for a highly complex, multi-country project for both output and outcome levels. ILO does not have a guidance that would help in designing SMART indicators which are sufficiently tuned to address gender specifics
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	Lack of urgency
Success / Positive Issues - Causal factors	Greater impact beyond only one project
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2
Project TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Magda Stepanyan **Date: September 2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	**If gender mainstreaming is not strictly monitored as suggested in the ILO's *Guidance 4: Gender equality in monitoring and evaluation of projects*, then the project might lose its focus on this important area.**
Context and any related preconditions	ILO has a guidance on how to mainstream gender in the project M&E, however, if there is no sufficient attention to the adherence to this requirement then the project might miss this out and provide no detailed analysis on their interventions from gender mainstreaming perspective
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	Not all possible cases can be reflected in a guidance for learning purposes
Success / Positive Issues - Causal factors	The benefit of taking this lesson into consideration is beyond one project only
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2
Project TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Magda Stepanyan **Date: September 2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	**The absence of project risk management throughout its implementation, results in the project with lessened capacities to navigate through uncertainties and to create a shared understanding of the risks towards project outcomes with the national stakeholders.**
Context and any related preconditions	ILO operates in a highly uncertain context with many unknown unknowns. It remains critical for the success of any project to ensure there is mechanism for early detection of changes around and within the project, understanding possible consequences of those changes, and taking preventive or mitigating measures. This is the essence of project risk management – to navigate project through uncertainties towards realization of its objectives.
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	To attract corporate attention to invest in risk management due to confused understanding of its benefits
Success / Positive Issues - Causal factors	There is growing demand towards to risk-informed programming across UN and larger development community
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2
Project TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Magda Stepanyan **Date: September 2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	**In the absence of ILO corporate commitment to finalize the project results that remain new final by the time of project closure, the burden of their finalization became a voluntary contribution of the ILO country team.**

Context and any related preconditions	The project developed few results that need to be further attended to be finalized and institutionalized. For instance, a Strategy in Tajikistan. Even if the project is finalized, but those results remain associated with the ILO's efforts and it is critical for the reputation of the organization to continue investing its resources to walk that 'last mile'.
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	If not, ILO is risking its reputation, the attention to the results might be lost from the sight of the national authorities, eventually leading to the missed opportunities
Success / Positive Issues - Causal factors	Strong ownership of the national authorities within this project though often combined with extremely limited resources
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2
Project TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Magda Stepanyan **Date: September 2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	**If all project components, irrespective if they are under the responsibility of an implemented partner or not, are managed in close coordination with each other, then stronger synergy of all components toward the project outcomes can be expected.**
Context and any related preconditions	The SKOLKOVO component was a 'project within a project' with full independence of its design, implementation, and monitoring. As an project that is granted ILO's auspice, it is critical to ensure full alignment and cooperation of its implementing partner with the ILO.
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	This arrangements were made prior to the start of the project
Success / Positive Issues - Causal factors	Probably growing understanding during the project implementation of the benefits if this component is implemented in closer cooperation with the ILO
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2
Project TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Magda Stepanyan **Date: September 2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	**Very high dependency of the project in Armenia, Tajikistan, and Kyrgyzstan on one expert, resulted both in sharing state-of-art knowledge with the beneficiary countries as well as on slow implementation and rather limited focus on capacity development.**
Context and any related preconditions	The largest part of all technical work within the project was outsourced to one organization, IRIAS, and de facto, to one person Mr. Gasskov. The rest of the work had to be managed with the approval of Mr. Gasskov. This situation caused dual implications: (i) having high profile expert indeed allowed for sharing most up-to-date knowledge but also (ii) caused delayed in the processes and limited capacity development efforts within the project.
Targeted users / Beneficiaries	ILO staff members , ILO partners, and ILO beneficiaries
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	

Lessons Learned and Good Practices from Russia

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2 **Project TC/SYMBOL: INT/16/01/RUS (106013)**

Name of Evaluator: Natalia Kosheleva **Date:**

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.

LL Element	Text

Brief description of lesson learned (link to specific action or task)	**If a regional institute for education development under a regional Ministry of Education is trained through the programme for TVET managers, it can replicate this programme towards a greater number of colleges in the region. (Russia)** Under Activity 3.2.3. of this project SKOLKOVO piloted this training programme in 5 regions of the Russian Federation. In Khabarovsk region the team of the Khabarovsk Regional Institute for Education Development (HRIED) participated the REGION-PROFI programme along with 7 colleges. Later HRIED developed the programme similar to the REGION-PROFI programme and delivered it to remaining 19 colleges in the region. All of these college developed new training programmes.
Context and any related preconditions	Prior to this project HRIED was already playing an active role in the development of the regional TVET system and its leadership was interested to further develop HRIED staff capacity to maintain this role.
Targeted users / Beneficiaries	Management teams of TVET colleges in the Russian Federation.
Challenges /negative lessons - Causal factors	N/A
Success / Positive Issues - Causal factors	HRIED team lead by the First Vice-Rector participated in the REGION-PROFI programme along with college management teams and developed its own project to support for design of development programmes for colleges "Leading College". In addition HRIED team members were divided among college management teams and worked with them on their project which gave them skills that were later used to work with other colleges.
ILO Administrative Issues (staff, resources, design, implementation)	To deliver the REGION-PROFI programme SKOLKOVO team came to Khabarovsk. So the cost of including the HRIED team in the programme was equivalent to the cost of having one additional moderator. But this allowed to increase the share of colleges where management teams have new skills from 24% to 100%.

ILO Emerging Good Practice Template

Project Title: Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation. Phase 2 **Project TC/SYMBOL: INT/16/01/RUS (106013)**

Name of Evaluator: Natalia Kosheleva **Date:**

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

GP Element	Text

Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	**Enabling TVET colleges at the regional level to reduce mismatch between education system and the labour market needs (Russia)**
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	This practice can be applied if colleges have full or partial discretion over the content of training programmes that they deliver. For example, in the Russian Federation colleges have discretion over 20-30% of the content of the core programmes leading to professional qualification that have to be aligned with the Federal State Educational Standards and full discretion over the content of short-term programmes not leading to professional qualification.
Establish a clear cause-effect relationship	In the course of the REGION-PROFI programme «Managing the changes in the VET system to strengthen regional economy» participating college management teams had to develop educational programmes on new competencies they identified based on the analysis of global and regional economic and technological trends and opportunities. The SKOLKOVO team focused attention of the college teams on development of short courses that could be integrated in already existing core programmes or delivered as additional training to people who already have relevant professional qualification.
Indicate measurable impact and targeted beneficiaries	Colleges developed 36 new training programmes most of which were integrated in the existing programme or launched as stand along programmes. This would not be possible without focus on development of short programmes.
Potential for replication and by whom	This practices can be replicated in other projects that support introduction of forward-looking competencies in the TVET system.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	One of priorities of cooperation between the Russian Federation and ILO for 2017-2020 was to increase employment opportunities and labour productivity, including through further improving vocational training and retraining while taking into account labour market requirements.
Other documents or relevant comments	N/A

Lessons learned and Good practices from Armenia, Tajikistan, Kyrgyzstan, Jordan and Viet Nam

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy:
Project TC/SYMBOL: INT/16/01/RUS:

Name of Evaluator: Tsoghik Bezhanyan
Date: 29.09.21
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.

LL Element	Text

Brief description of lesson learned (link to specific action or task)	***Active engagement of the social partners is critical for the successful implementation of the project (Armenia)*** During the implementation of the project, disagreements arose over the management of the project in the Steering committee. The dissatisfaction of the employers' union (RUEA) was the disproportionate distribution of measures without assessing the needs of the tripartite partnership. RUEA insisted that the activity is directed only on education. The issue was raised and discussed in all levels of project management (Project Advisory Committee (PAC) at ILO level, Project Steering Committee (NPSC) at National level). As a solution, An Enterprise survey was conducted at the request of RUEA instead of the planned pilot Labor demand survey.
Context and any related preconditions	After the velvet revolution, significant changes took place at the managerial level of all governmental bodies. The people without management skills were appointed to the key positions. The central ideology of these people was to start from a new point. This approach harmed the institutional memory and brought severe consequences. The change of Steering Committee leader in 2018 was one of the main reasons for the created situation.
Targeted users / Beneficiaries	ILO staff, RA Government and other stakeholders
Challenges /negative lessons - Causal factors	The problems of project-level governance is a result of inadequate personnel policy at the ministerial level.
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy:
Project TC/SYMBOL: INT/16/01/RUS:
Name of Evaluator: Tsoghik Bezhanyan
Date:

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	***It is critical to ensure the knowledge about the project is further disseminated and shared among government authorities engaged in the project implementation beyond their representatives in the project only. (Armenia)*** The results of the program, first of all, depending on the resources. Man, time, finances. Even the absence of one causes problems in the implementation of the program. Due to the busy schedule, the government officials in charge of the project cannot share knowledge and experience from project activities with colleagues. For the same reason, they also can't participate in all project activities regularly. They have to secure another employee participation who is not fully informed about project processes and problems. This factor is reflected in the effectiveness of the project.
Context and any related preconditions	There is a lack of human resources in the state system.

Targeted users / Beneficiaries	ILO staff, RA Government and other stakeholders.
Challenges /negative lessons - Causal factors	**Lack of human resources influences the effectiveness of the project.**
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Lesson Learned Template

Project Title: Final Independent Evaluation "Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation" (Phase 2)
Project TC/SYMBOL: INT/16/01/RUS (106013)
Name of Evaluator: Ilibezova Elvira Date: 26.08.2021
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.

LL Element	**Text**
Brief description of lesson learned (link to specific action or task)	***Informing the highest political level of the country about the project (e.g. Prime Minister of the Kyrgyz Republic) increases the likelihood of their support towards the project deliverables (Kyrgystan).***
Context and any related preconditions	It was possible that the Analysis of Demand for Skilled Labor would not be used after the end of the project due to the lack of funding or political will of top managers.
Targeted users / Beneficiaries	The users of the project will be the Ministry of Education and Science of the Kyrgyz Republic, the Ministry of Health, the Government represented by the Deputy Head of the Cabinet of Ministers of the Kyrgyz Republic.
Challenges /negative lessons - Causal factors	Getting the attention of a senior government official is very difficult. It is a challenge to build a capacity capable of analyzing the collected results, building capacity at the level of systems, including regional ones, capable of using the results of the analysis.
Success / Positive Issues - Causal factors	) The labor market research methodology "Analysis of the demand for skilled labor" is pending approval from the Prime Minister. Upon the approval, 6 million Kyrgyz soms (71 thousand US dollars) will be allocated for this research every three years
ILO Administrative Issues (staff, resources, design, implementation)	The project was presented to the Prime Minister of the Kyrgyz Republic

Project Title: "Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation" (Phase 2)
Project TC/SYMBOL: INT/16/01/RUS (106013)
Name of Evaluator: Juraev Jovidsho Date: 30/08/2021
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.

LL Element	**Text**

Brief description of lesson learned (link to specific action or task)	***Simulator could have higher impact if it is available on the local serve (and not on personal laptops of the two coordinators of the SKOLKOVO trainings in Tajikistan) and if trainees could have access to simulator to further exercise skills after the trainings (Tajikistan)***
Context and any related preconditions	The SKOLKOVO simulator for TVET institution management intended for capacity building of TVET institutions' managers in beneficiary countries, including Tajikistan. In Tajikistan, the training materials and the ToT for local moderators conducted in Tajik language using interpreters. Further, the simulator was installed only in two computers of trained local moderators, who further conduct training for other TVET instructors in Tajik language. Now, the local moderators can run the simulator offline, but the number of users and computers that can run the simulator simultaneously is limited. Setting up a server with simulator could maximize the coverage of this training and increase it effectiveness, as trainees could have access to simulator to further exercise skills after the trainings as well
Targeted users / Beneficiaries	TVET managers from 72 SVET and 61 IVET across the country. 10 trained local moderators.
Challenges /negative lessons - Causal factors	Simulator installed only in two laptops which limits access to simulator with only during the training, only when laptops run and only for limited number of users in the training room, with no opportunity to practice after the trainings autonomously. Among the CIS countries, in Tajikistan the cost of internet is relatively high, the speed and coverage low, so accessing the SKOLKOVO simulator is particularly difficult for those who live in remote, rural areas.
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	The Project did not provide support to set up a local server. The moderators were not provided with laptops to be used during the trainings.

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) **Project TC/SYMBOL: INT/16/01/RUS**

Name of Evaluator: Pham Truong Hoang **Date: 26/8/2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	***Finding a capable local partner is critical for the success of any project. (Vietnam)*** The project's activities involved various stakeholders including various agencies in DVET, MoLISA and other MARD, MCST, VNAT, employers, vocational institutions…for its outputs related to state agencies (output 2.1, 2.2, 2.4), sector bodies (2.1,2.2,2.4.2.6) and TVET institutions (outputs 2.3, 2.5, 3.4). To implement an activity, a working group with various related partners was developed. There were several working group operating simultaneously. The capacity of local partner focal point ensures the effective mobilization, participation of related agencies and organizations in the project activities.
Context and any related preconditions	This kind of intervention is useful for supporting the systematic shift of VET, which is highly valuable for radical change in VET system in some radical change of country production level. (Such as in the context of Vietnam changing from low-middle-income country to high-middle-income country).

Targeted users / Beneficiaries	Various beneficiaries, especially state agencies (such as DVET, MoLISA, other ministries, DVET institutions)
Challenges /negative lessons - Causal factors	Multi-goal and multi-level interventions also had challenges to overcome. It is the coordination of many partners, many activities at the same time, the distribution of resources, the ability to attract participants, the ability of meeting the requirements of the project's partners... In many development cooperation projects in general and this G20 project in particular, the project outcomes are related to the systematic changes of local partners that required strong leadership for implementing the project.
Success / Positive Issues - Causal factors	By working closely with the project main partner, i.e. DVET, the project identified the focal point is the DVET office, which has a function of coordinating activities in DVET and direct assist DVET leaders in their daily management. The Office can point out the relevant bodies to participate in various activities of the project, direct report and assist DVET leaders in assigning related bodies in DVET to participate in the project activities. The Office actively participated in the effective coordination of the project.
ILO Administrative Issues (staff, resources, design, implementation)	Project design must take into account the risk for coordination in the partner side to find the solution of seeking the partner's focal point. Administrative staff must work closely with the partner's focal point to have effective coordination.

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy:
A partnership between the ILO and the Russian Federation
Project TC/SYMBOL:

Name of Evaluator: Linda Sabbarini **Date: August 2021**

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.

LL Element	Text
Brief description of lesson learned (link to specific action or task)	***Financial synchronization between implementing partners such as ILO, WB, EDRB and GIZ is critical for building sustainability and strengthening the NSSC (Jordan).*** ILO, GIZ and EBRD have had a consistent unified approach and language when presenting the establishment mechanisms to the Commission. A similar approach need to be adopted when it comes to financing methods to ensure alignment and avoid expectations of alternative ways by the receiving end.
Context and any related preconditions	There are a few big agencies such as World Bank, ILO, GIZ and EBRD directly or indirectly aiming at skills development based on their respective ToC. The common ground among all of them, is the establishment of NSSC in the sectors they are supporting. Each implementing agency has its own financing approaches for this specific component (NSSC establishment), for example ILO directly funds its interventions, World Bank wants to directly finance the NSSC without going through the Commission, GIZ finance the NSSC through the Commission.

Targeted users / Beneficiaries	The Technical and Vocational Skills Development Commission and the NSSC.
Challenges /negative lessons - Causal factors	The differing financing mechanisms adopted by different agencies, has created some lack of alignment and inconsistent expectations from the Commission. It has also put pressure on the implementing agencies, always putting them in comparison with others, when in favor of the Commission. For example, GIZ directly funds the Commission, the Project finances its interventions as per ILO procurement policies while the World Bank wants to directly finance NSSC.
Success / Positive Issues - Causal factors	The positive aspect of the synchronization between GIZ, EBRD and the Project is identified in details as a good practice. This aspect of financial synchronization is missing.
ILO Administrative Issues (staff, resources, design, implementation)	NA

ILO Emerging Good Practice Template

Project Title: Applying the G20 Training Strategy:
A partnership between the ILO and the Russian Federation Project
TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Linda Sabbarini Date: August 2021

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	***Active engagement of the private sector in bridging the gap between labour market needs and education outcomes. (Jordan)*** The private sector is the biggest employer after the government has reached saturation. They are in control of the big sectors within the economy that has sought privatization of its main industries over the past decades. The NSSC are the umbrella to determine the labour market needs in each sector, to develop the competency standards in consultation within the sector and to oversee the development of training material and curriculum.

Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Under *Immediate Objective 2:* "To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency- based training and assessment instruments" the Program worked on the establishment of the NSSC which come in alignment with national strategies in Jordan; Human Development Strategy, ETVET Strategy and National Employment Strategy which called for a reform in the TEVT sector to ensure the outcomes of training and education are directly linked the labour market demand. The ILO adopted its Skills Development Methodology that works on establishing Skills Councils. This approach was recommended by the Committee that was responsible for the development of the National Human Development Strategy.
Establish a clear cause-effect relationship	The private sector determines the needs which are then developed into competency standards for which a training curriculum dictates the training of trainees and apprenticeships, then the trainees are evaluated and once certified join the labour market with minimal needs of inhouse training for most efficient time management and decrease in losses resulting from errors. The gap between training and needs is bridged.
Indicate measurable impact and targeted beneficiaries	Certified Jordanian workers enter the market within the supported sectors and acquire decent work. Number of trainees to get a job within the sector they have been certified in within a month of their certification. Decrease in the number of expatriated contracts issued for technical skill related tasks trained locally.
Potential for replication and by whom	All other sectors in the economy that demand labour within the same country or other countries in the Arab Region with similar context subject to adaptation.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	This Program needs to be part of the DWCP as the private sector is the sector that is able to create jobs as the government has reached its saturation level. But to get the private sector involved, you need to answer "what's in it for me?". The program gained the private sector buy-in to the creation of NSSC when one of its roles was to develop occupational standards which would develop respond to the needs of the labour market in terms of demand for skills and competencies. Once curriculum developed based on the competencies and students trained, graduates would access decent work since they will match the needs of the labour market.
Other documents or relevant comments	

ILO Emerging Good Practice Template

Project Title: Applying the G20 Training Strategy:

A partnership between the ILO and the Russian Federation Project

TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Linda Sabbarini Date: August 2021

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

GP Element	Text

Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	***Synergy between various donors, creating thereby a very conducive environment for the further strengthening of the SSCs. (Jordan)*** These synergies ensured that the entities adopted the same mechanisms to PPP to ensure proper unified dialogue with the government officials and private sector. It also unified the language and terminology. The collaboration was under a unified scope of work which we called Terms of References of NSSC. This document depicts scopes of how it is funded, its role, what shape it takes, the legal status, how will it create money, its impact on the sector, its impact on employability, the curriculum etc. GIZ and ILO created a taskforce for this program to share lessons learned and best practices, each from their sectors.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	ILO and GIZ are both members of the Strategic Donor Group which regularly and annually coordinates initiatives on donor level in Jordan to know who does what. This cooperation is done on an institutional level. In terms of the G20 program, ILO seeks to get the private sector involved in TVET and skills development whereas GIZ works on building a partnership between public and private sectors to move the labour market ahead. Moreover, EBRD coordination with ILO was through: 1. Using the ILO methodology in the development of NSSC. 2. Being invited to workshops on topic. 3. Coordinate the re-engineering of the Council's Business Process Engineering. 4. Help the establishment of the directorate within the Commission that will coordinate with the NSSC. 5. Invited to try the Skolkovo method and the training suppliers working in our sectors were very impressed.
Establish a clear cause-effect relationship	Clear unified approaches in the establishment and operationalization of the NSSC in various sectors, would ensure systematic progress towards bridging the gap between training and education outcomes and labour market demand.
Indicate measurable impact and targeted beneficiaries	Certified Jordanian workers enter the market within the supported sectors and acquire decent work. Number of trainees to get a job within the sector they have been certified in within a month of their certification. Decrease in the number of expatriated contracts issued for technical skill related tasks trained locally.
Potential for replication and by whom	Expanding the synergies to other entities supporting NSSC in Jordan and sharing best practices on international and regional arena for interagency work.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The synergies would ensure that the SDG targets within the country are reached within a shorter timeframe, since the Commission would not get mixed messages and progress would be performed and measured in a systematic way. The procedures would be in place and only replicated with all existing and new NSSC.
Other documents or relevant comments	

ILO Emerging Good Practice Template

Project Title: Final Independent Evaluation "Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation" (Phase 2)

Project TC/SYMBOL: INT/16/01/RUS (106013)

Name of Evaluator: Ilibezova Elvira **Date: 26.08.2021**

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	***Application of "The Analysis of the Demand for Skilled Labour" methodology in VET.*** ***This practice included a set of activities: developing a labor market methodology with an emphasis on the needs of employers, conducting research, presenting research results, teaching how they can be used in practice for different structures of the VET system.***
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Training of the methodology of the "Labor Market Analysis" caused the difficulty in understanding for many specialists. It was difficult to find a permanent source of funding for conducting the research every three years
Establish a clear cause-effect relationship	The introduction of this practice will allow educational institutions to teach professions demanded in the market, which will increase the employment of graduates, increase the efficiency of spending financial resources of the TVET, the business sector and lead to a decrease in unemployment
Indicate measurable impact and targeted beneficiaries	Currently, the capacity has been built in the Ministry of Health and Social Development of the Kyrgyz Republic, capable of leading all stages of the work of this best practice. A mechanism has been established to ensure sufficient funding for the research itself - a public contract. A potential has been created at the level of the Ministry of Education and the leadership of the Chui region, ready to change the training system oriented to the employer. The development and testing of modular training, taking into account the needs of the employer, was carried out in 6 educational establishments of primary and secondary vocational schools in three areas: tourism, dairy production, and Gazprom.
Potential for replication and by whom	Research om the analysis of the labor market will be conducted every 3 years and funded by the government. The curricula of educational institutions will be changed based on the results of this research.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	"The G20 Strategy for professional training", ILO Convention No. 144, ILO Convention No. 122, ILO Recommendation No. 195
Other documents or relevant comments	--

ILO Emerging Good Practice Template

Project Title: Applying the G20 Training Strategy: Project
TC/SYMBOL: INT/16/01/RUS:

Name of Evaluator: Tsoghik Bezhanyan
Date: 29.09.21

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	***The computer simulation-based course for managers developed by Skolkovo Management School is the good practice that can be replicated and scaled up (all countries).*** The improved training programme, which includes a module for diagnosis of individual training needs of managers, the improved training methodology, the revised computer software and the training guide are the targets of Outcome 3. The simulator is wholly localised, following the VET legislation of Armenia and translated into Armenian.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	The tool was handed over to the National Centre for Vocational Education and Training Development (NCVETD) for further operation. The simulation tool is currently hosted on the National Centre for Educational Technology (NCET) server. There were 2 phases of the Skolkovo training: TOT (1. 12 local moderators were trained by Skoloovo (July 27-30, 2020) as resource persons who further facilitate training of the TEVT managers and 96 TVET managers were trained (August 5-6) again with the support of Skolkovo experts. There is a one-year guidance contract with Skolkovo partners. The simulation tool will be operated within the limits of the amount provided within the financial means of the State Budget.
Establish a clear cause-effect relationship	The tool allows to view the manager's data for one to three years, evaluates the work, shows the gaps, shortcomings, and then plans what to do to correct them.
Indicate measurable impact and targeted beneficiaries	The targeted beneficiaries are the directors of VET educational institutions.
Potential for replication and by whom	The possibility of using the simulator as an attestation tool for revealing the managerial skills of the directors also was discussed. There are also far-reaching goals to use the tool for student's council evaluation.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	ILO assisting to acquire and apply knowledge of effective national Technical and Vocational Education and Training (TVET) governance, to use effective methodologies and techniques for analysis of demand for a skilled workforce and for planning the market of TVET enrolments.
Other documents or relevant comments	

Annex 4: Stakeholders consulted

#	Organization / Role	Contact person	Type of Stakeholder				
			Educational institution	Gov-t	Employers' organi-zation	Workers' organi-zation	Others
		ILO					
1	Project current CTA	Sergio Iriarte					✓
2	Head of Operations SKILLS Branch	Patrick DARU					✓
3	Senior Skills and Employability Specialist, Skills and Employability Branch, ILO, Geneva	Paul Comyn					✓
4	Evaluation Focal Point, Employment Policy Department, ILO, Geneva	Jean-François Klein,					✓
5	Director, ILO Moscow Office	Olga KOULAEVA					✓
6	Deputy Director, ILO Moscow Office	Michail Pouchkin					✓
7	M&E expert, ILO Moscow Office	Irina Sinelina					✓
8	Financial officer, ILO Moscow	Vladimir Dekhtiarev					✓
9	Project technical consultant	Vladimir Gasskov					✓
		Donor: Russian Ministry of Finance					
10	Chief Expert, Ministry of Finance, Russian Federation	Anastasia Pavlova					✓
		SKOLKOVO					
11	Project Manager, SKOLKOVO (during June 2020 – July 2021)	Olga SHAKURO					✓
12	Head of the project work, Moscow School of Management SKOLKOVO	Daniil Dobrynchenko					✓
		PAC member: Ministry of Labour and Social Protection					
13	Deputy Head, Department of international Relations	Igor Zemlyanskiy		✓			
14		Ekaterina Esenina		✓			
15		Vladimir Blinov		✓			
		Russian Federation					
16	Deputy Minister of Education and	Olga Nikitina		✓			

	Science of the Krasnoyarsk Region						
17	Head of the Department of Professional Education and Science Ministry of Education of the Primorsky region	Olga Permyakova		✓			
18	Director of the Uyarsk Agricultural College, Krasnoyarsk Region	Artur Avetisyan	✓				
19	Deputy Director for Teaching and Educational Work, Arkhangelsk College of Construction and Economics, Arkhangelsk Region	Igor Kostromitinov	✓				
20	First Vice-Rector, Khabarovsk Regional Institute for Retraining and Advanced Training in the Field of Professional Education	Evgeny Guzman	✓				
21	Deputy Director of the Institute for the Development of Professional Education, The Republic of Sakha (Yakutia)	Alexey Zagorenko	✓				
22	Director, Far East Technical College, Primorsky region	Yury Romanko	✓				
23	Deputy Director for Education, Far East Technical College, Primorsky region	Elena Korbut	✓				
24	Deputy Director for Methodology and Science, Far East Technical College, Primorsky region	Elena Sukhorukova	✓				
25	Pastry Chef, Castrol Grill Restaurant, Primorsky region	Alexander Zakora	✓				
26	Director, Construction and City Management College, Arkhangelsk region	Olga Zhuravleva	✓				

27	Director, Construction, Design and Technology College, Arkhangelsk region	Andrey Khromtsov	✓				
28	Director, Southern Yakutia Technological College, Republic of Sakha (Yakutia)	Olga Kokosh	✓				
29	Deputy Director for Strategic Projects, Regional Technical College in Mirny, Republic of Sakha (Yakutia)	Klara Burnasheva	✓				
30	Deputy Director for Education, Regional Technical College in Mirny, Republic of Sakha (Yakutia)	Alisa Musorina	✓				
Total for RF: 15							
			Armenia				
31	VET Department of the Ministry of Education, Science, Culture and Sport	Armine Pogosyan RA MOESCS, Head of TVET Devision		✓			
32	National Center for Educational Development and Innovation (NDFC) Foundation (National Centre for VET Development)	Tatetvik Gasparyan National Centre for VET Development, director		✓			
33	National Institute for Labour and Social Research, Ministry of Labour and Social Affairs	Haykuhi Gevorgyan Career Orientation Department Head		✓			
34	Republican Union of Employers of RA	Gagik Makaryan Chair, RUEA				✓	
35	Head of social-economic issues and labour protection Department, Confederation of Trade Unions of RA	Karine Madoyan		✓			
36	Branch Republican Union of Trade Union Organizations Workers of Education and Science	Grigor Gharibyan				✓	

37	Head of Labour Statistics Division, Statistical Committee of RA	Lusine Kalantaryan		✓			
38	Head of Social Sphere Statistics Division, Statistical Committee of RA	Alina Grigoryan		✓			
39	Ararat State College Director	Ella Gasparyan	✓				
40	Vayots Dzor Regional State College director	Argam Dovlatyan	✓				
41	Project expert, Pilot Team Leader, CRRC Director	Heghine Manasyan					✓
42	Project National Coordinator, ILO, Armenia	Karine Simonyan					✓
43	Permanent Representative, ILO, Armenia	Nune Hovhannisyan					✓
Total for Armenia: 13							
			Kyrgyzstan				
44	Director, Kara-Balta technical colledge	Makenova Aisha	✓				
45	Head of the Department of Social and Economic Protection of Workers, Federation of trade unions of the KR	Kasymalieva Gulmira		✓			
46	Head of department, Ministry of education and science of the KR	Boiko Evgenia Vladimirovna,		✓			
47	Executive director, Association of education sector workers	Bashirova Masume		✓			
48	Chief specialist, SE Kyrgyz Tourism	Beisheeva Kunduz			✓		
49	Specialist , Asian development Bank	Duyshebaeva Gulzada					✓
50	Leading Specialist, Gasprom Training Center	Abdyldaeva Aigul			✓		
51	Chairman of the Board of JIA, JIA	Joodar Omoshev,				✓	
52	Director, Vocational lyceum # 5	Aliev Aidar Alievich	✓				

53	Deputy Director of the Vocational Lyceum #10	Usupova Ermegul Mursunkeyeva	✓				
54	Director of Vocational Lyceum #98	Umankulova Nurisat,	✓				
55	Deputy Director for the educational unit of Vocational Lyceum #98	Tuganbaeva Meerim	✓				
56	Former Deputy Head of the National Statistics Committee	Lyuksina Tekeyeva		✓			
57	Head of the Labor Department of the NSC	Gulnara Jylkychieva		✓			
58	Deputy Director Construction College of the Kyrgyz State University of Construction and Architecture	Kanaev Marsel	✓				
59	Former Head of the Department of vocational education, educational and professional activities and partnership of the Ministry of Education of the Kyrgyz Republic	Imankulov Azamat		✓			
60	Head of the Department of the Agency for Vocational and Technical Education (VET) of the Ministry of Education	Irina Borisovna Gordeeva		✓			
61	Deputy Minister, Ministry of Education and Science of KR	Omurov Nurlan Kubatovich		✓			
62	Leading Specialist, Labor and Employment Promotion Department Ministry of Labor and Social Development (formerly). Ministry of Health and Social Development (currently)	Munara Kozhomkulova		✓			
63	Former employee of the Ministry of Labor	Nargiza Turkbekova		✓			

	and Social Development, employee of the GIZ project "Promotion of employment and vocational education" (currently)						
64	Director, Republican Scientific and Methodological Center of the Ministry of Education and Science of the Kyrgyz Republic (RSMC).	Omurzakova Zeynep –		✓			
65	Deputy Director of the RMSC	Sattarova Alymkan		✓			
66	Project national coordinator, ILO, Kyrgyzstan	Lilia Kachkinbaeva					✓
67	Project technical consultant, ILO	Gasskov					✓
Total for Kyrgyzstan: 24							
Tajikistan							
68	National Leader, Project Consultant	Babadjanov Rustam					✓
69	Deputy Director, Center for monitoring of quality of education, MLME	Nazarzoda, J		✓			
70	Former Director, Adult Education Center, MLME	Faromuzov Alisher	✓				
71	Deputy Director, Scientific Institution on Labor, Migration and Employment (Project Contractor), Former Chair of National Tripartite Committee for Decent Work	Sanginzoda Emin		✓			
72	Acting Supervisor for Skolkovo, Department of Primary and Secondary Professional Education, MOES	Islom Nematov					✓
73	Deputy Head, Employers Union of the Republic of Tajikistan	Нарзулло				✓	
74	Deputy Head of the Federation of	Nigora Nazarzoda				✓	

	Independent Trade Unions of Republic of Tajikistan						
75	Deputy Head of the Strategic Research Center under the President, Team Leader of the Technical thematic working group under the project	Mutieva Saodat					✓
76	Head of the PO "Center for Innovative Development" (Contractor)	Anvar Alimov					✓
77	Former Head of the Association for Adult Education	Jamshed Kuddusov				✓	
78	Instructor, Primary TVET on Construction in Dushanbe	Shopulotov Alisher	✓				
79	Primary TVET Polytechnic in Dushanbe	Musulmonqulova Parvina	✓				
80	Primary TVET for PWD in Dushanbe	Bakhtiyorov Ozar	✓				
81	ILO Permanent Representative in Tajikistan	Sobir Aminov					✓
Total for Tajikistan: 14							
Viet Nam							
82	Staff of Occupational Skills Department (Project working group level)	Ms Ngo Thi Thu Ha					✓
83	Interim head of Sector Skills Council in agriculture; Member of Executive Committee, Viet Nam Association of Small and Medium Enterprises.	Ms. Nguyen Thi Thuan					✓
84	Vice Director – BIM Group	Mr. Tran Ngoc Luong			✓		
85	Director of Occupational Skills Department of DVET	PhD. Nguyen Chi Truong		✓			
86	Director of Organizing and Personnel Department, DVET	Mr. Tran Quoc Huy		✓			
87	Director of Regular Training Department, DVET	Mr. Đao Trong Đo		✓			

88	Rector, North East College of Agriculture and Forestry Member of SSC	Mr Đao Sy Tam	✓				
89	Vice director of National Institute of Policy and Strategy of Agriculture and Rural Development	Mr. Hoang Vu Quang	✓				
90	Deputy Director of VCCI BEA	Ms. Vi Thi Hong Minh	✓				
91	Chair, Board of Trustees Chair, Council for Academic Senate	Mr. Tran Đuc Vien			✓		
92	Deputy Chief of Office DVET	Ms. Vu Lan Huong		✓			
93	Head of general division of Office, DVET	Mr. Pham Vu Minh		✓			
94	ILO office project manager (since 10/2020)	Ms. Tran Ngoc Diep					✓
95	ILO office project manager (until 9/2020)	Ms. Nguyen Thi Huyen					✓
Total for Viet Nam: 14							
Jordan							
96	Head, Technical and Vocational Skills Development Commission	HE Dr Qais Al Safasfeh		✓			
97	Accreditation Manager at Technical and Vocational Skills Development Commission (TVSDC), covering for Tareq Al Rashdan – Technical Director.	Ayman Wreikat		✓			
98	Head of Training and Employment Unit at the Jordan Chamber of Industry (JCI)	Osama Rayyan				✓	
99	Chairman, NSSC – Garment and Leather	Ehab Al Qadiri		✓			
100	Chairman, NSSC – Chemicals and Cosmetics	Ahmad Al Bess		✓			
101	Chairman, NSSC – Plastic and Rubber	Alaa Abu Khazneh		✓			
102	General Trade Union for Workers in	Fathallah Omrani			✓		

	Textile, Garment and Textile						
103	Head of Social Inclusion, EBRD	Rami Samain					✓
104	Regional Technical Advisor, GIZ	Mahmoud Sherbiny					✓
105	Project National Coordinator, ILO Office	Eman Alaraj					✓
Total for Jordan: 10							
Grand total: 105							

Annex 6: Micro-narratives

Micronarratives from Armenia

1. ‘‘The computer-based simulator is a very interesting tool, you can really see what your activity can lead to, it is one of the best tools for our days, which greatly influenced our work, helped to clearly understand what to change, in what direction to move.’ (**director of a national center for vocational education and training development)**

2. ‘‘The project's success depends on the development level of social partnerships. This institution must be respected; the tripartite charter must be improved, and the decision-making rotation mechanisms must be applied’. (**chair, employers organisation)**

Micronarratives from Tajikistan

1. “Despite my solid experience in the area of labor relations and labor market, I found the workshops I have attended very useful and productive. It was an opportunity to share own experience, get professional feedback during and after the trainings, and learn from the experience of colleagues from other countries. We are still in touch with each other…”. **(Workshop participant)**

2. “During the training [Skolkovo training for TVET managers], I liked that we worked in the teams, it is easier to perform tasks when you support each other, can rely on each other and learn from each other… I am still not sure that can run a real institutions, but I am quite inspired with this idea” **(Female participant of SKOLKOVO training, ICT instructor)**

Micronarratives from Kyrgyzstan

1. “Thanks to the project, I had a good experience in drawing up practical cases, modular training programs, and now I work at the EMA (Educational and Methodological Association). The function of the EMA is to develop state educational standards. Previously, this body was composed only of representatives of the academic sector and a couple of representatives of employers. I was the first one from the VET system to enter the EMA. This is a volunteer work, not paid, but it helps spread the knowledge that I received to the entire system of VET. My plans to expand the curricula with hands-on exercises and reducing theory.” (**participant in training programme)**

2. Director, I taught "radio engineering" and "repair of computer equipment". I was a member of the Gas Industry Professional Curriculum Standards Development Group.

As part of the project, I was training in the Analysis of Skilled Labor Demand based on the needs of employers, development of professional standards and modular programs. Within 6 months, the group developed professional standards for primary and secondary vocational education in the specialties "gas pipeline and gas equipment installer" and "gas pipeline and gas equipment installation technician". After that, the group worked for another 6 months, developing a modular program for training at the VL and College in these specialties. After the project was completed, I decided to leave the vocational lyceum, because I found a job with a 6 times higher salary. Now I worked in an IT company as a computer programmer. Unexpectedly, the employers "Ozone Center of the Kyrgyz Republic" and "Ecoholod" LLC turned to me with a request to develop professional standards and curricula for primary vocational education in the specialty "Refrigeration engineering". I completed all the work within 6 months. Now, upon the approval, my developments in the education system will be introduced in the vocational lyceum #93, vocational lyceum #3 and vocational lyceum #97. (**participant in training, female)**

Micronarratives from Jordan

1. "Takin part in the training helped me become aware of things I had not thought of before, aspects related to hiring and training that I now use in my work at the Association. It also made me aware of the importance of working by international standards in order to ensure employability of locally trained Jordanians in other countries" **(female general manager of employers organization in one of the target countries, engaged in Skolkovo training as a participant and then as a moderator)**

2. "My sector was not one of the sectors the Project supported. However, when I heard about NSSC in the other sectors, I felt that it had a strategic role to play, so I tried to establish a NSSC in my sector. I was disappointed that we got into the game later on, as the Project was approaching its end. Yet, I decided to start. The process was very long, it entailed discussions and meetings with responsible within the sector. You know, our sector has a lot of challenges; that are lack of skills within the sector so we resort to expatriated recruitment and now this has become more complicated with the government bureaucracy. We sat with the factory owners and with the Project staff and we started to work before the establishment of the Commission so that all set-up is ready by the time it is established" **(male factory director and chair of a national sector skills council)**

Micronarratives from Viet Nam

1. "G20 project is suitable. In the next step after 2030, we want to follow the level of G20. Thus, this project is very good for us for studying the models of advanced countries like G20 countries." **(female, deputy chief of office; responsible for monitoring and reporting DVET cooperative activities with the project since 2021)**
2. "In the initial stage, we must go straight to some specific places to promote about the project. For example, we went to Can Tho and met with some significant businesses to understand their requirement and create the connections between the school and the businesses so that both parties could understand each other well." **(female, specialist on VET, agricultural skills council.)**

Micronarratives from Russia

1. I've realized that VET education can be different and that it can drive economic development. I've learned that we can use different approach – not from the education perspective but from the outside world and that this creates the situation of development. ***(TVET manager)***

2. My key discovery from this programme (REGION-PROFI) was that you can call any organization, talk to them and find a partner. I was not used to this kind of communication. For our flagship programme I found academic and industrial partners St. Petersburg, Chelyabinks and Moscow. ***(TVET manager)***

Annex 7: Bibliography

The list of documents reviewed is very large, below is the compilation of the most important ones:

- Project annual progress reports
- Project annual reports from each beneficiary country
- G20 Skills Development Strategy
- MTE of the Phase 2
- Final evaluation of the Phase 1
- National, sub-regional training/workshop materials developed within the project
- Legal and regulatory framework related to education, TVET and employment in all beneficiary countries
- Strategic programmes on TVET in all beneficiary countries
- ILO DWCPs and ILO/Russia Cooperation Agreement
- All publication made within the project (studies, surveys, reports, etc.)
- Audio/visual materials produced within the project

Some key publications produced by the project

- Alignment of Strategic Objectives and Performance Indicators for Skills Development to the International HRD Policy Recommendations and Experience of G20 Countries, Author: V. Gasskov
    - link: http://www.ilo.org/skills/projects/g20ts/WCMS_616285
- Analysis of Market Demand for Skilled Workforce and its Application to VET Delivery Planning, Author: V. Gasskov
    - https://www.ilo.org/skills/projects/g20ts/WCMS_628964/lang--en/index.htm
- Methodology for Demand-Driven Planning of VET Delivery ,V. Gasskov
    - https://www.ilo.org/skills/projects/g20ts/WCMS_635738/lang--en/index.htm
- Governance of Skills Development, V. Gasskov
    - https://www.ilo.org/skills/projects/g20ts/WCMS_625189/lang--en/index.htm
- Development of Occupational Standards, Qualifications and Skills Assessment Instruments, V. Gasskov
- https://www.ilo.org/skills/projects/g20ts/WCMS_645065/lang--en/index.htmStandard Operating Procedures (SOPs) for On-the-Job Training in Jordan

Annex 8: List of project related publications

Project site at ILO's website:
https://www.ilo.org/skills/projects/g20ts/lang--en/index.htm

In Russia:

1. Каким должен стать Суперкампус в Якутии? Yakutia-Daily.ru. Available at https://yakutia-daily.ru/kakim-dolzhen-stat-superkampus/ - about foresight session conducted by regional moderators trained by SKOLKOVO for the Supercampus project.
2. REGION-PROFI Blog: http://xn--c1adkayfbhdg9b.xn--p1ai/
3. Итоги образовательной программы РЕГИОН-ПРОФИ «Управление изменениями в системе профессиональной подготовки для экономики регионов» в Якутии. Available at: https://www.ilo.org/moscow/projects/g20ts/russia/WCMS_681681/lang--ru/index.htm
4. Эксперты МШУ «Сколково» проанализировали, как необходимо перестроить систему среднего профессионального образования в Красноярске. 13.09.2020. Available at: https://ksonline.ru/356496/eksperty-mshu-skolkovo-proanalizirovali-kak-neobhodimo-perestroit-sistemu-srednego-professionalnogo-obrazovaniya-v-krasnoyarske/
5. В Красноярске стартовала 4 сессия Международной образовательной программы Регион-Профи. 24.06.2019. Available at: http://www.center-rpo.ru/novosti/1168-v-krasnoyarske-startovala-4-sessiya-mezhdunarodnoj-obrazovatelnoj-programmy-region-profi

In Kyrgyzstan:

The publications were made on the Internet news sites Cactus Media, K-News, Sputnik, Maral FM, Akchabar.

1. https://www.akchabar.kg/ru/news/razrabotany-professionalnye-standarty-dlya-gazovoj-otrasli/
2. https://knews.kg/2019/04/15/sokrashheniya-razryva-mezhdu-sprosom-i-predlozheniem-na-rynke-truda-v-kyrgyzstane-namereny-dobivatsya-kompetentnostno-orientirovannym-podhodom/
3. https://kaktus.media/doc/396239_gazprom_kyrgyzstan_sovmestno_s_mot_vvodit_professionalnye_standarty_dlia_gazovoy_otrasli.html
4. https://ru.sputnik.kg/Kyrgyzstan/20181002/1041358669/kyrgyzstan-vladimir-gaskov-obrazovanie-selskoe-hozyajstvo-bezrabotica.html
5. https://maralfm.kg/archives/304887
6. https://www.youtube.com/watch?v=HyOw0aVoU1M
7. http://www.po-rt.ru/home/Article?id=2121 Experience in developing modular training programs based on professional standards in the Kyrgyz Republic, Bashirova M. I. Gaskov V. M. Shestakova N. L

In Armenia, Tajikistan, Jordan, Viet Nam: NONE

Final Independent Evaluation "Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation" (Phase 2)

ILO Project Code: INT/16/01/RUS (106013)

Inception Report

Date of report: 27th July 2021

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July 2021

Table of Contents

LIST OF ACRONYMS **3**

LIST OF TABLES AND EXHIBITS **4**

1. INTRODUCTION **6**

2. PROJECT BACKGROUND **7**

2.1 PROJECT NORMATIVE CONTEXT 7
2.1 PROJECT TOC 11
2.2 GEOGRAPHIC COVERAGE AND DURATION 13
2.3 STAKEHOLDER MAPPING 13
2.4 PROJECT MANAGEMENT AND GOVERNANCE MECHANISM 13
2.5 BUDGET 14

3. EVALUATION BACKGROUND **14**

3.1 EVALUATION PURPOSE, OBJECTIVES, AND SCOPE 14
3.2 EVALUATION METHODOLOGY 15
3.3 EVALUATION DESIGN WITH GENDER EQUALITY LENSES 17
3.4 EVALUATION MATRIX 19
3.5 EVALUATION PLAN AND KEY DELIVERABLES 24
3.6 EVALUATION LIMITATIONS 25
3.7 ROLES AND RESPONSIBILITIES 25

4. DISSEMINATION AND USE **25**

5. ANNEXES **26**

ANNEXES **27**

ANNEX 1: OUTCOMES, OUTPUTS AND INDICATORS (BASELINE AND TARGETS) 27
ANNEX 2: TEMPLATE FOR STAKEHOLDER MAPPING PER COUNTRY 35
ANNEX 3: TENTATIVE STRUCTURE OF THE FINAL REPORT 35
ANNEX 4: INSTRUCTIONS TO NCS AND TEMPLATE FOR COUNTRY PROFILING 37
ANNEX 5: ADDITIONAL TEMPLATES 40

List of Acronyms

ACT/EMP	Bureau for Employers' Activities
ACTRAV	Bureau for Workers' Activities
CIS	Commonwealth of Independent States
CTA	Chief Technical Advisor
EVAL	ILO Evaluation Office
DWCPs	Decent Work Country Programmes
GE	Gender Equality
HR	Human Rights
HRD	Human Resource Development
ILO	International Labour Organization
IR	Inception Report
MTE	Mid-term Evaluation
NCs	National consultants
OECD DAC	The Organization for Economic Co-operation Development Assistance Committee
P2P	Peer-to-peer
SDGs	Sustainable Development Goals
TOC	Theory of Change
TOR	Terms of reference
TVET	Technical and Vocational Education and Training
UN	United Nations

List of Tables and Exhibits

Exhibit 1: Project TOC as of PRODOC

Table 1: Evaluation matrix

Table 2: Work plan

Evaluation at glance

ILO Project Code	INT/16/01/RUS (106013)
Policy Outcome	Outcome 1/ILO P&B 2018-2019 Outcome 5/ILO P&B 2020-2021
Contribution to SDGs:	4.4 and 8.6
Administrative Unit in charge of the Project	Employment Policy Department
Technical Backstopping Unit	Skills and Employability Branch (SKILLS)
Type of Evaluation	Final Independent
Project Period	December 2016 – June 2021
Total Project Budget	USD 12 Million
Geographical Coverage	Armenia; Kyrgyzstan; Tajikistan, Jordan; Viet Nam; and five Regions of the Russian Federation: Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai
Funding Agency	Ministry of Finance of the Russian Federation
Evaluation Manager	Xu LIU liu@ilo.org
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1. Introduction

This document presents the Inception Report for the Final Independent Evaluation of the project *"Applying the G20 Training Strategy: A partnership between the ILO and the Russian Federation (Phase 2)"* with the implementation period of December 2016 – June 2021 and the total budget of US$12 million fully funded by the Ministry of Finance of the Russian Federation. The project is the first technical project between the International Labour Organization (ILO) and the Russian Federation indicating continuous effort to support the application of the "G20 Training Strategy".[1] Its current phase is the continuation of the Phase 1 of the project completed during December 2012 – November 2015. The Phase 2 of the project is implemented by the ILO in all partner countries included in the Phase 1 (*Armenia, Kyrgyzstan, Tajikistan, Jordan and Viet Nam*) plus five regions of the Russian Federation (five Regions of the Russian Federation: *Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai*. The project subcontracted the Moscow School of Management, Skolkovo (SKOLKOVO) as implementing partner for the realization of its scope in the Russian Federation.

The Phase 2 of the project promotes *gender equity* as an essential strategy element of all aspects of the project, therefore, the final independent evaluation will be designed and implemented with *gender lenses*, i.e. to make gender visible throughout the evaluation and in adherence to ILO's *Guidance 3.1: Integrated Gender Equality in Monitoring and Evaluation*.[2]

The final independent evaluation will focus on the outcome of the project and the likelihood that the results will be able to achieve a sustainable impact. The evaluation will explore both *retrospective* and *prospective* foci, i.e. through stock taking of the project achievements the evaluation will explore the progress made, while through exploring lessons learned and recommendations the evaluation will unearth the opportunities for the future programming. This evaluation is also a mean to assess how well interventions supported higher-level ILO strategies and objectives, as articulated in national strategies and policies on sustainable development and education and skills development, Decent Work Country Programmes (DWCPs)[3] and the ILO's Programme and Budget (P&B),[4] as well as SDG 4[5] and SDG 8.[6]

The evaluation will follow the UN Evaluation Standards and Norms,[7] the Glossary of key terms in evaluation and Results-Based Management,[8] the ILO Policy guidelines for results-based

[1] https://www.ilo.org/skills/projects/g20ts/lang--en/index.htm
[2] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165986.pdf
[3] https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/departments-and-offices/program/dwcp/lang--en/index.htm
[4] https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/programme-and-budget/lang--en/index.htm
[5] https://sdgs.un.org/goals/goal4
[6] https://sdgs.un.org/goals/goal8
[7] http://www.unevaluation.org/document/detail/1914
[8] https://www.oecd.org/dac/evaluation/2754804.pdf

evaluations,[9] and utilize the Organization for Economic Co-operation and Development Assistance Committee (OECD DAC) evaluation criteria[10] such as *relevance, coherence, effectiveness, efficiency, sustainability, and impact.* Important to note that this evaluation does not intend to explore the project impact in its full extent but only early signals of possible impact of the project.

The evaluation will be implemented by a team of independent consultants representing each the partner country lead by an international consultant. As the final evaluation is implemented during the COVID-19 pandemic, the work will be arranged mostly remotely in taking into consideration the ILO's reflections on *Implications of COVID-19 on evaluation in the ILO: Practical tips on adapting to the situation*[11] and the ILO's *Protocol on collecting evaluative evidence on the ILO's COVID-19 response measures through project and programme evaluations*.[12]

2. Project Background

This section provides an overview of the normative context for the project and details the project specifics in terms of its theory of change (TOC), geographic coverage and duration, key stakeholders, management and governance arrangements, and the budget.

2.1 Project normative context

The project normative context is explained by the G20 Training Strategy, SDGs, national and regional development priorities on TVET prioritized through the ILO's in the Decent Work Country Programmes (DWCPs). Also, there are expectations toward the project at the corporate level, in line with ILO's Programme and Budget planning framework 2018-19. Additional important consideration for the Phase 2 of the project is to ensure continuation of the project achievements demonstrated under the Phase 1. The project normative framework is explained in more details below.

G20 Training Strategy

The G20 Training Strategy – A Skilled Workforce for Strong, Sustainable and Balanced Growth (2010) was adopted At the G20 Summit in Toronto in June 2010 to addresses strategic and practical issues related to skills development. While recognizing that *'…differences in demographics, economic structures and levels of economic development inform different countries' policies for training and skills development',*[13] the strategy sets a common

[9] http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm
[10] https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm
[11] https://www.ilo.org/eval/WCMS_744068/lang--en/index.htm
[12] https://www.ilo.org/eval/WCMS_757541/lang--en/index.htm
[13] G20 Training Strategy – A Skilled Workforce for Strong, Sustainable and Balanced Growth, 2010

framework for skills development to achieve productivity, employment and development across different socio-economic contexts with few imperatives:

- *Meetings today's and tomorrow's skills needs* to be achieved though increasing relevance and quality of the training, exploring higher productivity activities and sectors, and anticipating future skills needs. It also highlights the importance of *"engendering a virtuous cycle in which more and better education and training fuels innovation, investment, technological change, economic diversification and competitiveness, and thus job growth".*[14]
- *Holistic approach* to be achieved through achieving seamless pathways of learning from the formal education to continuous learning, development of core skills not linked to the specifics of any occupation, development of higher-level skills for high-quality/high-wage jobs, ensuring portability of skills and employability accordingly.
- *A life-cycle perspective* to be achieved when training schemes designed to address the needs of children, young people, and mature and older workers.
- *Convergence across policies* to be achieved through fostering institutional coordination capacities between education system, labor market, and policy framework.

To ensure robust training skills strategies and policies, several '*building blocks'* are proposed, i.e. anticipation of future skills needs, participation of social partners, sectoral approaches, labor market information and employment services, training quality and relevance, gender equality, broad access to training, financing training, assessing policy performance and illustrations of recent training policy applications.

SDG 4 and SDG 8 and international context

Each partner countries committed to the achievement of the SDGs and specifically, the corresponding national priorities in line with the SDG 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* and SDG 8: *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*. The achievement of SDGs 4 and 8 is linked with the national development priorities related to straitening Technical and Vocational Education and Training (TVET) system and are further prioritized through relevant United Nations Development Assistance Framework (UNDAF) and since 2019 the United Nations Sustainable Development Cooperation Framework ("Cooperation Framework").[15]

Besides, partner countries have international commitments defined by their membership to different international partnerships and agreement, which too sets the normative context for them to operate and for the project to fit into.

[14] Ibid.
[15] https://unsdg.un.org/sites/default/files/2019-10/UN-Cooperation-Framework-Internal-Guidance-Final-June-2019_1.pdf

Regional contexts

The project is implemented in various geographic regions: South Caucasus, Central Asia, Russia, Southeast Asia, and Middle East. There are active regional organizations that have non-binding and binding regulatory confines relevant for the final evaluation of the project and most importantly, for the recommendations on the future programming and planning. Such organizations include but not limited to Association of Southeast Asian Nations (ASEAN),[16] League of Arab States,[17] and the Commonwealth of Independent States (CIS),[18] and others.

Continuation from Phase 1 to Phase 2

As a continuation of the Phase 1 of the project, the Phase 2 is intended to continue the support for implementing the G20 commitments on human resource development (HRD) agreed at the Leaders' Summit in September 2013,[19] namely: (i) to enhance national capacities to meet labour market needs, and (ii) to develop regional and international cooperation for training, though the latter is less explicit in the project design but could be traced through project activities. Instead, the 'capacity development' is understood as a three-step process of (i) development of knowledge; (ii) development of skills; and (iii) application of acquired knowledge. The capacity development is realized through addressing structural challenges at three levels in each partner country:

- *High-level policy and strategies* around national training systems in each partner-country;
- *Sectorial level* with the focus on critical sectors of economy in the partner countries; and
- *Competency-based learning* with the focus on applying Skills Technology Foresight tool, the project component led by SKOLKOVO.

The ILO has a strong mandate to promote gender equality throughout all its interventions, the importance of which is further translated into the protocols for robust monitoring and evaluation provided in the *Guidance Note 4: Integrating gender equality in monitoring and evaluation*[20] In light with this mandate and following the recommendation from the final evaluation of the Phase 1, the Phase 2 of the project the gender equality has become an essential strategy element.

Another important consideration for the smooth continuation from Phase 1 to Phase 2 is the importance of the findings of the mid-term evaluation (MTE) carried out during November – December 2018. Specifically, the MTE suggested the following major recommendations:

1. To ensure that MTE results are shared and discussed with the stakeholders.

[16] https://asean.org
[17] https://arab.org/directory/league-of-arab-states/
[18] https://e-cis.info
[19] http://www.g20.utoronto.ca/2013/2013-0906-declaration.html
[20] https://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

2. To conduct thorough internal review and assessment of the workplans and budgets to inform a decision on project extension.
3. To enhance project visibility and external public communication to promote project results and donor's visibility at national and global levels.
4. To develop a Gender Mainstreaming Strategy for the Project.
5. To develop a Non-Discrimination Strategy for the Project.
6. To improve project design, data collection and reporting, especially on outcomes.
7. To continue the active promotion and dissemination of the knowledge products and tools developed by the project.
8. To organize capacity development activities for the social partners, in particular, employers in the CIS region, and continue conducting such activities for the workers.
9. To complement the ongoing continued effort on promoting the visibility of the Project and organize final global high visibility event with participation of the stakeholders from all countries.
10. To organize one final event on the national level for all stakeholder from Russian regions. To involve social partner in project implementation in the regions of the Russian Federation.

International labour standards and ILO's corporate priorities

Each of the beneficiary countries adherent to a range of international norms and standards that regulate the issues concerning work. As a principal institution that develops and enforces international labour law, the ILO realizes its mandatory responsibilities in the partner countries through setting priority interventions under the Decent Work Country Programmes (DWCP). Also, under the Programme and Budget planning framework 2018-2019, the outcome 1 requires the ILO's interventions to contribute to *'more and better jobs for inclusive growth and improved youth employment prospects'*.[21]

Therefore, while the focus of the final independent evaluation will be on the achievement of its outcomes and lessons learned, it remains critical to address the performance of the project through the prism of (a) the national priorities and needs related to TVET in each partner countries, (b) the corporate priorities of the ILO reflected in its DWCP and Programme and Budget planning framework 2018-2019, (c) the broader development priorities agreed under SDGs 4 and 8 and other regional and international frameworks, and (d) the project continuation from Phase 1 to Phase 2, as it is relevant. Due attention must be paid to how the recommendations of the MTE were taken into consideration throughout the remaining period of the project implementation.

[21] https://www.ilo.org/global/about-the-ilo/how-the-ilo-works/programme-and-budget/lang--en/index.htm

2.1 Project TOC

A theory of change (ToC) explains the intervention logic or how and why a desired change is expected in the given context. The TOC of the project remained unchanged throughout the project implementation.

The ***Project Development Objective*** is to strengthen National Skills Development Systems, policies and strategies so as to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth.

At the end of Phase 2, the Project aimed to attain the following objectives:

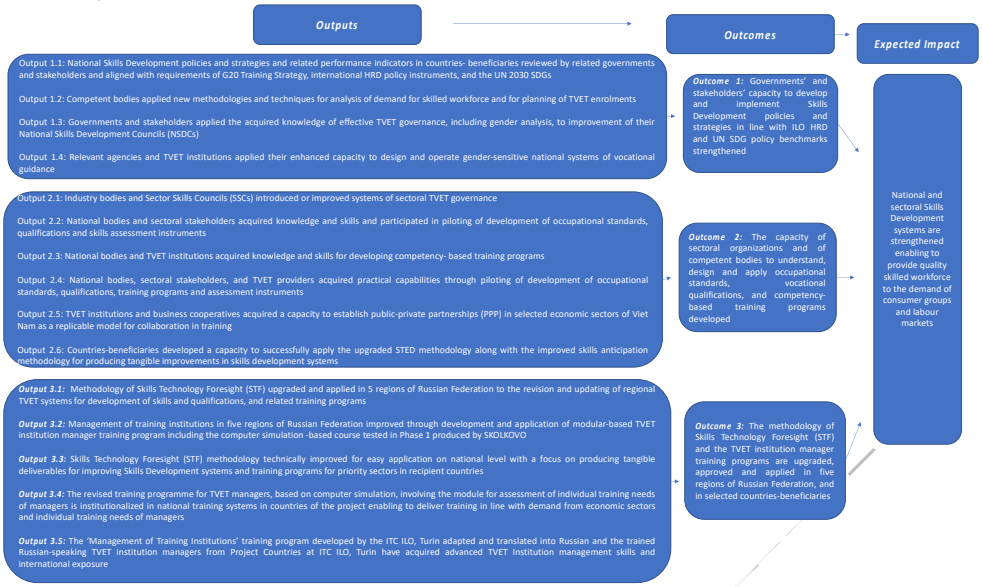
Immediate Objective 1: To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities.

Immediate Objective 2: To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency- based training and assessment instruments.

Immediate Objective 3: To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions of the Russian Federation, and in selected Project Countries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts.

Through the realization of its objectives a set of project outcomes are expected to be achieved, which in turn, are expected to contribute to the project high-level impact as described in exhibit 1 below. Annex 1 provides a full list of all outcomes and outputs with their relevant indications, including baseline and targets when available.

Exhibit 1: Project TOC as of PRODOC



2.2 Geographic coverage and duration

The initial duration of the project was set for December 2016 – December 2019, however, as it was recommended by the findings of the MTE, the project was granted two no-cost extensions, first until November 2020 and then till June 2021.

The project is implemented in the following regions:

- Commonwealth of Independent States (CIS): *Armenia, Russia, Tajikistan, and Kyrgyzstan*
- Asia: *Viet Nam*
- Middle East: *Jordan*

2.3 Stakeholder mapping

The project stakeholders include tripartite constituents of the ILO, namely, government, employers', and workers' (social partners) organizations. The list includes also the project donor, i.e. the Ministry of Finance of the Russian Federation, the project implementing partner in the Russian Federation, i.e. Moscow School of Management, Skolkovo (SKOLKOVO), ILO HQ in Geneva, ILO regional and country offices. The technical implementation of the project was guided by requests from the Ministry of Labour and Social Protection of the Russian Federation. Importantly, the project evaluation will reach out to all relevant stakeholders as identified throughout the project evaluation process including but not limited to TVET institutions, statistical offices, research institutions and other international organizations working on the field of TVET education and Skills Development in each of the target countries. Annex 2 provides a template for stakeholder mapping to be filled in for each beneficiary country by the national consultants (NCs).

2.4 Project management and governance mechanism

The management of the project is carried out by the Project management unit (PMU) based in ILO HQ in Geneva. In each of the participating states except Russia, there are National Project Coordinators from the ILO Country Offices. In the five regions of the Russian Federation, the project is implemented by the Moscow School of Management, (SKOLKOVO) under an Implementation Agreement. In addition, SKOLKOVO is participating in additional activities on transferring the improved training programme for TVET managers to the participant countries of the project and organizing its implementation.

The PMU is managed by a Chief Technical Adviser (CTA), supported by a Project Programming Officer. The SKILLS Branch of the ILO provides technical backstopping through a Technical Specialist. The project has administrative support from four Project Administrative and Finance staff (in Jordan, Viet Nam, Moscow and Geneva).

The Project Management team works in close cooperation with the ILO Offices in Moscow, Amman and Hanoi, with technical backstopping support provided by the Skills and

Employability Branch in Geneva. Additional support is also provided by the Workers' and Employers' Bureaus, ACTRAV and ACT/EMP respectively.

2.5 Budget

Total budget USD 12 Million distributed across six countries of implementation.

3. Evaluation Background

This section provides an overview of the purpose,objectives, scope, and intended users of the evaluation; time period and geographical coverage of this evaluation as well as the proposed methodology and evaluation plan. Also, this section highlights how ensure gender-responsiveness will be ensured throughout the whole evaluation.

3.1 Evaluation purpose, objectives, and scope

The ***purpose*** of this final evaluation is twofold: (i) to provide systematic and evidence-based review of the progress made towards the realization of the project outcomes; and (ii) provide strategic recommendations for the future programming and planning towards skills development in the project beneficiary countries and beyond.

The ***scope of the evaluation*** is guided by the OCED/DAC evaluation criteria and includes the following: *relevance, coherence, effectiveness, efficiency, sustainability,* and *impact* of the results achieved, and the interventions realized. Important to note that this evaluation does not intend to explore the project impact in its full extent, instead to explore early signals of positive and negative changes and effects caused by the project at the sub-regional and national levels, i.e. the impact with Social Partners and various implementing partner organisations.

The evaluation scope is further defined by the following:

- ***Duration:*** The evaluation will cover the Phase 2 of the project implementation which spans December 2016 – June 2021 period.
- ***Geography:*** The evaluation will cover all countries included in the project implementation with due attention to the depth and complexity of the project implementation in each beneficiary country. Hence, the geography includes *Armenia, Kyrgyzstan, Tajikistan, Jordan and Viet Nam* and five regions of the Russian Federation: *Khabarovsk Region, Krasnoyarsk Region, Arkhangelsk Region, Republic of Sakha (Yakutia) and Primorsky Krai* respectively.
- ***Programmatic focus:*** The evaluation will be focused on the achievements of and lessons learned from the Phase 2 and will also explore the level of continuation between its Phase 1 and Phase 2 as much as it is relevant and meaningful.

The ***primary intended users*** of this evaluation include the following:

- ILO HQ, Skills and Employability Branch in Geneva, the ILO Decent Work Support Teams (DWTs) in Moscow, Bangkok and Beirut, Workers' and Employers' Bureaus, ACTRAV and ACT/EMP.
- Ministry of Finance of the Russian Federation
- Moscow school of management, SKOLKOVO
- Target groups: National and government institutions, employers' organizations, workers' organizations (social partners)

After the findings of the evaluation report are made public, they can further inform skills development activities of a wider range of stakeholders including development partners (like other UN agencies, and multilateral development banks, bilateral development partners, etc.), civil society organizations (like NGOs and INGOs, social partners not directly engaged in the project implementation, etc.), educational institutions, etc.

The ***primary intended uses*** of this evaluation include the following:

- Learning and improved decision-making to support the development and implementation of similar interventions;
- Continued development of policies, strategies and model approaches in this area;
- Contribution towards organizational learning across the whole range of stakeholders and specifically between partner countries through peer-to-peer (P2P) learning;
- Accountability for the development effectiveness towards the donor(s) and wider range of stakeholders;
- Contribution to the body of knowledge on strengthening skills development at policy, sectoral, and individual basis;
- New prospects for partnerships;
- Contribution to gender equality and women's empowerment.

3.2 Evaluation methodology

The proposed evaluation methodology is adherent to the ILO *Policy guidelines for results-based evaluations*,[22] and utilizes the OECD DAC evaluation criteria.[23] The evaluation methodology is expected to use a mix of qualitative and quantitative methods, to be defined and approved as part of the evaluation inception report. The methods will create a space for a sample of all stakeholders and beneficiaries to voice their opinions and analysis, that will be compared and consolidated into the evaluation document. To the extent possible, all categories of project participants will be represented.

[22] http://www.ilo.ch/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm
[23] https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

The evaluation methodology will include examining the interventions' Theory of Change, specifically in the light of its adequacy to the ILO's mandate to promote norms and social dialogue (SD), its logical connect between levels of results, its coherence with external factors, and their alignment with the ILO's strategic objectives, SDGs and related targets, national and ILO country level outcomes. A special focus will also be on the response of the project to evolving project context and how project managed its risks. Risks will be seen through the prism of *programmatic risks* (i.e. the potential for a development programme to fail to achieve its objectives and the potential for the programme to cause harm in the external environment), *contextual risks* (i.e. overall potential adverse outcomes that may arise in a particular context and could impact a broader range of risks at programmatic and institutional level) and *institutional risks* (i.e. "internal" risk from the perspective of the donor or it's implementing partners).

This evaluation is approached from ***three methodological perspectives***:

(i) *Results-based Approach (i.e. Theory of Change (TOC) Approach)* that is built upon the assumption of a cause and effect relationship where activities determine outputs, which when used result into the outcomes. It should be noted that theoretic construct is simply a systematic presentation of sequences. However, there is an interplay between all levels, and the direction of change is not linear.

(ii) S*ystem-based Approach* that allows understanding the complexity of the project portfolio of interventions as a system with its elements, i.e. the relationships, interactions, and context of the key stakeholders working together towards common development results. This approach may help to explain linkages that may not be explained by the TOC.

(iii) *Participatory Approach* which implies meaningful engagement with various stakeholders to ensure the evaluation is conducted in a consultative and transparent manner. The evaluation will follow a 'participatory' approach, consulting with partners and stakeholders, sharing evaluation findings. Participation in the evaluation serves to: (i) generate a positive attitude towards the evaluation in general, (ii) create a sense of stakeholder ownership of the outcomes, which makes it more likely that stakeholders will act on its recommendations and, (iii) empower stakeholders through the process.

To ensure that the information collected is valid, reliable and sufficient to meet the evaluation objectives, a combination of primary and secondary ***data collection methods*** will be employed, i.e. the *desk review, stakeholder interviews, and micro-narratives.* The purpose of the latter is to collect stories from the respondents to demonstrate how the project impacted them and their activities. The *triangulation principle* of utilizing multiple sources for data and methods will be applied to validate evaluation findings. Attention will be paid to the strategies employed for the project communication and visibility purposes.

To ensure logical coherence and completeness of the ***data analysis***, two compatible strategies of analysis will be used:

- *change analysis* to compare the results indicators over time and against targets as defined in the *Annex H: Monitoring and Evaluation Plan* of the Project Document. It will provide a status of achievement towards results at the time of the evaluation as achieved, partly achieved or not achieved.
- context-sensitive *contribution analysis* to explore cause-effect assumptions and conclude about the contribution the project has made or not to both intended and unintended outcomes. The focus of the contribution analysis will be not to quantify the degree to which the project has contributed to the outcomes but to provide evidence to support ***reasonable conclusions about the contribution*** made by the project to the desired outcomes.

3.3 Evaluation design with gender equality lenses

The evaluation will be conducted in a gender and culturally sensitive manner and with due respect to human rights (HR) and gender equality principles (GE). It will be carried out in conformity with the requirements of the UNEG Norms and Standards for Evaluation,[24] namely, internationally agreed evaluation principles, goals, and targets; utility; credibility; independence; impartiality; ethics; transparency; human rights and gender equality; national evaluation capacities; and professionalism. Also, the *ILO Guidance Note 3.1: Integrating gender equality in monitoring and evaluation*[25] provides recommendations on how to ensure gender-responsive evaluation. Annex 6 provides checklist for gender-responsive evaluation questions and indicators. Importantly, the evaluation will keep a strong focus on how the ILO's mandate on promoting norms and social dialogue is reflected in the project TOC, conform the ILO's *Guidance Note 3.2: Adapting evaluation methods to the ILO's normative and tripartite mandate*.[26]

The gender lenses in this final evaluation will be explored vis-à-vis the following:

(i) *How results are analyzed;* e.g. with the focus on how interventions advance the rights of the target groups and particularly women and marginalized; how the social, historical, economic, and political context could be understood from the perspective of gender equality; ensure gender balance in all activities of the project; how the programming reinforce the capacity of state actors to fulfil their gender equality obligations; how the gender equality accountability mechanism is promoted in the beneficiary countries in compliance with national and international standards, etc.

(ii) *How the evaluation process is approached,* e.g. to ensure adequate representation of men and women in all stages of the evaluation.

[24] http://www.unevaluation.org/document/detail/1914
[25] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165986.pdf
[26] https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_721381.pdf

3.4 Evaluation matrix

Table 1: Evaluation matrix

Evaluation question	Data Sources	Means of Verification
RELEVANCE AND STRATEGIC FIT ***Is the intervention doing the right think?***		
How has the project adapted its activities to the changing priorities of the project beneficiary countries?	Document Analysis Semi structured interviews	Triangulation
Are the needs addressed by the project in the various countries and at global level still relevant?	Document Analysis Semi structured interviews	Triangulation
Did the project complement and fit with other on-going ILO and UN programmes and projects in the project countries, and how did it coordinate with them?	Document Analysis Semi structured interviews	Triangulation
How did the project align with and support national development plans and priorities of the ILO constituents?	Document Analysis Semi structured interviews	Triangulation
Is the project relevant to the UNSDFs, DWCPs of the project countries, and other national frameworks (for refugee response for instance in Jordan) and to relevant Programme and Budget Outcomes of the ILO?	Document Analysis Semi structured interviews	Triangulation
How did the Project objectives and interventions consider relevant SDG targets and indicators?	Document Analysis Semi structured interviews	Triangulation
Has the programme been repurposed based on results from COVID-19 diagnostics, UN socio-economic assessments and guidance, ILO decent work national diagnostics, CCA, or similar comprehensive tools, and how?	Document Analysis Semi structured interviews	Triangulation
Has the programme provided a timely and relevant response to constituents' needs and priorities in the COVID-19 context?	Document Analysis Semi structured interviews	Triangulation

What feedback loops have been established within the project activities to ensure it remains relevant to the evolving needs of its recipients and beneficiaries?	Document Analysis Semi structured interviews	Triangulation
Validity of design		
Are the indicators described in the project document appropriate and measurable in assessing the project's progress?	Document Analysis Semi structured interviews	Triangulation
How TOC reflects the ILO mandate on norms and SD?	Document Analysis Semi structured interviews	Triangulation
To what extent are the project design (objectives, outcomes, outputs and activities) and its underlining theory of change logical and coherent?	Document Analysis Semi structured interviews	Triangulation
How realistic were the risks and assumptions upon which the project logic was based?	Document Analysis Semi structured interviews	Triangulation
How was the project design adapted following the COVID19 crisis?	Document Analysis Semi structured interviews	Triangulation
Did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to (i) gender equality and non-discrimination and (ii) inclusion of people with disabilities?	Document Analysis Semi structured interviews	Triangulation
Was the results framework appropriate, given the needs of the beneficiary countries, the expectations of the ILO and the Donor?	Document Analysis Semi structured interviews	Triangulation
COHERENCE ***How well does the intervention fit?***		
How does the Project achieved synergies with other similar interventions in the area of Skills Development implemented in the Project beneficiary countries over the Project implementation period?	Document Analysis Semi structured interviews	Triangulation

Are the project's objectives achieved synergies with other ILO and UN employment/Skill initiatives? What are the coordination mechanisms and interlinkages with the project?	Document Analysis Semi structured interviews	Triangulation
How does the project achieved synergies with regional or national policy development planning in regions and countries where the project focused on?	Document Analysis Semi structured interviews	Triangulation
EFFECTIVENESS ***Is the intervention achieving its objectives?***		
Has the project achieved its planned long-term and medium-term outcomes?	Document Analysis Semi structured interviews	Triangulation
Has the project made sufficient progress towards its planned results?	Document Analysis Semi structured interviews	Triangulation
To what extent has gender mainstreaming been addressed in the design and implementation of the project?	Document Analysis Semi structured interviews	Triangulation
To what extent has the project adapted its approach to specific country contexts, and to local political economies? Has it been responsive to political, legal, and institutional challenges where it operates?	Document Analysis Semi structured interviews	Triangulation
To what extent do the project management capacities and arrangements put in place, support the achievement of the expected results?	Document Analysis Semi structured interviews	Triangulation
Has the project made strategic use of coordination and collaboration with other ILO projects and with other partners to increase its effectiveness and impact?	Document Analysis Semi structured interviews	Triangulation
How effectively did the project monitor performance and results? What were the systems put in place at national level to track progress and risks in a quickly evolving environment?	Document Analysis Semi structured interviews	Triangulation
To what extent are the project interventions contributing (or not) to the relevant SDGs and related targets?	Document Analysis Semi structured interviews	Triangulation

Whether adjustment was needed in view of the Covid19 and whether this was done as required?	Document Analysis Semi structured interviews	Triangulation
EFFICIENCY ***How well are resources being used?***		
Are the available technical and financial resources adequate to fulfil the project plans?	Document Analysis Semi structured interviews	Triangulation
Are resources (human resources, time, expertise, funds etc.) allocated strategically to provide the necessary support and to achieve the broader project objectives?	Document Analysis Semi structured interviews	Triangulation
Are the project's activities/operations in line with the schedule of activities as defined by the work plans?	Document Analysis Semi structured interviews	Triangulation
Are the disbursements and project expenditures in line with expected budgetary plans? If not, what were the bottlenecks encountered? Are they being used efficiently?	Document Analysis Semi structured interviews	Triangulation
Has cooperation among project partners been efficient? What is the value addition of the cooperation/ collaboration of the project? Was there a mechanism to facilitate coherence and synergy by the partners? How effective was it?	Document Analysis Semi structured interviews	Triangulation
Has the project leveraged new or repurposed existing financial resources to mitigate COVID-19 effects in a balanced manner?	Document Analysis Semi structured interviews	Triangulation
SUSTAINABILITY ***Will the benefits or change last?***		
Whether project outcomes are sustainable and if steps can be taken to enhance their sustainability?	Document Analysis Semi structured interviews	Triangulation
To what extent are the benefits so far likely to continue after donor funding has ceased?	Document Analysis Semi structured interviews	Triangulation
What were the major factors which have/will influence the achievement or non-achievement of sustainability of the project outcomes?	Document Analysis Semi structured interviews	Triangulation

IMPACT *What difference does the intervention make?*		
Has the project built the capacity of people and national institutions, including social partner organizations, or strengthened an enabling environment (laws, policies, people's skills, attitudes etc.)?		
To what extent did the intervention advance strategic gender-related needs, which can have a long term positive bearing on: - Gender parity in skills development ? - Inclusion of women and men with disabilities in skills development ?		

3.5 Evaluation plan and key deliverables

The project final evaluation will be carried out between July – September 2021. The following Work Plan is based on discussions between the independent lead evaluator and ILO Evaluation manager.

Table 2: Work plan

TASKS	TIMEFRAME	RESPONSIBILITY
INCEPTIOIN PHASE		
Preliminary Document Review and development of country profiling framework and interview protocols for national consultants	20-26 July	Lead evaluator (LE)
Development of draft inception report (IR)	27-28 July	LE
Finalization of the IR with the NCs and ILO Evaluation manager (EM)	29-30 July	LE
Circulate IR to stakeholders for comments	2-3 August	ILO EM
IR approved	4 August	ILO EM
DATA COLLECTION PHASE		
Desk research	2-6 August	LE, NCs
Remote interviews	9-20 August	LE, NCs
NCs contribution to the draft evaluation report	16-20 August	NCs
ANALYSIS, REPORTING AND VALIDATION PHASE		
Draft evaluation report submitted to the LE	16-31 August	LE
Presentations of the evaluation findings to ILO project team and key stakeholders	1-2 September	LE, ILO EM
Sharing the draft report with all concerned stakeholders for the feedback	2-8 September	ILO EM
Consolidated comments from all stakeholders to the evaluation team	9-10 September	ILO EM
Finalization of the evaluation report	13-15 September	LE, NCs
Review and approval of the final report by ILO EM	16 September	ILO EM
Final approval by EVAL	17-21 September	ILO EM

The ***key deliverables*** of this evaluation include:

- Inception report
- Draft evaluation report
- Stakeholder workshop to validate evaluation findings
- Final evaluation report with executive summary in the required format and good practices and lessons learned in the required template. All relevant supporting data

created by the evaluation team and not available elsewhere will be shared with the ILO Evaluation Office as part of transparency and record keeping.

3.6 Evaluation Limitations

There are few limitations that informed the approach and methodology of this final evaluation:

- ***Timing and COVID-19 challenge***: The evaluation will have to be conducted remotely due to COVID-19 caused constrains. To mitigate this limitation, the NCs are contracted in each beneficiary country and the online options for the interviews and team discussions will be deployed. In addition, as the data collection is planned during the month of August, it is expected that some of the key informants might not be available for interviews.
- ***Measurement and sampling limitations****:* The inability to collect a random representative sample of respondents influences the assessment. The evaluation will employ non-random availability sampling keeping strong eye on ensuring proportional representation of the ILO tripartite constituents, i.e. government, workers' and employer's organizations. This bias could be further reduced through triangulation of data, data from different sources and methods (i.e. interviews, focus groups, and micro-narratives).
- ***Staff turnover and institutional memory:*** the evaluation is commissioned after the end of the project and not all informants might be easily available for the interviews. To mitigate this risk, the evaluation team will collaborate closely with the project CTA and the project national coordinators to find the most relevant respondents.

3.7 Roles and responsibilities

The roles and responsibilities are divided among the key actors in this evaluation as follows:

- The ***ILO Evaluation Office (EVAL)*** provides quality assurance throughout all stages of the evaluation and supports in getting access to all needed resources for the evaluation team.
- The ***Lead evaluator*** is responsible for the design and implementation of the evaluation as well as for the guidance, quality assurance, and support to the national consultants commissioned in each beneficiary country.
- The ***National Consultants*** are responsible for providing input into design of the evaluation, primary and secondary data collection in the beneficiary countries, and contribution to the final analytical report of the evaluation.

4. Dissemination and Use

The final approved evaluation report will be included in ILO's Automated Management Response System for the ILO Responsibly Officials to prepare the management response and follow-up which will be reviewed and monitored by the ILO Evaluation Office.

The full report and the recommendations, good practices and lessons learned in the required format will be made publicly available in the ILO i-eval Discovery platform. The findings of the evaluation will be as appropriate used for various internal and external synthesis reviews, meta-studies and compilation of good practices and lessons learned made available as part of future programming, organizational learning and policy development.

5. Annexes

Annexes

Annex 1: Outcomes, outputs and indicators (baseline and targets)

Outcomes and outputs	Verifiable indicators	Baseline	Targets
Outcome 1: Governments' and stakeholders' capacity to develop and implement Skills Development policies and strategies in line with ILO HRD and UN SDG policy benchmarks strengthened	**Number of countries-beneficiaries with developed capabilities to review and adjust their skills development policies, systems and strategies to changing conditions in line with ILO HRD and UN SDG policy benchmarks.**	**n/a**	**n/a**
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 1.1: National Skills Development policies and strategies and related performance indicators in countries-beneficiaries reviewed by related governments and stakeholders and aligned with requirements of G20 Training Strategy, international HRD policy instruments, and the UN 2030 SDGs	Number of countries-beneficiaries that developed proposals for upgrading the TVET strategies and/or related indicators in line with requirements of international HRD instruments	National skills development strategies do not take full account of international HRD policy instruments and the UN 2013 SDGs	Country-specific: CIS (all activities): At least 3 countries-beneficiaries developed proposals for changing of their TVET strategies and/or indicators in line with ILO HRD requirements and UN SDGs, by end of June 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 1.2: Competent bodies applied new methodologies and techniques for analysis of demand for skilled workforce and for planning of TVET enrolments	Number of countries, their competent bodies and practitioners who acquired knowledge and skills to apply new methodologies and related tools for	Countries beneficiaries do not posses the knowledge and skills for analysis of demand and planning of TVET environments	Country specific: CIS and Jordan: At least two countries developed the capabilities to implement a pilot in which new methodologies and related tools for demand

	analysis of demand for skilled workforce and for planning of enrolments		analysis have been applied, by end of November 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 1.3: Governments and stakeholders applied the acquired knowledge of effective TVET governance, including gender analysis, to improvement of their National Skills Development Councils (NSDCs)	Number of countries in which governments and stakeholders utilized the acquired knowledge of effective governance to improvement of their NSDCs	In some countries beneficiaries, the national skills development councils remain ineffective or on-performing	Country specific: CIS: At least 1 country utilized the acquired knowledge of effective governance for reforming or improving performance of its NSDCs, by June 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 1.4: Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance	Number of countries in which agencies and providers developed and applied advanced knowledge and skills for designing and operating gender-sensitive systems of vocational guidance	Vocational guidance systems are low-performing and poorly connected to skills development systems	Country-specific: CIS: At least one country had developed and applied an enhanced capacity to design and manage the vocational guidance systems, including gender equality aspects, by end of February 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Outcome 2: The capacity of sectoral organizations and of competent bodies to understand, design and apply occupational standards, vocational qualifications, and competency-based training programs developed	**Number of countries-beneficiaries and their sectoral organizations with developed capabilities to produce and apply competency-based standards, qualifications and training programs in line with national quality requirements**	**n/a**	**n/a**

Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 2.1: Industry bodies and Sector Skills Councils (SSCs) introduced or improved systems of sectoral TVET governance	Number of SSCs and/or sectoral bodies which developed and/or implemented systems of effective TVET governance which may involve establishment of SSCs	Sectoral TVET governance systems in countries beneficiaries are low performing or non-existent	Country-specific: Jordan, Viet Nam: At least two sectoral-level agencies developed and/or implemented proposals for introduction or improvement of sectoral TVET governance involving piloting and setting up of SSCs, development of meaningful policies and strategies, by end of June 2018
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 2.2: National bodies and sectoral stakeholders acquired knowledge and skills and participated in piloting of development of occupational standards, qualifications and skills assessment instruments	Number of persons from national bodies and sectoral organizations who acquired knowledge and skills and participated in the development of competency-based occupational standards, qualifications and assessment instruments	An inconclusive experience in countries beneficiaries of developing and applying occupational standards, qualifications and assessment instruments	At least 80 participants from at least four countries, acquired relevant knowledge and skills and participated in pilot-based development and application of occupational standards, qualifications and assessment instruments, with at least 30% being female, by end of October 2018
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 2.3: National bodies and TVET institutions acquired knowledge and skills for developing competency-based training programs	Number of policy makers and TVET practitioners who acquired knowledge and skills for developing competency-based training programs, disaggregated by gender	Low level of understanding of developing competency-based skills training programs in countries beneficiaries	At least 100 persons from national bodies and TVET providers from at least four countries, with at least 30% of them being female, acquired knowledge and skills for

			developing competency-based training programme, by end of February 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 2.4: National bodies, sectoral stakeholders, and TVET providers acquired practical capabilities through piloting of development of occupational standards, qualifications, training programs and assessment instruments	Number of countries, national bodies and TVET practitioners who acquired practical capabilities through piloting of competency-based approach to the development of occupational standards, qualifications, training programs and assessment schemes	Stakeholders and practitioners lack practical capacity for developing competency-based standards, qualifications and training programs	At least 40 stakeholders and TVET practitioners (who acquired relevant knowledge and skills through project activities), with at least 30% of them being female, developed precritical capabilities through implementation of at least 3 pilots involving development of occupational standards, qualifications, training programs and assessment instruments. Country-specific: CIS and Viet Nam: Pilots conducted in at least one CIS country and Viet Nam, covering at least three mass occupation, by end of November 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 2.5: TVET institutions and business cooperatives acquired a capacity to establish public-private partnerships (PPP) in selected economic sectors of Viet Nam as a replicable model for collaboration in training	Number of TVET institutions and business cooperatives in Viet Nam which acquired a capacity for developing and applying business-TVET collaboration for producing or improving training programs	Low capacity of TVET and businesses for developing and applying business-TVET partnerships in creating and improving training programs	Country-specific: Viet Nam (all activities): 40 senior staff from TVET institutions and business cooperatives acquired a capacity for establishing partnership, improving TVET-industry

			linkages, and collaborating in development of training programs, by end of December 2018
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 2.6: Countries-beneficiaries developed a capacity to successfully apply the upgraded STED methodology along with the improved skills anticipation methodology for producing tangible improvements in skills development systems	Number of stakeholders from priority sectors who developed a capacity to apply the revised STED methodology along with the improved skills anticipation methodology for improving skills development systems	STED methodology was accessed in the project evaluation report of Phase 1 as requiring revision and upgrading and will be applied afterwards	At least 40 stakeholders from at least four priority sections in 2 to 3 countries-beneficiaries acquired capacity to apply the upgraded STED methodology to produce tangible impact on skills development systems including its adaptations for application in special economic zones, by end of November 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Outcome 3: The methodology of Skills Technology Foresight (STF) and the TVET institution manager training programs are upgraded, approved and applied in five regions of Russian Federation, and in selected countries-beneficiaries	- **Number of countries and/or regions of Russian Federations which adopted the skills foresight methodology for identification of anticipated occupational and qualifications changes** - **Number of countries and/or regions of Russian Federation which introduce raining in the SKOLKOVO-developed TVET institution management training programme as a requirement**		

Actual progress in each beneficiary country: to be added	- *Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 3.1: Methodology of Skills Technology Foresight (STF) upgraded and applied in 5 regions of Russian Federation to the revision and updating of regional TVET systems for development of skills and qualifications, and related training programs	- Methodology of skills foresight is approved by competent bodies of the Russian Federation and applied in at least 1 sector in each of 5 regions of the country - Number of new or revised occupations, qualifications, and related training programs	Methodology of skills foresight was assessed in the project evaluation report of Phase 1 as the one requiring revision and upgrading	Country-specific: Russian Federation (all activities): - Methodology of skills foresights is revised and approved - Methodology of skills foresight is applied in at least 1 sector in each of 5 regions of Russian Federation to identification of new or revision of existing occupations, qualifications, and related training programs, by end of November 2019
Actual progress in each beneficiary country: to be added	- *Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 3.2: Management of training institutions in five regions of Russian Federation improved through development and application of modular-based TVET institution manager training program including the computer simulation -based course tested in Phase 1 produced by SKOLKOVO	- New TVET institution manager training program developed, and approved - Number of managers of TVET institutions in Russian Federation trained in revised TVET institution manager training programme	- The computer simulation-based short course for TVET institution managers developed and tested in Phase 1 - The new modular-based TVET institution manager training course to be developed	Country-specific: Russian Federation (all activities): A modular-based TVET institution manager training program developed, approved by the Ministry of Education and Science of Russia and applied for training of at least 100 managers in 5 regions of Russia and other countries beneficiaries, by end of November 2019

Actual progress in each beneficiary country: to be added	- *Actual progress in each beneficiary country: to be added*	- *Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 3.3: Skills Technology Foresight (STF) methodology technically improved for easy application on national level with a focus on producing tangible deliverables for improving Skills Development systems and training programs for priority sectors in recipient countries	Number of priority sectors and countries involved in implementation of improved STF methodology enabling to produce tangible deliverables for improved skills development systems and training programs	In the project evaluation report STF methodology was assessed as successfully implemented in two country-beneficiaries and national stakeholders are interested in apply it in additional sectors to influence future TVET systems	STF methodology is upgraded and applied to at least 3 additional priority sectors to produce tangible impact on skills development system and training programs in 3 countries-beneficiaries (including the two countries-beneficiaries of Phase 1), by end of November 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*
Output 3.4: The revised training programme for TVET managers, based on computer simulation, involving the module for assessment of individual training needs of managers is institutionalized in national training systems in countries of the project enabling to deliver training in line with demand from economic sectors and individual training needs of managers	Number of training institution managers in countries of project (disaggregated by gender) trained on the improved programme	A short training programme based on computer simulation was developed and piloted in 2 countries during Phase 1 of the project and improved in Phase 2. The project evaluation report on Phase 1 recommended to expand training delivery of this course after its improvement.	- The improved training programme which includes a module for diagnosis of individual training needs of managers, the improved training methodology, the revised computer software and the training guide - At least 60 managers of institutions including not less than 30% of females, are trained on basis of improved management programme, by end of November 2019
Actual progress in each beneficiary country: to be added	*Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	- *Actual progress in each beneficiary country: to be added*

Output 3.5: The 'Management of Training Institutions' training program developed by the ITC ILO, Turin adapted and translated into Russian and the trained Russian-speaking TVET institution managers from Project Countries at ITC ILO, Turin have acquired advanced TVET Institution management skills and international exposure	- The training program adapted to the needs of TVET systems in CIS countries and translate into Russian - The number of Russian-speaking TVET institution managers and stakeholders (disaggregated by gender) from project countries trained at ITV ILO, Turin	During Phase 1 of the project, it was suggested that the 'Management of training institutions training programme delivered by ITV ILO, Turin in English be adapted and delivered in Russian for the Russian-speaking constituents'	- The training programme developed at ITV ILO, Turin is adapted to the needs of TVET systems of CIS countries and translated into Russian, allowing to deliver this course at ITV ILO, Turin regularly on annual basis, in Russian - At least 80 TVET institution managers and relevant stakeholders from project countries (including not less than 30% of females) are trained, by end of March 2019
Actual progress in each beneficiary country: to be added	- *Actual progress in each beneficiary country: to be added*	*Actual progress in each beneficiary country: to be added*	- *Actual progress in each beneficiary country: to be added*

Annex 2: Template for stakeholder mapping per country

Organization	Contact person	Type of Stakeholder		
		Government	Employers' organization	Workers' organization (Social Partner)

Annex 3: Tentative structure of the final report

Section	Sub-Sections
Title page	As of ILO requirements
List of Acronyms	None
Acknowledgements	None
Executive Summary	• Project background • Evaluation background • Main findings • Lessons learned and good practices • Recommendations
Project Background	• Context overview • Project TOC, funding arrangements, • Role of the ILO, project partners and stakeholders • Brief description of the project implementation
Evaluation Background	• Scope, objectives, and use of the evaluation • Evaluation criteria and questions • Operational sequence of the evaluation

Main Findings	*(each criteria will be presented per country and some project-level reflections will be provided)* - Relevance - Coherence - Effectiveness - Efficiency - Sustainability - Progress towards Impact
Conclusions	None
Lessons learned and emerging good practices	None
Recommendations	None
Annexes	A: Evaluation Terms of Reference B: Evaluation Matrix C: Lessons learned as of ILO template D. Stakeholders consulted F. Bibliography

Annex 4: Instructions to NCs and template for country profiling

This instruction lists the major requirements and deliverables expected from each NC. The country profile template is to be used by NCs for data mining and to contribute to the final evaluation report.

Instructions to NCs to guide their contribution to the evaluation

Please, kindly note that the contribution of each National Consultant in the final evaluation is of utmost importance and provides the basis for the evidence-based analysis of the project performance. The country profiles will set the scene for the final evaluation and create cross-country comparison and analytics. ***Therefore,***

1. Please, read all project documents with a critical eye and identify and request any missing document or information.
2. Develop country profiles as of the template below.
3. Prepare stakeholder map per country following the template provided in Annex 3.
4. Agree with the lead evaluator which stakeholder to interview jointly.
5. Prepare a brief report on each interview following the evaluation matrix structure.
6. Prepare a list of micro-narratives to illustrate the major findings.
7. Prepare final analytical report per country reflecting on the evaluation criteria.
8. Participate in the stakeholder presentation of the evaluation results.
9. All numerical findings should be backed with their official source (it could be project report, link from the national statistical office, report of an international partner, etc.). Only officially published numerical data must be taken into account. The qualitative findings from the interviews and desk review should be identified as such.

Template for country profiles:

A. General overview:

 Country general overview related to skills development:

Instruction: the following indicators needs to be used; the data could be found from the following sources: ILO, OECD, WB, national statistical agencies, etc.. The evaluation is concerned with the period of 2017-2021 therefore, if data per year available, please, indicate. If not, indicate those years that provides data.

⇒ GDP per person employed (constant 2017 PPP $)
⇒ Labor force participation rate, total (% of total population ages 15+)
⇒ Ratio of female to male labor force participation rate (%)
⇒ Ratio of unemployed youth (%)
⇒ NEET rate
⇒ Sectoral contribution to GDP (here the focus is on the sector under the project concern in a beneficiary country)
⇒ Population size by age group and sex
⇒ Migration rate
⇒ Employment rate for higher education graduates
⇒ Employment rate for VET education graduates
⇒ NEET rate
⇒ Human development index
⇒ Public expenditure on education (% of GDP)
⇒ VET budget as a share of the total education budget
⇒ Number of preliminary (vocational) education institutions, enrolment in them by age group and sex
⇒ Number of middle vocational educational institutions, enrolment in them by age group and sex

- ***National Skills Development Ecosystem:***

Institution: list the agencies with key responsibilities in charge of TVET governance and implementation (e.g. National Skills Development Councils, Relevant agencies and TVET institutions, Industry bodies and Sector Skills Councils).

- ***National Skills Development Policies and Frameworks:***

Institution: list the main documents (including full title and year of approval), and detail the key objectives and priorities, as relevant.

⇒ Country commitments to, regional, and global reference frameworks related to skills development (e.g. international labour standards).
⇒ ILO corporate priorities in each country through its DWCPs.
⇒ Other interventions in the area of Skills Development
⇒ Country's commitment to gender equality.

B. Project related:

- Country's progress vis-à-vis each indicator as of Annex 1.
- Additional data and information to track the progress beyond identified indicators.
- List country's achievements in Phase 1 and how they are continued, if relevant, in Phase 2. The focus is on sustainability of the results of Phase 1 taken into Phase 2.
- Provide examples on how gender is mainstreamed in the project outputs and outcomes and conclude about the level of gender responsiveness of the project in each beneficiary country.
- List the major risks and how they were addressed during the project.
- List the major opportunities and how they were utilized during the project.
- List main lessons learned and good practices as of ILO templates provided in Annex 5 below.
- List the key recommendations per country.

Annex 5: Additional templates

A. ILO template on lessons learned

ILO Lesson Learned Template	
Project Title:	**Project TC/SYMBOL:**
Name of Evaluator:	**Date:**
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.	
LL Element	**Text**
Brief description of lesson learned (link to specific action or task)	
Context and any related preconditions	
Targeted users / Beneficiaries	
Challenges /negative lessons - Causal factors	
Success / Positive Issues - Causal factors	
ILO Administrative Issues (staff, resources, design, implementation)	

B. ILO template on good practices

ILO Emerging Good Practice Template

Project Title: **Project TC/SYMBOL:**

Name of Evaluator: **Date:**

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	
Establish a clear cause-effect relationship	
Indicate measurable impact and targeted beneficiaries	
Potential for replication and by whom	
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	
Other documents or relevant comments	