ILO EVALUATION

- **Evaluation Title:** **Skills for Employment and Productivity in Low-Income Countries**

- **ILO TC/SYMBOL:** **GLO/14/52/ROK**

- **Type of Evaluation:** **Final**

- **Country:** **Global**

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- **Donor:** **KOICA, USD 400,000**

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- **Key Words:** **work, employment, human development**

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Acronyms

DWG	Development Working Group
GC	Global Component
Global KSP	Global Public-Private Knowledge Sharing Platform on Skills for Employment
HQ	Headquarters
IAG-TVET	Inter-Agency Group on Technical and Vocational Education and Training
ILC	International Labour Conference
ILO	International Labour Organization
KP	Knowledge-Based Platform
LIC	Low Income Countries
M&E	Monitoring and Evaluation
NVQ	National Vocational Qualifications
OECD	Organization for Economic Co-operation and Development
RPL	Recognition of Prior Learning
SC	Steering Committee
SIDA	Swedish International Development Cooperation
STED	Scaling up Skills for Trade and Economic Diversification
TS	Training Strategy
TVET	Technical and Vocational Education and Training
TU	Trade Union
UNESCO	United Nations Educational, Scientific and Cultural Organization
WISE	World Indicators of Skills for Employment

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I.   Executive Summary

Project Background

The Global Component (GC) of the ILO Skills for Employment and Productivity in Low-Income Countries project emerged with the aim to implement the commitments of the G20 Development Working Group (DWG) in the area of human resources development by supporting target countries in designing, implementing and assessing improvements in selected Building Blocks of their skills development systems in order to better connect training to productive and decent work. The GC is represented by the Global KSP. It is a collaborative platform that pools knowledge products on skills for employment from international organizations, governments, employers and workers on what works to link skills development to productive and decent work and was formally launched in June 2013. Initiated by the ILO, the Global KSP benefits from the support and collaboration of the OECD, the UNESCO and the World Bank.

The GC was managed and implemented by ILOHQ in close cooperation with CTAs in project countries. The Global Component (GC) was composed of two outcomes and supported by three outputs.

The GC budget amounts to a total of US $400,000, while the actual spending equals US $ 264,047 as of August 31, 2017, i.e. the budget utilization rate constitutes 66%.

Evaluation Background

The main objective of the final evaluation was to assess the performance of the Global Component (GC) of the ILO KOICA project over its eighteen-month period, as well as its success in achieving its planned results and objectives.

The final evaluation of the GC was carried out from February 2018 to May 2018 by an independent evaluation expert under the supervision of the ILO Evaluation Manager from ILO HQ.

The final evaluation covers the GC implementation from January 1, 2016 to August 31, 2017.

Evaluation Methodology

The evaluation adheres to the ILO standard policies and procedures, the UNEG Norms and Standards, as well as the OECD/DAC Evaluation Quality Standards. It responds to ten overarching questions inspired by the Project's Outcomes and by the internationally accepted evaluation criteria. The evaluation was based on the mixed method approach composed of document review of over40 documents, semi-structured interviews with 12 key informants (ILO and founding partner), and online beneficiary survey of 85 Global KSP users. Taking into account the nature of GC, the assessment of Global KSP platform was based on the conceptual model which is used for the evaluation of knowledge-based platforms.

Limitations to the Evaluation

- Due to busyness and high workload of the founding partners and ILO field specialists, the Evaluator was not able in the course of data collection to interview most of the founding partners of the Global KSP, in particular OECD, World Bank, ETF and some ILO SKILLS Field Specialists, specifically from ILO Beirut, ILO Cairo and ILO Bangkok.
- The response rate of the beneficiary survey among Global KSP users was lower (just 13%) than expected and there is no way of knowing if the 87% who did not participate in the survey had systematically different views from those who did.
- The Evaluator in line with the ToR started the assessment of the Global KSP while Mozambique and Nepal components will be followed. It limits the possibility to assess the perspectives of the stakeholders from other two components about the platform and the value of the Global Component per se. Their views will be presented in a Synthesis report.

Summary of Evaluation Findings

Relevance and strategic fit

GC enjoyed a high relevance, which remained so throughout the project's lifespan. GC is strongly linked with and support ILO global strategies (ILO Skills Development Strategy and P&B), in line with international development frameworks (G20 Training Strategy) and promotes the SDGs (Goals 4, 5 and 8). However, the distinct features of the Global KSP (pooling together content on what works to promote skills for employability from several credible sources and involvement of the private sector into skills development) should be further reinforced. This is so as users still prefer usage of Google for the search of information not a platform and there is a low participation rate of employers' organizations/businesses and private sector compared to other "sources" such as "Source-ILO" or "Source-OECD".

Coherence and validity of design

The design of the knowledge sharing component was adequate and activities, outputs and outcomes were logically linked, but there was lack of linkages among all three components of the ILO KOICA project. Risks and gender mainstreaming for GC were not well defined in the project document. The Logframe of the GC is technically sound; nevertheless, some indicators provided to measure the rate of success fail to pass the SMART-test, despite being cleared through the standard oversight and quality control channels established by ILO system-wide.

Project progress and effectiveness

The GC was effective where it did deliver. The knowledge sharing component either achieved or exceeded the set targets under Outputs 1.1 and 2.1, while the expected results were underachieved under Output 2.2 due to difficulties with outreach to the private sector. Generally, the vast majority of the surveyed users (83%) are either satisfied or very satisfied with the Global KSP. The vast majority of users use the Global KSP either on needs basis or 1-2 times per month. In users' opinion, the most useful in the platform are the knowledge products, information on countries, thematic issues and newsletter. The most popular thematic issues on the site were anticipating future skills needs, youth employability, apprenticeships, policy convergence, training quality and relevance, access to training and skills utilization, and labour market information and employment services. In users' point of view, the quality of different knowledge products available at the Global KSP are high and assessed as either very good or good. In overall, it contains information which users need, is comprehensive, practical, accurate, easy to find and understand. The aspect which is required further improvement is the attractiveness of the graphic design of the site.

The GC objective in expansion of the Global KSP was reached and even exceeded the set target of 10% of annual increase. As a collaborative platform for the exchange of information and experiences on skills, the Global KSP registered steady increases in the annual number of unique visitors, i.e. from 18,845 in 2015 to 40,240 in 2017. The number of page views also increased almost twice between 2015 and 2017, i.e. from 67,088 in 2015 to 120,082 in 2017. The top four site users of the Global KSP were from education and training institutions (36%), research institutions (29%), International organizations (15%) and government (11%), while the number of Employer Organizations and Business was low and constituted just 5%-6%. As a result, the Global KSP should be perceived more as an inter-agency rather than public-private platform.

The GC paid attention to gender mainstreaming through (1) increasing visibility on the issue of gender equality and skills development, in addition to an expansion in the number of gender-sensitive knowledge products on the website, (2) hosting e-discussion focusing on gender differences in skills development and effective strategies for promoting gender equality in employment and access to training while also highlighting effective strategies that support women's economic empowerment, (3) featuring stories on the theme of women and skills development on the Global KSP homepage.

Efficiency of resources use (including effectiveness of management arrangements)

The GC was implemented only during 18 months instead of initially planned 32 months because of receiving of funding on the second year of implementation. As a result, the implementation rate constituted only 66%. Looking at the direct costs structure, the biggest allocations went for the staff costs and constituted 65%, while for the project activities was allocated 26% of the total GC budget. Management arrangements were only partly effective, while reporting was more activity rather than results based. Although the GC did not have a separate M&E plan, it had a well-established documentation system consisted of the collection of statistics on Global KSP through Google Analytics, the system's content server, Survey Monkey and Twitter Analytics, workplans, mission reports, e-discussion reports.

Impact orientation

The GC has shown the positive signs of the impact in terms of making contribution to global knowledge sharing among LICs and G20 members and strengthen the institutional capacities to maintain knowledge sharing among countries, international agencies, the public sector on skills for employment and productivity. Nonetheless, further work is required for increasing the participation of the private sector in skills for development discussions.

Sustainability

The sustainability of the GC depends on the sustainability of the Global KSP, which in turn is influenced by two factors: (1) strategic vision of the ILO SKILLS Branch about the future of the platform, and (2) availability of resources for its further maintenance. On the date of the final evaluation, the vision of the ILO SKILLS Branch about the future of the platform was being discussed among senior management of the Department, yet no funds have been secured for continuation of its maintenance and further enrichment.

Key Recommendations

ILO should consider developing a clear vision about the future of the Global KSP taking into account the existence of other platforms operating by the Employment Department, existence of other ILO regional platforms and other knowledge platforms implementing by the founding members of the Global KSP.

Taking into account limited funding from regular budget and the mandate of ILO SKILLS Branch to disseminate the specialised knowledge on skills, it is recommended that the founding partners of the Global KSP rotate management responsibilities for the platform. The collaboration between SKILLS Branch and Research Department as well as ACTEMP should be reinforced in order to promote better usage of internally produced research products and strengthen the involvement of private sector.

The theory of change of the Global KSP should be revisited with a view to sharpening the causal pathways and explaining the added value of the platform in comparison with google to internal and external audiences. The ILO should spell out outcomes for various types of stakeholders that highlight the short to medium term benefits of their involvement in the Global KSP.

For increasing visibility of the Global KSP, it is recommended to organize the promotional campaign of the platform among ILO staff by launching of the e-mail campaign through country offices to increase the membership (number of subscribers). The founding members shall also play a more active role in increasing the visibility of the web-platform.

Lessons Learned

One of the greatest challenges to the long-term sustainability of the Global KSP and many other knowledge-sharing platforms is availability of core funding for the platform maintenance and retaining the internal capacity, knowledge and motivation necessary for its effective work.

Emerging Good Practices

Stakeholders' capacity, both as individuals and organizations, for engaging with the knowledge platform varies over time as do their interests; so, it is important to keep offering them varied forms of engagement from which they can choose what to access at their own desired levels and absorptive capacity. Continually demonstrating value to all members of the network is required if you are going to keep what you are doing for them valid in their eyes. Platforms need to evolve continuously in response to changing demands from funders, researchers and stakeholders, as well as changing external circumstances.

A good example of how the GC has evolved as a direct result of inputs received from a range of stakeholders is the electronic discussions, or E-Discussions, hosted at the Global KSP. The online dialogues have proven to be a very productive way to promote more interactive knowledge sharing that allows experts, practitioners and representatives from a range of institutions and enterprises around the world to raise questions, share experiences and address challenges related to skills. Compared with face-to-face events, E-Discussions offer participants more time to think before responding to questions, and to express their thoughts and ideas well at a time that suits them.

II.   Background and Project Description

2.1.   Project context

In the conclusions to the Recurrent Discussion on Employment (ILC 2010), the ILO was asked to consider establishing and maintaining a global "Knowledge Bank" on education, skills and lifelong learning, as a means of "expanding its leadership role in skills development, building on the G20 training strategy prepared by the ILO, by documenting what works under what circumstances and with what resources, and by improving dissemination of this information..." (paragraph 33).

At the Pittsburgh Summit in September 2009, G20 Leaders acknowledged the role of skills development within a broader framework for strong, sustainable and balanced growth and they called on the ILO to develop a training strategy. In preparing this strategy the Office drew on the tripartite agreements adopted at the International Labour Conference in 2008 on *Skills for improved productivity, employment growth and development* and on the experience of other organizations shared through the Inter-Agency Group on Technical and Vocational Education and Training (TVET).

The resulting G20 Training Strategy provides a strategic framework to connect education and training to the world of work.   It takes a life-cycle perspective based on broad availability of good-quality education as a foundation for future training; matching skills supply to the needs of enterprises and labour markets; enabling workers and enterprises to adjust to changes in technology and markets; and anticipating and preparing for the skill needs of the future.

The document was welcomed by the Leaders at their Summit in Toronto in June 2010 and included in the Multi-Year Action Plan on Development adopted at the Seoul Summit in November 2010. The pillar on Human Resources Development of that Action Plan called on the World Bank, ILO, OECD and UNESCO to form a "unified and coordinated team" to support low-income developing countries to enhance skills for employment strategies.

The road map to implement this mandate submitted to the G20 Development Working Group at its meeting in Paris in March 2011 included establishing a global public-private knowledge sharing platform and network to promote skills development.

The Global KSP is a collaborative platform that pools knowledge products on skills for employment from international organizations, governments, employers and workers on what works to link skills development to productive and decent work, which was formally launched in June 2013.

Initiated by the ILO, the Global KSP benefits from the support and collaboration of the Organization for Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank.

The Global KSP is intended as an online resource for policy-makers, representatives of employer and worker organizations, entrepreneurs and owners of businesses, practitioners in technical and vocational education and training (TVET) institutions, trainers, academics, researchers and experts in multilateral and bilateral agencies who are interested in learning from each other's experience on skills for employment.

Content on the website is organized by policy issues and the broad spectrum of 'building blocks' deemed essential for constructing robust training and skills development strategies. Among the issues covered on the site:

- Anticipating future skills needs
- Participation of social partners
- Sectoral approaches

- Financing training
- Labour market data and employment services
- Portability of skills and life-long learning
- Access to training and skills utilization
- Youth employability
- Apprenticeship

Within each of the issues, information is organized in the structure of a pyramid that shows how skills knowledge is built: starting from a base of statistics and in-depth research reports to national skills policies and concise policy alternatives at the apex. This allows users with different areas of interest to find what they need – *what they could put to use* – without having to sift through a vast number of knowledge products that suit others, or other circumstances. Users can also search by countries, regions and economic groupings of countries. Within these pages as well as country-specific pages, users may conduct searches based on the filters provided – *issues, knowledge products, date, and sources*. The Global KSP allows users to search by credible sources of information on skills which include key international organizations, governments, employers' and workers' groups, TVET and academic institutions, and bilateral organizations.

In this context, the Global Component of the ILO Skills for Employment and Productivity in Low-Income Countries project emerged with the aim to implement the commitments of the G20 Development Working Group (DWG) in the area of human resources development by supporting target countries in designing, implementing and assessing improvements in selected Building Blocks of their skills development systems in order to better connect training to productive and decent work.

2.2. Description of Global Component

Location	ILO Headquarters (Geneva)
Planned duration	Start Date: December 22, 2014 End Date: August 31, 2017
Actual duration	Start Date: January 1, 2016 End Date: August 31, 2017
Beneficiaries	Policy-makers, education and training providers, representatives of employers' and workers' organizations, the private sector, international agencies, and other stakeholders
Goal of the Global Component	Contribute to Global knowledge sharing among LICs and G20 members and strengthen the institutional capacity to maintain knowledge sharing within countries, among international agencies, and between the public and private sector on skills for employment and productivity
Objectives of the Global Component	1. Expand the inter-agency partnership and outreach in the regions targeted by the project, and especially to the private sector as part of the awareness-raising campaign on the skills development 2. Strengthen empirical knowledge of country experience under the G20 Training Strategy's building blocks chosen by the participating countries as priorities 3. Implement the business plan to expand the Global KSP in the private sector – meaning collecting case studies and other information that is of high value for business-to-business knowledge sharing
Expected outcomes	Outcome 1: Expectation met of G20 DWG for sharing experiences and lessons learned Outcome 2: Actors in the public and private sector have easy access to the international skills database and to pertinent information stemming from the research and country implementation of the G20 Training Strategy

Expected outputs	Output 1.1: Information campaign targets policymakers, academics, national statistics agencies, employers' associations, TUs and IOs on the G20 Training Strategy implementation and lessons learned Output 2.1: Global KSP sustained and expanded (www.skillsforemployment.org) Output 2.2: Business strategy designed, implemented and evaluated to increase the visibility, use, and possibly cost-sharing of the Global KSP with the private sector
Intended Activities	**Under Output 1.1:** ▪ Inter-regional Joint knowledge sharing workshop, Dhaka (LIC and MIC involved in all the projects supported under the G20 Development Working Group pillar on human resources development, with G20 members invited) ▪ Production, publication, translation and dissemination of analytical findings, research and reports, case studies, advocacy materials and project evaluations ▪ Analytical case studies published from Nepal and Mozambique illustrating impact of project approaches in lives of young people ▪ Key research products, case studies and policy briefs translated into at least 3 languages ▪ Set of policy briefs on expanding PES, rural skills development, skills for diversification, and skills and labour market information systems produced ▪ Research studies, case studies, and evaluations documenting the project experience and results of country implementation featured on the Global KSP **Under Output 2.1:** ▪ International database on skills indicators developed with OECD made accessible on the Global KSP. ▪ Videos, meeting reports and other media document beneficiaries' experience throughout the project implementation and made accessible on the Global KS ▪ Monitoring and report on the use of the Global KSP information. ▪ Establish a Steering Committee for the Global KSP to guide the strategic orientation of the platform and extend private sector outreach. **Under Output 2.2:** ▪ Professional management and currency of the Global KSP (cost sharing with SKILLS' technical cooperation projects). ▪ Establish modalities for working with representatives of Employers' Organizations and Trade Unions to establish mechanisms for sourcing contributions from the private sector for the website. ▪ Finalise and implement a communications strategy for targeting information to the private sector and for featuring private sector examples on the Global KSP.
Arrangement	▪ Managed and implemented by ILO/HQ ▪ Close cooperation with CTAs in project countries ▪ Cooperation with international organizations and IAG-TVET members in terms of content contributions to the Global KSP
Implementation structure	The Senior Global KSP Manager works in consultation with ILO Senior Skills Specialists to ensure evidence-based publications from credible sources are routinely uploaded onto the platform and to support quality virtual discussions on a range of skills topics

III.   Evaluation Objectives and Methodology

This section describes the evaluation objectives, the evaluation questions being addressed, and the evaluation methodology and its limitations.

3.1.   Purpose and Scope of the Evaluation

The overall objective of the final evaluation was to assess the performance of the Global Component (GC) of the ILO KOICA project over its eighteen-month period, as well as its success in achieving its planned results and objectives. The overall purpose of this summative evaluation is to learn from the implementation of the Global Component so that lessons can be drawn to form the basis for making improvements to the planning, design and the management of future programs of a related nature. This evaluation exercise is meant to ensure ownership, result-based orientation, cost-effectiveness and quality of ILO services and act as a downward and upward accountability process by the ILO to the donor.

The scope of the evaluation includes the whole period of Global Component duration from 1 January 2016 to 31 August 2017.

3.2.   Evaluation Methodology

The final evaluation of the GC focused on three levels: design, process and results. This involved a triangulation process of gathering data from the existing documentation and monitoring data and complementing these data through survey among users of Global KSP and interviews with the GC staff, ILO HQ and SKILLs field specialists staff and founding partners, whilst comparing the findings with baseline data (where feasible). This report contains the findings of this process, its conclusions and recommendations. The entire evaluation process adhered to the standards and guidelines set forth by the EVAL.

The overall evaluation questions were provided by the terms of reference, and follow OECD-DAC[1] evaluation guidelines:
1. *Relevance* (including the extent to which the GC responds to stakeholders' needs and the alignment with ILO global and country-level strategies and international development frameworks);
2. *Efficiency* (including cost-effectiveness, timeliness and the efficiency of implementation arrangements);
3. *Effectiveness* (including progress of achievement of stated objectives and major challenges faced);
4. *Impact* orientation (including anticipated medium to long-term impact of the GC including the extent to which the knowledge generated was shared at global level);
5. *Sustainability* (including the likelihood that activities and/or impact will be sustained beyond the end of the GC).

Additionally, the evaluation studied the coherence and validity of design as well as gender consideration during the design and implementation of the GC, as per Evaluation TOR.

Taking into account the nature of GC, the assessment of Global KSP platform was based on the conceptual model which is used for the evaluation of knowledge-based platforms[2]. Karl Wiig Knowledge Management model (1993) highlights the following principle: in order for knowledge to be useful and valuable, it must be organized. Knowledge should be organized differently depending on what the knowledge will be used for. Brown, Dennis, Burley and Arling (2013) claim that the knowledge-management platform role is to connect knowledge seekers to the people to the people who have the needed knowledge[3]. Therefore, the conceptual model is built on the factors that contribute to the knowledge management systems

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[1] OECD DAC: Organization for Economic Cooperation and Development's Development Assistance Committee
[2] https://www.tlu.ee/~sirvir/IKM/Theoretical_models_of_Information_and_Knowledge_Management/introduction.html
[3] Brown, Susan, Dennis, Alan, Burley, Diana, and Arling, Prinscilla (2013). Knowedge sharing and knowledge management system avoidance: the role of knowledge type and the social network in bypassing and organizational knowledge management systems. Journal of the American Society for Information Science and Technology, 64 (10), 2013-2023

effectiveness, namely (1) perceived knowledge platform user-friendliness[4] and usability[5], (2) perceived information quality, (3) perceived user satisfaction, and (4) level of information use.

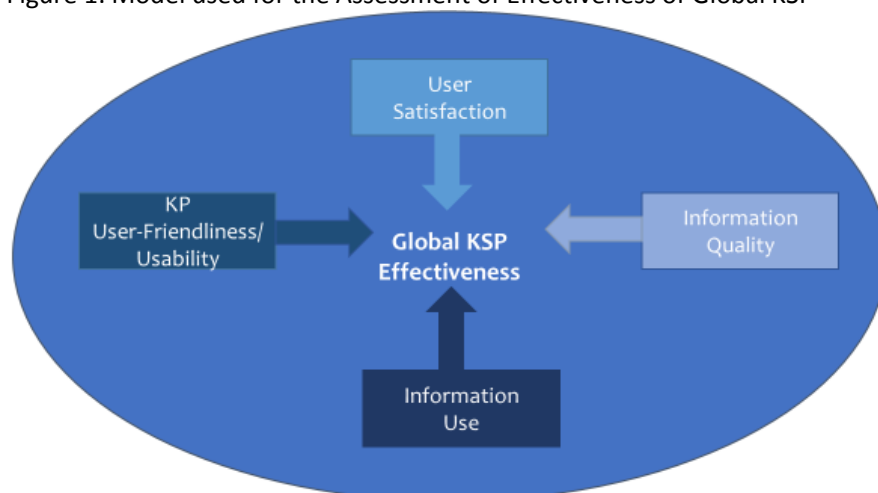Figure 1. Model used for the Assessment of Effectiveness of Global KSP

Table 1 below outlines the assessment criteria and key questions per criteria that were covered by the report:

Table 1. Evaluation Questions

Evaluation Criteria	Key Questions
Relevance and strategic fit	1. How did the GC align with and support ILO global-level strategies? 2. Was the GC relevant to the international development frameworks (e.g. G20 Training Strategy)?
Coherence and validity of design	3. Was the intervention logic well taught, coherent and realistic? How appropriate and useful are the indicators for the ILO global products?
Effectiveness	4. To what extent the project achieved its objectives in terms of global level objectives and products? 5. In which area did the GC has the greatest achievements, and in which one did it achieve the least? 6. To what extent, if any, did the GC contribute to enhance ILO knowledge on tools and approaches for more effective policies for skills development? 7. What were the main internal and external constraints/challenges to attain the expected results? 8. How well did the results contribute to the ILO's cross-cutting themes of gender and non-discrimination?
Efficiency of resources use	9. How much time, efforts and financial resources are needed to develop and implement GC that contribute to the outcomes? Have activities supporting the GC been cost effective?
Impact orientation	10. How did the GC influence coordination among the ILO and its strategic partners? 11. How was the knowledge generated from the project shared at global levels?
Sustainability	12. What is the likelihood that the results of the GC will be sustained and utilized after the end of the project as far as global products are concerned?

The evaluation methodology consisted of a triangulation exercise of data stemming from:

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[4] Defined in terms of the time it takes to learn to use KP and the potential benefits is also a determinant factor in the users' eagerness or reluctance to use the KP

[5] Usability reflects, and always connects with, 'ease of use' and refers to users' subjective experiences upon using of a KM platform

1. Desk review of more than 40 documents (including all progress reports, GC documentation, KSP web-platform, internal mid-term review, knowledge products developed and uploaded on the KSP web-platform, statistics of KSP web-platform and G20 training Strategy, Resolution on Skills for improved productivity, employment growth and development, and literature on knowledge management);
2. Semi-structured interviews with 17 key informants (including GC staff (f-1), ILO HQ staff (m-6/f-2), ILO field SKILLS staff (m-3/f-4) and founding partners (m-1);
3. Online beneficiary survey of 85 Global KSP users. The online survey was conducted during February 27-March 9, 2018 via Survey Monkey and was distributed among the Global KSP database composed of 1,100 subscribers of the Newsletter. The response rate for survey constituted13%.

Figure 2. Summary of Main Methods of Data Collection and Number of Stakeholders Reached in the framework of the Final Evaluation

Interviews
(N=17 respondents)
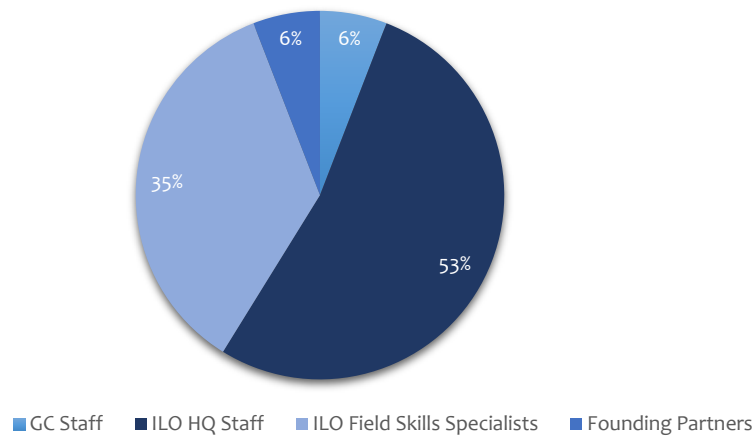
Type of respondents participated in the online beneficiary survey
(N = 85 respondents)
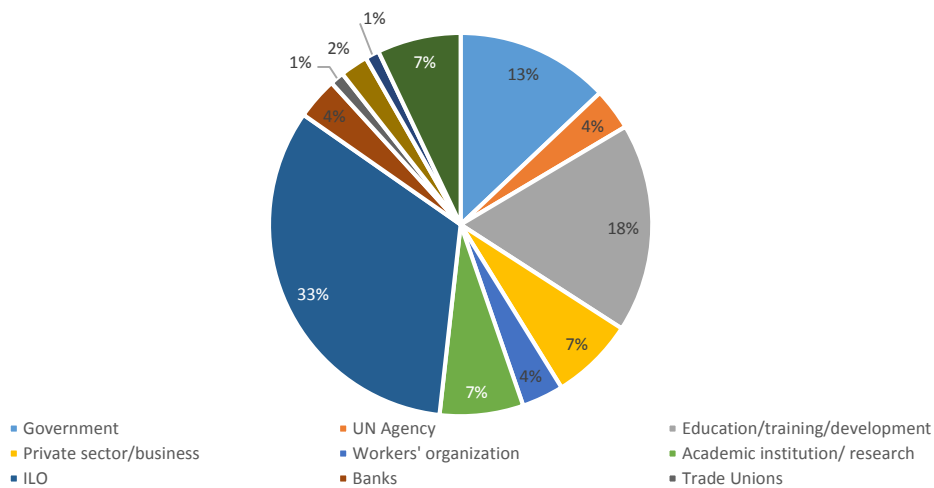
Gender of the participants of the online beneficiary survey
(N=85 respondents)

- Female   - Male   - I'd rather not to say
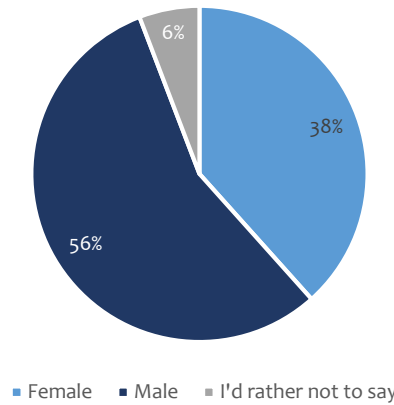
Geographical representation of online survey respondents
(N = 85 respondents)
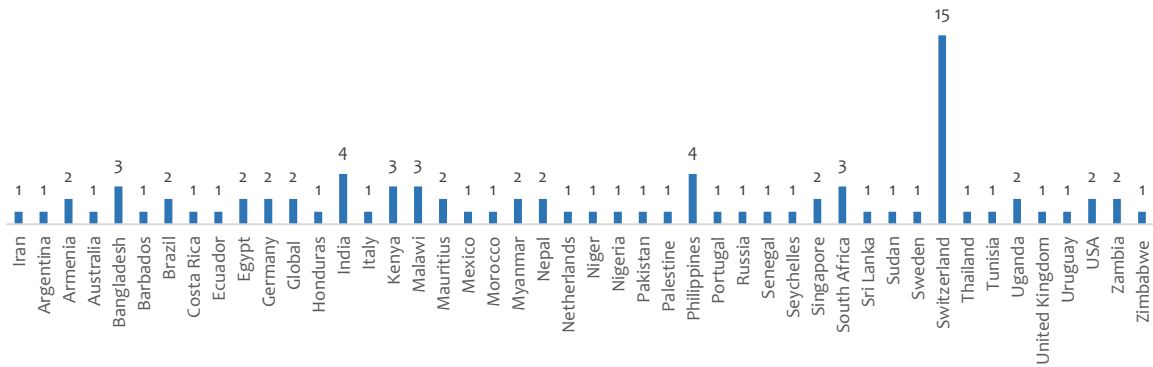
Level of familiarity with the Global KSP and knowledge products by online survey respondents
(N=85 respondents)

- Extremely familiar - Very familiar - Somewhat familiar - Not so familiar - Not at all familiar
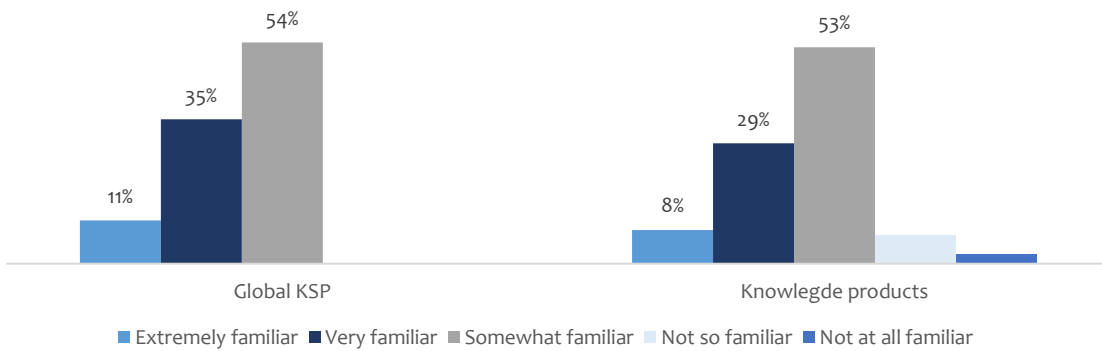
3.3.   Data Analysis

The final evaluation triangulated data by making use of pre-existing data sources, as well as by examining information collected by other means, as described above. The validity of each set was tested by first gathering and then comparing multiple data sets with each other. The most frequent methods were content, pattern and trend analysis to identify themes emerging from the data collection and document review exercises and response convergence/divergence analysis to determine where target groups exhibited similar or differing responses. The final evaluation aimed to strengthen the conclusions from the observations and to reduce the risk of false interpretations.

For comparability purposes, a scoring rubric on a scale from 1 to 6 for making judgments about different levels of performance and relative success of the different results areas of global component was adopted and it is disclosed in Table 2 below.

Table 2: Scoring Rubric for Performance

Satisfactory	Less than satisfactory
6- Highly Satisfactory: no shortcomings	3- Moderately Unsatisfactory: significant shortcoming
5- Satisfactory: minor shortcomings	2- Unsatisfactory: major shortcomings
4- Moderately Satisfactory: moderate shortcomings	1-Highly Unsatisfactory: severe shortcomings

The ratings are based on all the information available to the evaluator, including project documents, interactions with ILO staff, and partners.

3.4.   Evaluation Limitations

There were a few limitations to this evaluation.

- *Access to founding partners and ILO field specialists*: Due to busyness and high workload of the founding partners and ILO field specialists, the Evaluator was not able in the course of data collection to interview most of the founding partners of the Global KSP, in particular OECD, World Bank, ETF and some ILO SKILLS Field Specialists, specifically from ILO Beirut, ILO Cairo and ILO Bangkok.
- *Inability to conduct full scale beneficiary survey*: The response rate of the beneficiary survey among Global KSP users was lower (just 13%) than expected and there is no way of knowing if the 87% who did not participate in the survey had systematically different views from those who did.
- *Sequence of the evaluation of KOICA project components*: The Evaluator in line with the ToR started the assessment of the Global KSP while Mozambique and Nepal components will be followed. It limits the possibility to assess the perspectives of the stakeholders from other two components about the platform and the value of the Global Component per se. Their views will be presented in a Synthesis report.

The Evaluator mitigated these limitations and minimized possible biases through triangulation of methods and data, and consultation with ILO HQ on the evaluation's tentative findings. Additionally, these limitations were mitigated by holding anonymous survey among users of the Global KSP. The questionnaire was developed in close consultation with the Skills Branch and Global KSP Manager in particular to ensure that the survey questionnaire covers all key elements of the platform. The participation in the survey was voluntary and to promote better response rate, the link of the survey was shared by the Global KSP Manager among the list of subscribers of the Global KSP Newsletter. the Out of 85 respondents, 28 (or 33%) were ILO staff plus other IAG-TVET members (World Bank and ETF) took part in the survey.

The triangulation of findings was achieved through triangulation by method as well as by source through the employment of a range of rapid assessment methods that include in-depth interviews, survey, and analysis of secondary data (methods), as well as through interviewing a range of stakeholders at different levels from different institutions and reviewing a wide range of documents (sources).

IV.   Evaluation Findings

4.1.   Relevance and Strategic Fit

On the one hand, GC strongly linked with and support ILO global strategies and in line with international development frameworks. GC contributes directly to meeting the New Actions related to human resource development agreed in the G20 Saint Petersburg Development Outlook in 2013[6] wherein the G20 countries committed to helping developing countries build up national capabilities to meet skill needs and to promoting South-South cooperation and knowledge-sharing programmes. The GC objectives are in line with the ILO's Skills Development Strategy as codified by the Recommendation 195 on Human Resources Development (2004)[7] and Conclusions of the International Labour Conference (2008) on skills for productivity, employment growth and development[8]. Recommendation 195 emphasise the importance of lifelong learning, the need to reduce inequalities in access to education and training as well as the importance of building a supporting infrastructure, such as training institutions and public employment services. It calls its members states to 'identify, in consultation with social partners, roles and responsibilities of employment services, training providers and other relevant service providers with respect to vocational and career information and guidance'. In addition, the Global KSP supports the Enabling Outcome of Advocacy of Decent Work of the ILO's Results Framework for 2016-17[9] by supporting the improved access to the information about what works in skills development for national and international policy makers, ILO constituents and skills practices worldwide. Moreover, the platform promotes the SDGs, in particular Goal 4 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', Goal 5 'Achieve gender equality and empower all women and girls' and Goal 8 'Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all'.

On the other hand, the distinct features of Global KSP were supposed to be several things: (1) pool together content on what works to promote skills for employability from several credible sources, including the ILO but also other international agencies, and (2) involve the private sector into skills development. The main idea here is that users do not have to visit several sites to obtain the information, saving them valuable time and effort. However, the evaluation interviews and survey results showed that the users still prefer usage of Google for the search of information not a platform.
The Global KSP has also other valuable features like online discussions, blogs and articles. Although other IAG-TVET members have them as well[10], the distinct feature of the Global KSP is that it provides a common space for representatives of the different founding partners to contribute their experience and knowledge on a range of skills topics, specifically, through both online discussions and blogs/articles. Engagement of employers and the private sector in skills training and development is a key factor to increasing employment prospects for all and in closing skills gaps. As ILO has a tripartite structure, it gave a chance to have a direct contact with private sector and represent the tripartite perspectives. Nevertheless, the statistics of the Global KSP content server suggests that the platform is more for practitioners and decision makers, and less important for private sector. The participation rate of employers' organizations/businesses and private sector is low in the platform compared to other "sources" such as "Source-ILO" or "Source-OECD" and constitutes 3%-6% (see Figures 3-4). As a result, the concept 'public-private' platform cannot be fully applied and the Global KSP should be seen more as an inter-agency platform.

[6] http://www.g20.utoronto.ca/2013/Saint_Petersburg_Development_Outlook.pdf
[7] http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312533
[8] http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_103457.pdf
[9] http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_342199.pdf
[10] UNESCO-UNEVOC holds virtual conferences (https://unevoc.unesco.org/go.php?q=e-Forum+-+Virtual+Conferences), World Bank has blog on skills development (https://blogs.worldbank.org/category/tags/skills-development), OECD has a blog on skills and work (https://oecdskillsandwork.wordpress.com/)

Figure 3. KSP Users Profile
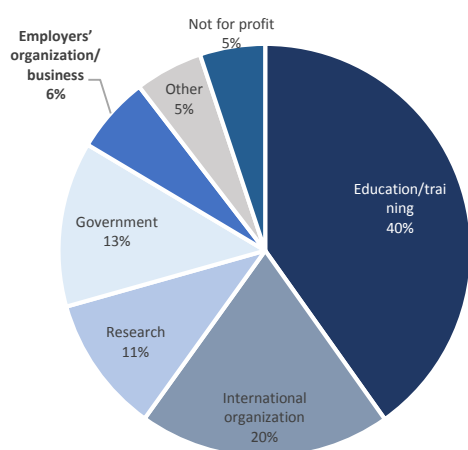
Figure 4. Issues by contributing sources (N=4,044)

Source: Global KSP
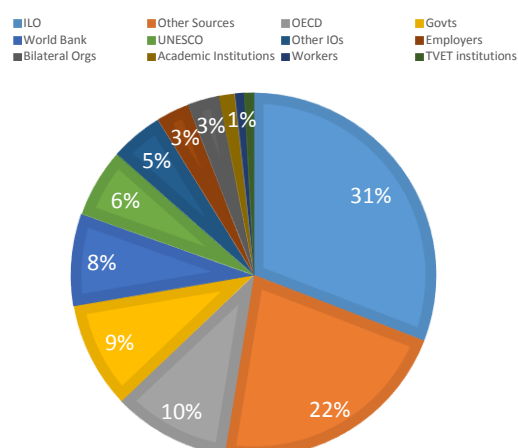
4.2. Coherence and Validity of Design

Conceptually, the knowledge sharing component (GC) was designed in a broad way with two interconnected outcomes. The overall and specific objectives were well defined in the ProDoc. The expected results were clear. The selected activities were relevant to the fulfilment of the stated objectives and results under GC. Nevertheless, the linkages among the three components of the KOICA project (GC, Mozambique and Nepal components) are weak, except that the project as a whole meets the human resources development objectives of the G20 Development Working Group and the analytical case studies of Mozambique and Nepal were included into the Global KSP to illustrate the project's impact.

The ILO KOICA project established a Logframe on the stage of project design and it was an integral part of the ProDoc. The Logframe of the GC is technically sound; nevertheless, some indicators provided to measure the rate of success ('achievement indicators') fail to pass the SMART-test (specific, measurable, achievable, realistic, time-bound), despite being cleared through the standard oversight and quality control channels established by ILO system-wide. The selected indicators lack measurement of quantity and quality and cannot be used for the assessment of the project progress and achievements.

The examples of that are, as follows:
- Impact indicators are absent;
- Outcome indicators stated as activities (e.g. indicator for Outcome 1 'Reports provided to the G20 DWG on the source of contributions and distribution of users of the Global KSP') or as output indicators (e.g. for Outcome 2 'Number of clicks on WISE Database');
- Output indicators – limited number, more quantitative than qualitative (e.g. indicators under Output 2.1 as 'Number of new knowledge products produced, Number of languages of content of knowledge products', or Output 2.2 'Number of representatives of the private sector serve as members of the Global KSP SC') or stated as process (e.g. indicator under Output 1.1 'Routine publication on the Global KSP of research undertaken for the G20 DWG projects on skills for employment and of the case studies, evaluations, and publicity items produced through the projects').

In overall, the indicators selected for measurement of ILO global products lack measurement of the level of users' satisfaction with knowledge products and usability of the platform/skills development database, as well as the level of usage of the information obtained at the Global KSP. Although this information was collected by the Global KSP Manager through periodic user satisfaction surveys and polls and presented in the progress reports.

Risks and assumptions analysis of GC in the ProDoc is quite weak. The main assumption under GC was that the ILO's development partners continue to show active participation in further development of the knowledge-sharing platform and its contents. However, there were any other assumptions mentioned with regard to the management, sustainability or implementation, which are quite important taking into account that the project is implemented in different countries.

In terms of gender issues, the ProDoc does not contain a section on how the gender and non-discrimination principles will be mainstreamed throughout the project implementation including under GC. The Logframe does not have specific gender sensitive indicators, except one indicator on number of new knowledge products by issue 'Gender Equality' under Output 2.1 'Global KSP sustained and expanded'. This limits the measurement of the effectiveness of the approach towards gender mainstreaming applied by the GC.

4.3. Effectiveness

In support of Outcome 1 ('Expectation met of G20 DWG for sharing experiences and lessons learned'), the following has been delivered:

- Research outcomes, analytical case studies, project evaluations, reports on tool development were continuously being added to the Global KSP and some 2,200 skills related items (documents only) made available on the platform, primarily in English, French and Spanish during January 2016-August 2017;
- List of 'Issues' and subject tags were expanded on the Global KSP to increase visibility and better access to knowledge products on gender equality, rural employment, employment services and labour market information;
- Templates for gathering impact stories were developed and five impact stories were produced for the Mozambique and Nepal projects;
- Two videos were prepared which highlighting work in Mozambique and Nepal to promote skills development and strengthen the capacity of public employment service centres;
- Inter-regional knowledge sharing forum was organized during May 30-31, 2017 in Cambodia jointly between the KOICA supported Applying the G20 Training Strategy "Skills for Employment and Productivity in Low-Income countries" project and the Swedish International Development Agency funded 'Scaling up Skills for Trade and Economic Diversification (STED)' project;
- Impact stories and good practices based on project experiences including Inter-Regional Forum were shared through Global KSP's Twitter account.

The beneficiary survey held in the framework of the final evaluation of GC show that the main source of learning about the Global KSP was through the ILO and to a less extent through other sources like internet search, IAG-TVET members, social platforms, G20 process. The vast majority of users use the Global KSP either on needs basis or 1-2 times per month. In users' opinion, the most useful in the platform are the knowledge products, information on countries, thematic issues and newsletter.

Figure 5. Sources of learning about the Global KSP
(N=86 respondents)
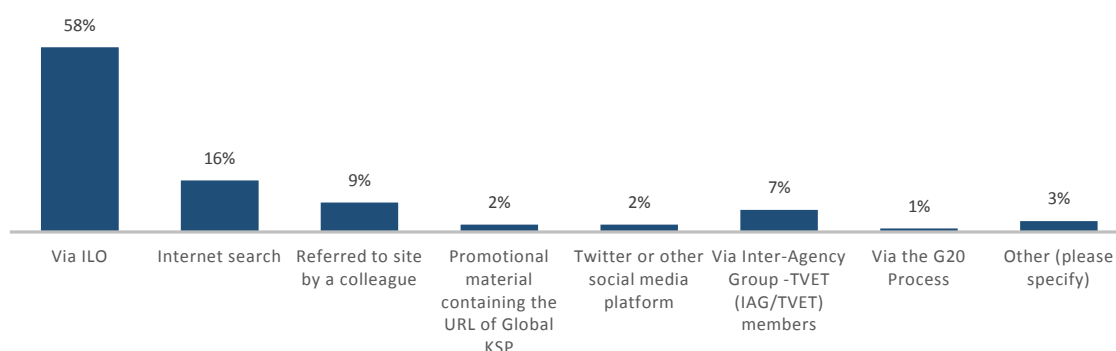
Figure 6. Frequency of the usage of Global KSP (N=84 respondents)
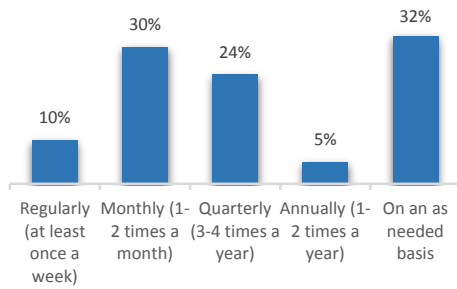
Figure 7. Opinion of users on the most useful parts of the Global KSP (N=83 respondents)

Source: 2018 Beneficiary Survey
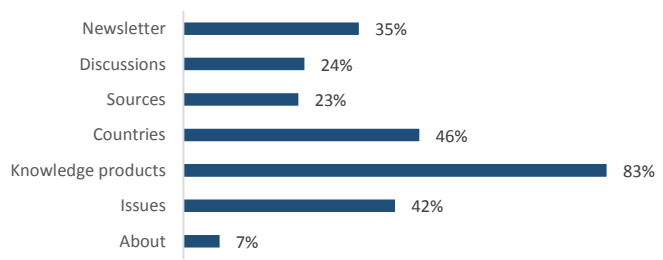
The review of the web-site statistics further indicates that the most popular thematic issues on the site were anticipating future skills needs, youth employability, apprenticeships, policy convergence, training quality and relevance, access to training and skills utilization, and labour market information and employment services. Meanwhile the most popular knowledge products searched at the platform were case studies and good practices, statistical information, international standards and strategy papers, research papers and syntheses and national policies and initiatives. At the same time, knowledge products on gender equality and rural employment are not so popular among users. Additional research is needed to define the reasons for that as well as determine the effective measures to promote greater interest in this knowledge products.

Figure 8. Most popular thematic issues searched by users at Global KSP
(Time period: January 2015-February 2018)

Figure 9. Most popular knowledge products searched by users at Global KSP
(Time period: January 2015-December 2017)

Source: Google Analytics

In users' point of view, the quality of different knowledge products available at the Global KSP are high and assessed as either very good or good (62%), about 35% believe that they are of acceptable quality and only 3% consider that the quality of knowledge products is poor or very poor. The highest quality of knowledge products has research papers and syntheses, including reports on ILO interventions in different countries (e.g. Mozambique, Nepal, etc) and case studies/good practices.

Figure 10. Assessment of the quality of knowledge products available at the Global KSP
(N=84 respondents)
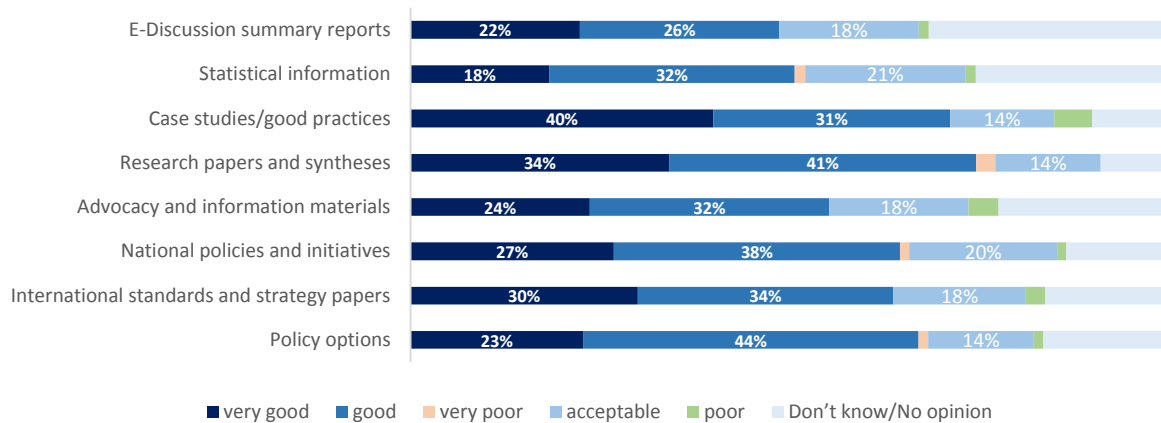
Source: 2018 beneficiary survey

Additionally, as evident from the review of the platform, although impact stories on the project target countries were produced, the overall number of publications on Mozambique and Nepal projects at the Global KSP were quite low, i.e. 18 publications during 2015-2017.

Figure 11. Number of publications about ILO KOICA project target countries on Global KSP
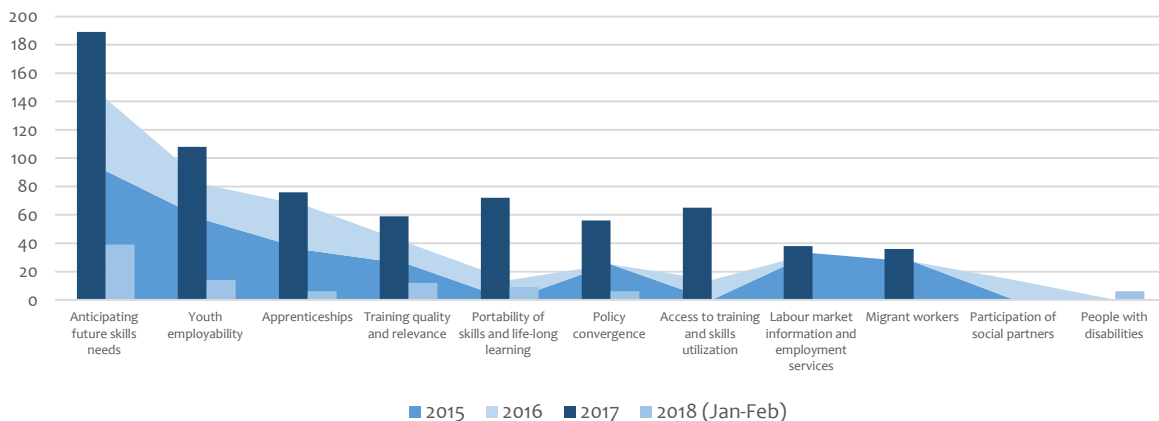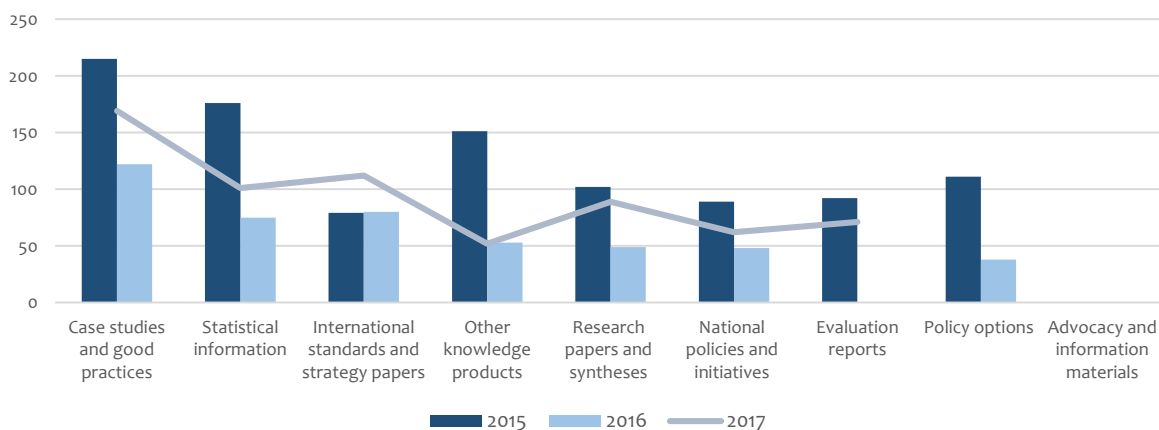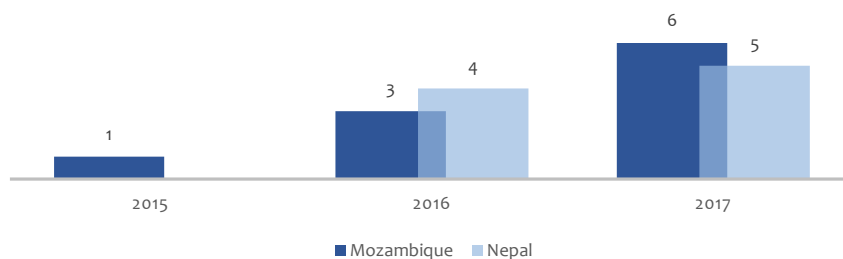

Source: Global KSP

The Inter-Regional Technical Forum on 'Skills for Trade, Employability and Inclusive Growth' was attended by 85 participants including ILO constituents, representatives of international organizations (ADB, WTO, World Bank, UNESCO, UNIDO), donors, experts and practitioners from 13 countries (Australia, Cambodia, Egypt, Jordan, Malawi, Mozambique, Myanmar, Nepal, Philippines, Russia, Singapore, Tunisia and Vietnam). The Forum had six thematic sessions (Skills and Trade, Skills and Economic Diversification, Skills, Technology and the Changing Work Organization, Skills and Inclusive Growth, Skills and Just Transition to Environmental Sustainability and Effective Skills Response Measures – Lessons Learned from Projects) and provided an opportunity to share knowledge experiences and lessons learned from both projects, allowing participants to hear about different approaches and their practical applications within their country's context. According to the evaluation feedback, the technical forum was highly relevant as provided participants with rich and useful lessons learned and met the expectations of the participants as most of the speakers shared not only their knowledge but also their actual experiences in implementing different ILO skills projects including challenges in addition to the good practices. The vast majority of attendees highlighted that there is a need of organization of such type of events on a regular basis (at least annually).

In support of Outcome 2 ('Actors in the public and private sector have easy access to the international skills database and to pertinent information stemming from the research and country implementation of the G20 Training Strategy'), the following has been delivered:

- International database on skills indicators (WISE) established by the OECD in close collaboration with the World Bank, ETF, ILO and UNESCO, accessible via the Global KSP homepage since 2015;
- Six E-discussions or virtual global dialogues, on selected building blocks of the G20 Training Strategy (TS) were hosted on the Global KSP during February 2016-September 2017;
- Installed new widget on the website to determine users/visitors to the Global KSP;
- User interface Global KSP's homepage was updated in June 2017;
- Plan to increase ILO/Inter-Agency Group on TVET partnership engagement and support of the Global KSP was drafted, with a view to increase content (case stories and good practices) on private sector and their role in skills development;
- 14 issues of Global KSP newsletter were produced and disseminated to over 1,200 subscribers (international organizations, governments, employers, workers, academics and practitioners from TVET institutions, among others) during January 2016-August 2017;
- Articles, Q&As and blogs featuring ILO Skills experts on thematic areas of the G20 TS were prepared and uploaded on the platform (Technology and the future of skills; How to prepare the workforce for the jobs of the future; Improving validation and recognition of learning outside of formal education and training).

The GC objective in expansion of the Global KSP was reached and even exceeded the set target of 10% of annual increase. As a collaborative platform for the exchange of information and experiences on skills, the Global KSP registered steady increases in the annual number of unique visitors, i.e. from 18,845 in 2015 to 40,240 in 2017. The number of page views also increased almost twice between 2015 and 2017, i.e. from 67,088 in 2015 to 120,082 in 2017. This could be partly explained by update of the user interface on the Global KSP's homepage, which helped to facilitate user searches for knowledge products and other information items on the site. The installation of the new widget on the website to determine users/visitors to the Global KSP allowed to capture visitors' demographic. The data show that the top four site users of the Global KSP were from education and training institutions (36%), research institutions (29%), International organizations (15%) and government (11%). The number of Employer Organizations and Business was quite low and constituted just 6%.

Figure 12. Global KSP Audience
(Time period: January 2015-December 2017)
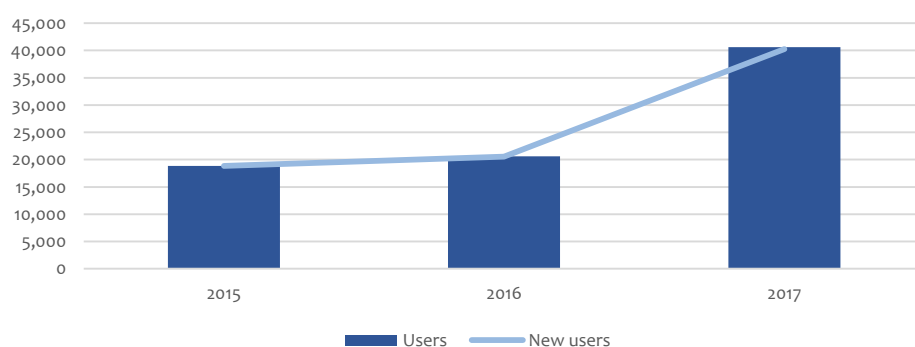
Figure 13. Global KSP Users Profiles
(Time period: January 2016- December 2017)
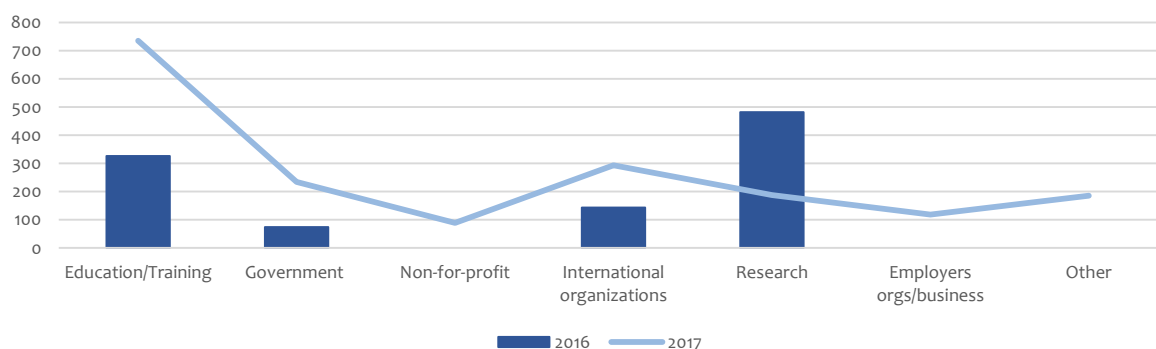
Figure 14. Number of page views of Global KSP
(Time period: January 2015-December 2017)
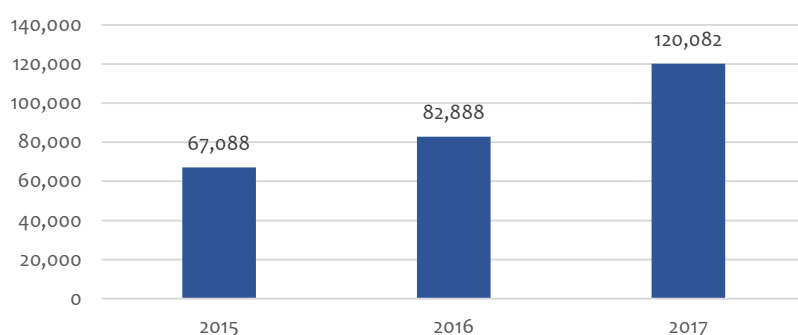
Source: Google Analytics

The awareness of the database of internationally comparable indicators of skills for developed and developing countries (the WISE database) has increased as well from 115 clicks to 1248 (2016) to 957 (2017). The regular newsletter was seen by users as a great and comprehensive introduction to the latest knowledge products. The number of online subscribers to the newsletter increased from 300 recipients in 2014 to 1,100 in 2017.

In overall, the beneficiary survey suggests that Global KSP contains information which users need, is comprehensive, practical, accurate, easy to find and understand. The aspect which is required further improvement is the attractiveness of the graphic design of the site. Generally, the vast majority of the surveyed users (83%) are either satisfied or very satisfied with the Global KSP. Nevertheless, evaluation interviews and comments of some of the users demonstrate that although the Global KSP has everything in one place they still prefer usage of Google for the search of information.

Figure 15. Aspects of the Global KSP which users of the platform like (N=85 respondents)
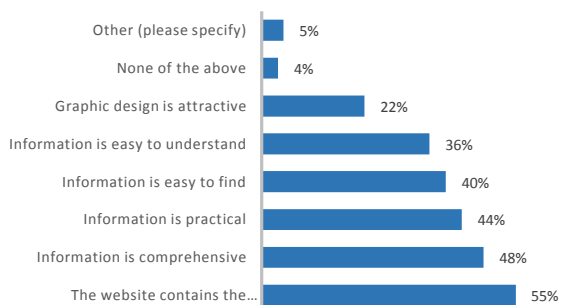
Figure 16. Aspects of the Global KSP which users of the platform do not like (N=83 respondents)
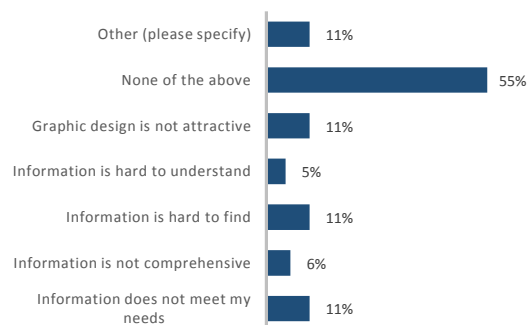
Figure 17. Overall assessment of the quality of Global KSP platform
(N=84 respondents)

| | Good | Poor | Average | Below average | Excellent |

Quantity of content: 56%, 21%, 18%
Ease of navigation: 58%, 28%, 13%
Accuracy of information: 56%, 20%, 22%
Design and appearance: 57%, 27%, 12%
Organization of information: 49%, 27%, 23%
Coverage of information: 63%, 17%, 17%
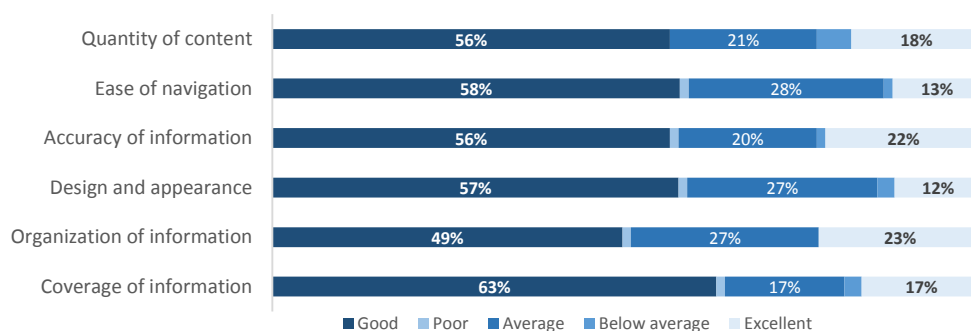
Figure 18. Level of satisfaction with the Global KSP
(N=86 respondents)

| Very satisfied | Satisfied | Neutral | Dissatisfied | Very dissatisfied | Don't know/No opinion |
| 27% | 56% | 13% | 1% | 2% | 1% |
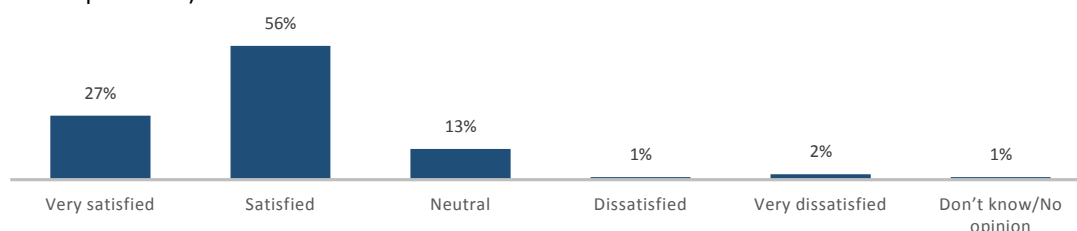
Source: 2018 beneficiary survey

E-Discussions was introduced in February 2016 to promote more interactive knowledge sharing that allows experts, practitioners and representatives from a range of institutions and enterprises around the world to raise questions, share experiences and address challenges related to skills. In the course of the GC implementation, in total six e-discussions were held (4 in 2016 and 2 in 2017).

Table 3. E-Discussions held at Global KSP during 2016-2017

Year	Duration	Theme	Moderators	No of comments	No of people recommended this e-discussion
2016	March 3-29, 2016	Pilot e-discussion On 'Gender Equality in the World of Work. Getting to equal by 2030: The future is now' with the aim of testing public interest in online dialogues on the GC	N/A	17	10
	June 6-17, 2016	Skills for Rural Employment	Ashwani Aggarwal James Windell Alfredo Lazarte Hoyle	120	14
	October 3-14, 2016	Providing the right skills at the right time: The role of sectoral skills development in contributing to productive and competitive economies	Maria Concepcion E. Sardaña Bolormaa Tumurchudur Klok Cornelius Gregg Naomy Kanyemba Lintini	85	8
	November 21-December 2, 2016	Unlocking the potential of TVET and skills systems: What does reform look like?	Paul Comyn Akiko Sakamoto	70	8
2017	March 6-17, 2017	Be Bold for Change — Inclusive Growth through Skills Development	Akiko Sakamoto Joni Simpson Laura Brewer	65	1
	September 24-30, 2017	On Recognition of Prior Learning	Ashwani Aggarwal Albert William Okal	111	10

The virtual dialogues were moderated by ILO skills specialists from both the ILO at HQ and in the field and summaries of all discussions were posted on the dedicated page within one month following the global conversation. On average, the online discussions receive approximately 78 substantive posts/contributions from a range of stakeholders from countries in five regions of the world. In addition, the discussions generated an extensive resource list comprised of publications, manuals and tools and online videos that help support the dissemination of knowledge and lessons learned in promoting skills. As evident from statistics, the most popular topics of E-Discussions were (1) Skills for Rural Employment (June 2016) and (2) On Recognition of Prior Learning (September 2017).

Several blogs/articles featuring ILO Skills Specialists and selected members of the Inter-Agency Group on TVET speaking on different thematic areas of the G20 TS were prepared and uploaded on the platform in the course of GC implementation, in particular: Questions and answers on the ILO/G20 Training Strategy for Strong, Sustainable and Balanced Growth; Questions and answers: How sectoral approaches to skills development helps contribute to productive and competitive economies; Questions and answers: On the role of skills in the 2030 Agenda for Sustainable Development; Why demand-driven apprenticeships make sense in increasing the employment prospects of young people and in closing skills gaps; Making it visible: Improving validation and recognition of learning outside of formal education and training (Cedefop); Changing skills needs: How to prepare the workforce for the jobs of the future (OECD); and, Technology and the future of skills (ILO).

As evident from document reviews and interviews, the GC paid attention to gender mainstreaming through (1) increasing visibility on the issue of gender equality and skills development, in addition to an expansion in the number of gender-sensitive knowledge products on the website, (2) hosting e-discussion gender differences in skills development and effective strategies for promoting gender equality in employment and access to training while also highlighting effective strategies that support women's economic empowerment, (3) featuring stories of women and skills development on the Global KSP homepage, e.g. in August 2017, one of the items highlighted under the "Focus on" column was a story about a female/master trainer who had benefitted from the Mozambique/TREE project.

At the same time, the outreach to the private sector which plays a key role in the design, implementation and evaluation of skills policies was challenging. At the global and national levels convincing employers and businesses to share their knowledge and experiences in skills training was not easy and the GC did not reach its targets on the number of private sector partners, representing small, medium- and multinational enterprises, included in the Global KSP and number of case studies/good practices on private sector engagement in skills development uploaded on Global KSP homepage. To mitigate this challenge, the Global KSP leveraged partnerships with the Inter-Agency group on TVET, which shared with lesson learned in sourcing more examples of good practices and case studies on employers' contributions to skills training.

The analysis of the GC's Logframe demonstrates that the most successful are the achievements under Outputs 1.1 and 2.1 with regard to the strengthening empirical knowledge of country experience under the G20 Training Strategy's building blocks chosen by the participating countries and expanding the inter-agency partnership and outreach in the regions targeted by the project, and the least under Output 2.2 which focused on continued implementation of the business plan to expand the Global KSP in the private sector (see Table 4).

Table 4. Status of achievement of GC results as per the Logframe

Result area	Indicators	Baseline (December 2015)		Target (Aug 2017)	Actual Year 1 (Jan-Aug 2016)	Actual Year 2 (Sept 2016-Aug 2017)	Status of achievement
Outcome 1: Expectation met of G20 DWG for sharing experiences and lessons learned	Reports provided to the G20 DWG on the source of contributions and distribution of users of the Global KSP	No		No target	Yes	Yes	Achieved
Output 1.1 Information campaign targets policy-makers, academics, national statistics agencies, employers' associations, TUs and IOs on the G20 Training Strategy implementation and LL	Routine publication on the Global KSP of research undertaken for the G20 DWG projects on skills for employment and of the case studies, evaluations, and publicity items produced through the projects	Yes		No target	Yes	Yes	Achieved
Outcome 2: Actors in the public and private sector have easy access to the international skills database and to pertinent information stemming from the research and country implementation of the G20 Training Strategy	Level of expansion of Global KSP	18,837		increase by 10% annually	20,627	25,189	Exceeded the set target on 16% (increase on 10% in Year 1 and increase on 22% in Year 2)
	No of clicks on WISE Database	115		No target	1,248	957	Increase on 98% (increase on 108% in Year 1 and on 85% in Year 2)
Output 2.1 Global KSP sustained and expanded	No of new knowledge products produced	1,460		increase by 25% annually	412	302	Partly achieved (exceeded on 3% the target in Year 1 and underachieved target in Year 2 on 4%)
	No of languages of content of knowledge products	13		increase by 2 to 3 annually	13	14	Achieved
	No of knowledge products in different languages	ENG	1,146		330	229	Increase on 24.5% (increase on 28% in Year 1 and on 21% in Year 2)
		FR	112	No target	26	37	
		SP	141		47	31	
		Others	61		9	5	
Output 2.2 Business strategy designed, implemented and evaluated to increase the visibility, use, and possibly cost-sharing of the Global KSP with the private sector	No of knowledge products by 'Sources: Employers'	37		increase from 2% to 5%	23	14	Achieved
	No of new knowledge products by issue 'Gender Equality'	43			25	17	Achieved
	No of representatives of the private sector serve as members of the Global KSP SC	N/A		at least 2	None	None	Not achieved as the Steering Committee had been eliminated[11]
	No of private sector partners, representing small, medium- and multinational enterprises, included in the Global KSP	N/A		at least 10	1	1	Not achieved
	No of contributions per month from the private sector which are added to the Global KSP	N/A		at least 2 per month (24 in a year)	16 in a year	3 in a year	Not fully achieved

[11] Background information: Global KSP SC was eliminated due to a combination of factors including senior managers transitioning to other assignments, conflicts in schedule and competing priorities, retirement, etc.
In its place, ILO Senior Skills Technical specialists provided guidance and direction on matter related to the GC, more specifically, the KSP

4.4. Efficiency of Resource Use (including effectiveness of management arrangements)

The GC budget amounts to a total of US $400,000, while the actual spending equals US $ 264,047 as of August 31, 2017, i.e. the budget utilization rate constitutes 66%. Initially, it was designed for a period of 32 months. However, the actual implementation took place only during 18 months, in particular from January 1, 2016 to August 31, 2017. This is so as the first pledged amount which was disbursed by KOICA in the first year of project implementation did not include the costs for implementation of GC and covered only the costs of Nepal and Mozambique components[12]. As a result, the GC implementation rate was quite low within the project timeframe, specifically 72% in 2016 and 60% in 2017. However, it should be noted that an attempt was made by the Manager of the GC to ask for a no-cost extension but that management did not approve the request.

Table 5. GC Budget and Expenditure (US $, %)

Budget line	Approved Budget	Expenditure	Expenditure in %
GC activities	$130 626	$68 834	53%
Management and evaluation costs	$206 500	$171 756	83%
Indirect costs	$62 874	$23 457	37%
GC total	$400 000	$264 047	66%

The distribution of costs between 'Direct Costs' and 'Indirect Costs' amounts to 91% and 9% respectively. Looking at the direct costs structure, the biggest allocations went for the staff costs and constituted 65%, while for the project activities was allocated 26% of the total GC budget. Indirect costs were composed of Programme Support Cost at the rate of 13% and Provision of cost increases at the rate of 5%. At the same time, it is important to mention that KOICA was the main donor of Global KSP during 2016-2017, though contributions were made by others. The initial investments for establishment of Global KSP was done by ILO through special allocation of resources for the ILO's participation in the G20 Development Working Group during 2011-2013, afterwards the funding for KSP maintenance was done through a combination of sources: regular budget, donor development funding (Sweden and Russia during 2014-2015, Korea during 2016 and Korea and Norway during 2017[13]), and PSI.

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[12] Background information: There was no allocation for the GC in the first tranche of funds transferred from Korea (see below). Only Mozambique and Nepal started activities on the start date. This was to allow for greater start-up funds, especially for Mozambique, which had to block funds for a 1-year CTA post (see disbursement schedule). The SKILLS Branch initially thought that all funds would be transferred at the beginning of the project rather than in stages.

[13] Background information: During the first half of 2017, the Government of Norway also supported the GC. Funds were used to establish a mini-portal for accessing knowledge products and contents on the ILO/Government of Norway project on skills and also contributed to supporting the E-Discussion on Recognition of Prior Learning.

Figure 19. Annual GC expenditures per budget line

|	total spent	2016	2017
Management and evaluation costs	65%	79%	49%
Indirect costs	9%	6%	13%
Total overheads	**74%**	**84%**	**61%**
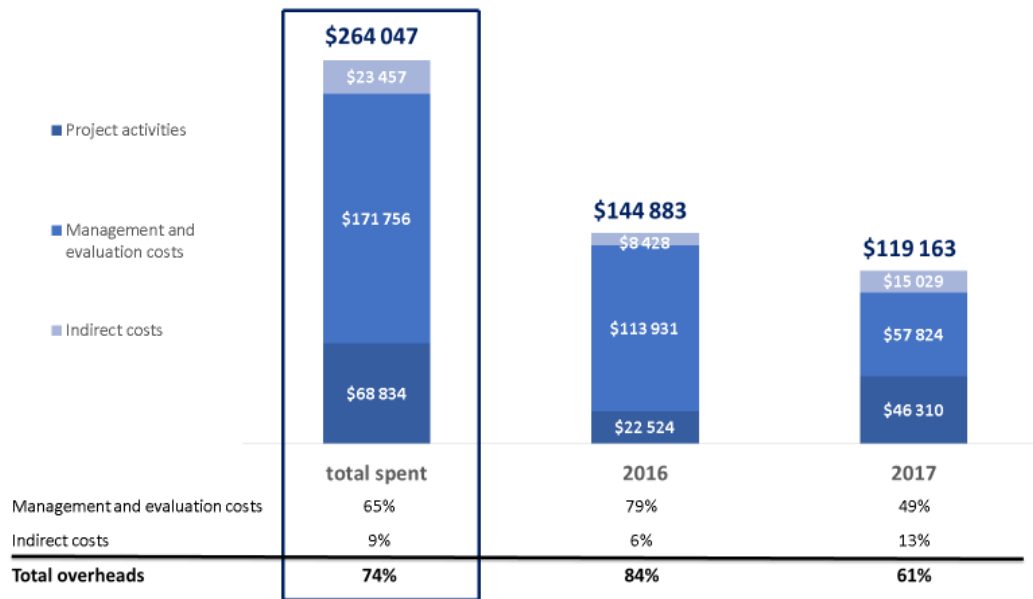
For Outcome 1 'Expectation met of G20 DWG for sharing experiences and lessons learned' was allocated US $74,413 (100% for Output 1.1), while for Outcome 2 'Actors in the public and private sector have easy access to the international skills database and to pertinent information stemming from the research and country implementation of the G20 Training Strategy' US $78,533 (86% for Output 2.1 and 13% for Output 2.2).

Figure 20. Budget allocations versus budget spending per outcome
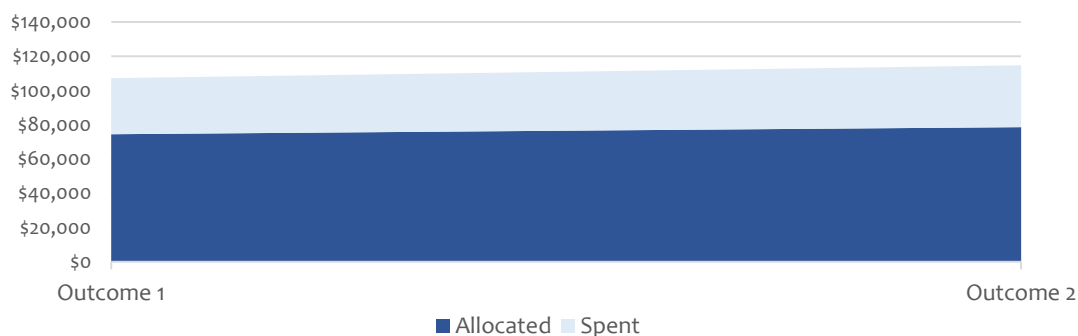
At the time of final evaluation of GC, the implementation rate under Outcome 2 was 46%, meanwhile under Outcome 1 – 44%.

The biggest savings under Outcome 1 was under Activity 1.1.2 'Support the organizing of regional and/or inter-regional joint knowledge sharing workshop'. Originally it was planned to spend for organization of Inter-Regional Forum in Cambodia US $ 64,000[14]; however, less than half (US $ 31,824) was spent because of cost-sharing with the with the Swedish International Development Cooperation (SIDA)–funded "Scaling up Skills for Trade and Economic Diversification (STED)" project. GC covered per diems and travel costs of participants from ILO KOICA project countries and production of videos (30% of the total costs of the event), while the costs of external international experts, venue, per diems and travel costs of participants from ILO STED project countries were covered by Sida project (70% of the total costs of the event). The other big saving of the budget was the evaluation costs for an independent evaluation of the whole project in the amount of US $ 40,000, which was not spent during the lifetime of the Global Component.

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[14] Note: The Inter-Regional Forum drew the participation of some 85 participants including ILO constituents, representatives of international organizations, donors, experts and practitioners from 13 countries

The management of the GC was delegated to the KSP Manager (P4) with a strong background in communication and working experience with ILO in the area of skills development for ten years, who reported to the Head of the Skills and Employability Branch of the Employment Policy Department at the ILO HQ and administratively was supported by the SKILLS Branch Secretariat. The KSP Manager was largely responsible for sourcing and uploading content for the site based on guidelines previously agreed upon by senior management, - while, editorial review of selected content and moderation of the online discussions hosted on the platform were undertaken by the network of ILO SKILLS Specialists (7 at ILO HQ and 11 in the field). At the same time, the ILO Global Employment Technical Team and international partners working on skills development/ Inter-Agency Group (IAG) TVET members (OECD, UNESCO, World Bank, ETF) made contributions to the Global KSP by supplying the relevant knowledge products on a bi-monthly basis and periodic submissions of articles or opinion pieces for publication as well as participation in virtual discussions. Evaluation interviews indicated that such management arrangements were only partly effective. First of all, although, the Global KSP is an inter-agency platform, with a structure built on the G20 TS, the contribution from different ILO departments to the platform is important in order to have up-to-date knowledge products on skills development. As evident from interviews, the contribution of the ILO SKILLS Specialists to the Global KSP and share with information and knowledge on country-level programmes and initiatives were not systematic. There is also no internal mechanism in place which could motivate the ILO SKILLS Specialists to give higher priority to the platform update in spite of the high workload. There was also a lack of coordination and cooperation with other ILO departments, specifically Research Department and ACTRAV. In contrast, there was a good cooperation with DCOMM that facilitated having a direct link from the ILO main home page to the KSP since its launch in 2013, which attracts upwards of 500 visitors to the site each month. Moreover, DCOMM has been instrumental in promoting E-Discussions hosted on the KSP. In addition, the IAG-TVET members are willing to provide only non-financial support to the Global KSP and some of them contributes more than others (see Figure 21).

Figure 21. Knowledge products contributed to the Global KSP by founding partners
(Time period: June 2013-March 2018)
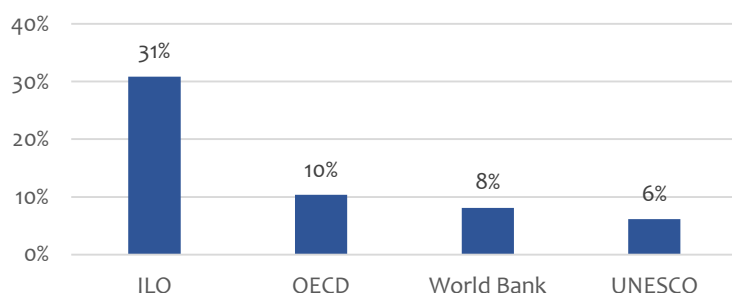
Source: Global KSP web-site

The KSP Manager was responsible for M&E within the GC. Although the GC did not have a separate M&E plan, it had a well-established documentation system consisted of the collection of statistics on Global KSP through Google Analytics, the system's content server, Survey Monkey and Twitter Analytics, workplans, mission reports, e-discussion reports. All of that allowed to establish baselines for a number of GC indicators including number of contributions to the platform by source, number of views of issues/knowledge products, number of documents uploaded. GC prepared progress report as per KOICA requirements. In total, 3 progress reports were prepared (2 – annual and 1- final). Information gleaned from the desk review of project's progress reports shows that the progress reports are more activity rather than results oriented, which did not contribute to straightforward access to and a facilitated understanding of all GC activities and outputs/outcomes. The progress reports would benefit from having a separate Table summarizing the annual update of activity implementation including clear delivery rates and details for activities as well as update on the status of implementation of the Logframe in the annex section.

4.5. Impact Orientation

Based on the triangulation of data, the evaluation found that the knowledge sharing component of ILO KOICA project made contributions to global knowledge sharing among LICs and G20 members and strengthen the institutional capacities to maintain knowledge sharing among countries, international agencies, the public sector on skills for employment and productivity. To a less extent the impact could be seen with regard to the facilitation of the exchange of information and experiences among enterprises across countries on how to use skills development to improve employability and productivity. The contributions of employers in skills development through the Global KSP have been limited so far. Information gleaned from the beneficiary survey indicate that the Global KSP also contributed either to the great or some extent to different thematic areas of the G20 Training Strategy, in particular enhancing employability, anticipating future skills needs, training quality and relevance, and gender equality. A lot of countries in Latin American region are consulted with the global KSP, in particular MOLs and TVET institutions.

Figure 22. Degree of familiarity with the G20 Training Strategy (N=85 respondents)
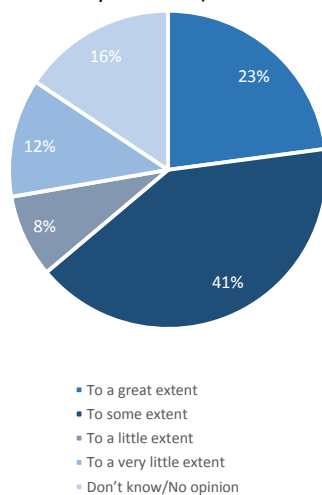
Figure 23. Assessment of the degree to which the Global KSP contributed to different thematic areas of the G20 Training Strategy

Pie chart legend:
- To a great extent
- To some extent
- To a little extent
- To a very little extent
- Don't know/No opinion

Values: 23%, 41%, 8%, 12%, 16%

Bar chart:

Thematic area	Great extent	Some extent	Little extent
Enhancing employability	43%	30%	6%
Assessing policy performance	22%	35%	13%
Financing training	19%	36%	16%
Access to training by vulnerable groups	26%	41%	9%
Gender equality	33%	37%	8%
Training quality and relevance	40%	41%	3%
Labour market information/employment services	32%	35%	9%
Sectoral approaches	26%	42%	8%
Participation of social partners	34%	38%	8%
Anticipating future skills needs	38%	44%	4%

Legend: Great extent, Very little extent, Some extent, Little extent, Don't know/No opinion

Source: 2018 Beneficiary Survey

The results of the beneficiary survey revealed that the knowledge products presented at the Global KSP contributed to skills for employability through the development of new tools and methods, integration and repackaging of existing knowledge for new insights, providing information that contributed to developing essential capacity in the field and bridging the gap between theory and practice in order to assist practitioners.

Figure 24. Degree to which the knowledge products presented at the Global KSP contributed to skills for employability
(N=84 respondents)
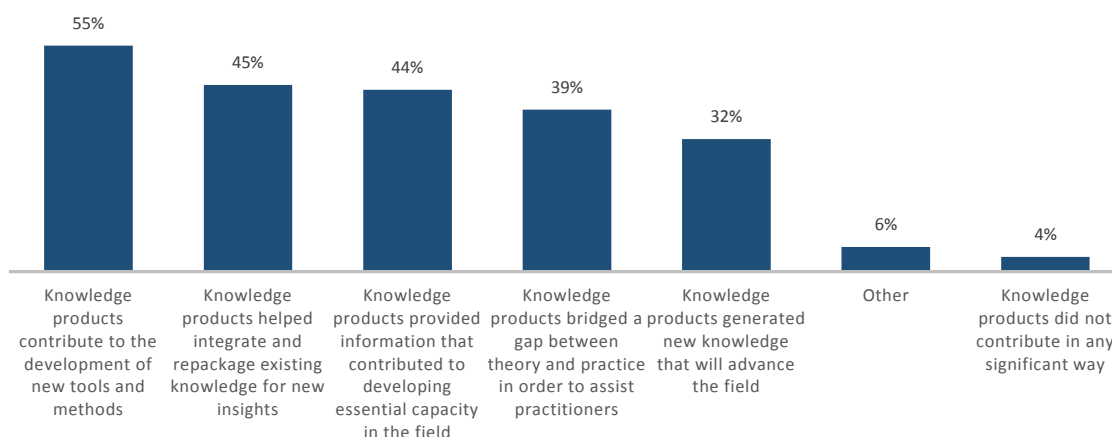
Source: 2018 Beneficiary Survey

Most of the knowledge products are used by users in the day-to-day work, especially case studies/good practices, international standards and strategy papers, research papers and synthesis and national policies and initiatives. At the same time, evaluation interviews show that at the national level there is lack of knowledge about the Global KSP both among ILO staff and constituents.

Figure 25. Level of usage or references of the Global KSP knowledge products
(N=82 respondents)
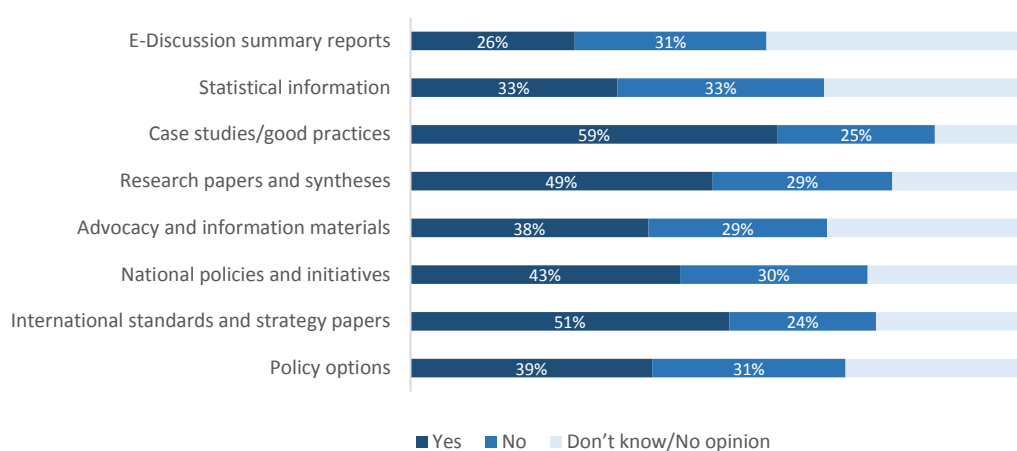
Table 6. Examples of how the users of Global KSP used the knowledge products

Research papers and syntheses, including reports on ILO interventions in different countries	Case studies/good practices
▪ Plan to develop Skills Anticipation Strategy World Employment and Social Outlook 2017 ▪ Used in analysis of national skills strategy ▪ Referenced during drafting of Solar for Health concept note ▪ Quoted in thesis ▪ Cited in discussions as examples ▪ Compiled resources on work-based learning and apprenticeships for informing the work of the	▪ Used as examples for policy/training development and in the course of reviewing own policies and guidelines ▪ Used in the course of development of Malawi National Skills Strategy ▪ Used to encourage informal workers to agree to be organized for collective voice and bargaining

organization on developing employment policy and identifying good practice examples	▪ Used as a reference for implementation of Apprenticeship in other countries ▪ Used as benchmarks ▪ Used for formation of recommendations on youth development, employment promotion and creation, etc ▪ Referenced in research papers/studies
International standards and strategy papers	**Statistical information**
▪ Cited in policy discussions ▪ Used for development of organizational strategies ▪ Used while developing or reviewing educational standards, strategy papers ▪ Used during drafting of the Apprenticeship Framework ▪ Used as a guide for the elaboration of national youth employment plans ▪ Used for alignment of National Vocational Qualifications (NVQ) and Standards	▪ Used for Labour Market Database ▪ Used for identification of employment trends report ▪ Used for labour force surveys ▪ Used for research and discussions
Policy options	**E-Discussion summary reports**
▪ Used in the design of policy options for governments on employment and skills ▪ Used while developing or reviewing reforms in VET, RPL, educational standards, strategy papers ▪ Helpful when negotiating Collective Bargaining or during creation of awareness and advocacy campaign on labour rights	▪ Support in gaining further knowledge on specific topics/areas ▪ Used as a reference material on the platform on employability of young people ▪ Used as example in the international workshop on RPL ▪ Used for Newsletter
National policies and initiatives	**Advocacy and information materials**
▪ Cited in sharing discussions ▪ Used during development of the National Vocational Qualifications (NVQ) and Standards ▪ Used as a reference during the development of the Barbados Human Resource Development Strategy (2011-2016) ▪ Created awareness campaign on workers' rights at the workplace in accordance with Kenya Constitution 2010 and Labor Relations Act 2007 ▪ Used during the development of legislations for Khartoum States ▪ Used during the review of the Apprenticeship Framework ▪ Used during development of employment and youth development policies	▪ Skills policy development and inclusion ▪ Have quoted in discussion on value of skills development ▪ Used the ideas in projects implemented ▪ Used for decent work agenda ▪ Used for advocating of the development and adoption of the Law for Replanting of villages and Squatted areas ▪ Used for employment promotion, green jobs, OSH ▪ Used for Vocational training and skill development

Source: 2018 Beneficiary Survey

Evaluation interviews indicated that the Global KSP became a potential model that could be applied and adapted to the field of literacy within the framework of Global Alliance for Literacy led by UNESCO[15].

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[15] Note: The GAL Core Group of 47 members comprising a variety of constituencies, including countries and development partners
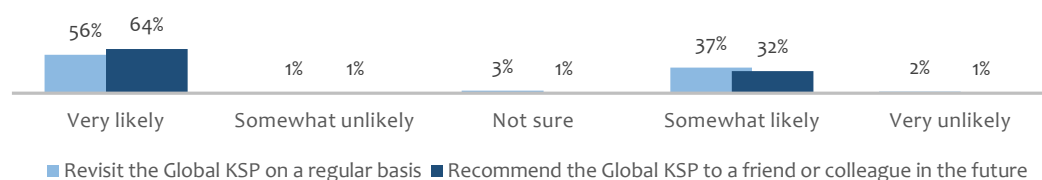
4.6. Sustainability

The sustainability of the GC depends on the sustainability of the Global KSP. The sustainability of Global KSP is influenced by two factors: (1) strategic vision of the ILO SKILLS Branch about the future of the platform, and (2) availability of resources for its further maintenance. ILO SKILLS Branch over the last 15 years decreased 6 times in size and now constitutes only 7 Skills Specialists in the HQ who are funded from the regular budget. During 2016-2017, the Branch did not have a head and a director was appointed only in January 2018. The Employment Policy Department has 18 web-platforms/databases in addition to the Global KSP (EMPLAB – 8; DEVINVEST – 9)[16]. All of them require funding for their proper operation. Taking into consideration zero growth of regular budget of ILO HQ, there is a need of having strategic decision on which web-platforms should be continued to function and which not. At the time of the final evaluation, the funding for KSP Manager was available only up to the end of March 2018. However, the estimated annual costs of Global KSP maintenance constitutes about US $ 170,000 (see Table 7).

Table 7. Annual Estimated Budget Needed for Global KSP Maintenance

Type of Costs	Amount ($)
Staff costs	
Communication Manager @ 50% (P4)	$110,000
Intern (researches new content for site; assists in providing online training to KSP contributors)	$24,000
Sub-total	$134,000
Administrative costs	
Global KSP systems administrator (system quality testing)	$6,000
Web developer (system enhancements/updates)	$6,000
ILO/ITCOM (use of the existing infrastructure for the KSP; maintain yearly upgrades establishment, integration and technical support of the website as needed)	$5,000
Excolls, miscellaneous	$15,000
Translations (French/Spanish)	$4,000
Sub-total	**$36,000**
Total	**$170,000**

Global KSP is linked to the ILO's home page, the ILO's list of databases, ILO SKILLS Branch, ILO Cintefor web-pages, the web-sites of IAG-TVET members, UNIDO and others. The domain was pre-paid for 5 years in 2017. Content management and editorial updates of the Global KSP are with ILO SKILLS Branch, with technical maintenance managed by ILO INFOTECH. Therefore, the information available at the Global KSP and uploaded to the platform in the course of ILO KOICA project will remain at least in the form of a static repository and could be easily accessible by different group of stakeholders. The results of the 2018 beneficiary survey indicate that more than a half of respondents plan either to revisit the Global KSP on a regular basis or to recommend it to a friend or a colleague in the future.

Figure 26. Extent to which the users intend to revisit or recommend the Global KSP to others (N=86 respondents)

	Very likely	Somewhat unlikely	Not sure	Somewhat likely	Very unlikely
Revisit the Global KSP on a regular basis	56%	1%	3%	37%	2%
Recommend the Global KSP to a friend or colleague in the future	64%	1%	1%	32%	1%

In spite of that it is important to underline that if the Global KSP will continue to function it would require adjustments in order to respond to the changes in users' needs and expectations and have a well-established niche.

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[16] Source: Internal mapping report of Employment Department databases, February 20, 2018

V.   Conclusions and Recommendations

5.1.   Conclusions

Evaluation Criteria	Rating	Explanations/Comments
Relevance and strategic fit	4-Moderately satisfactory	GC enjoyed a high relevance, which remained so throughout the project's lifespan. However, the distinct features of the Global KSP should be further reinforced.
Coherence and validity of design	4-Moderately satisfactory	The design of the knowledge sharing component was adequate and activities, outputs and outcomes were logically linked, but there was lack of linkages among all three components of the project. Risks and gender mainstreaming for GC were not well defined in the project document.
Effectiveness	4-Moderately satisfactory	GC was effective where it did deliver. The knowledge sharing component either achieved or exceeded the set targets under Outputs 1.1 and 2.1, while the expected results were underachieved under Output 2.2 due to difficulties with outreach to the private sector. GC promoted and took into account gender mainstreaming aspects.
Efficiency of resources use (including effectiveness of management arrangements)	4-Moderately satisfactory	The knowledge sharing component was implemented only during 18 months instead of initially planned 32 months because of receiving of funding on the second year of implementation. As a result, the implementation rate constituted only 66%. Management arrangements were only partly effective, while reporting was more activity rather than results based.
Impact orientation	5-Satisfactory	The GC has shown the positive signs of the impact in terms of making contribution to global knowledge sharing among LICs and G20 members and strengthen the institutional capacities to maintain knowledge sharing among countries, international agencies, the public sector on skills for employment and productivity. Nonetheless, further work is required for increasing the participation of the private sector in skills for development discussions.
Sustainability	2-Unsatisfactory	The sustainability of Global KSP is quite limited due to the absence of the funding for continuation of its maintenance and further enrichment.

5.2. Recommendations

Based on the above findings and conclusions the evaluation formulates several key recommendations.

No.	Recommendation	Timeframe		Priority			Addressed to
		S/T	L/T	L	M	H	
1	In an era of data and information overload, ILO should consider developing a clear vision about the future of the Global KSP taking into account the existence of other platforms operating by the Employment Department, existence of other ILO regional platforms (Communities of Practice in Asia and the Pacific and ILO CINTERFOR) and other knowledge platforms implementing by the founding members of the Global KSP (UNESCO, OECD, World Bank).	▲				▲	ILO SKILLS Branch and Employment Department
2	Taking into account limited funding from regular budget and the mandate of ILO SKILLS Branch to disseminate the specialised knowledge on skills, it is recommended that the founding partners of the Global KSP rotate management responsibilities for the platform. The collaboration between SKILLS Branch and Research Department as well as ACTEMP should be reinforced in order to promote better usage of internally produced research products and strengthen the involvement of private sector. The information about the platform should be also disseminated among other organizations, like International Organisation of Employers (IOE), Global Apprenticeship Network (GAN), UN Global Compact as well as donor community.	▲				▲	ILO SKILLS Branch and IAG-TVET
3	The theory of change of the Global KSP should be revisited with a view to sharpening the causal pathways and explaining the added value of the platform in comparison with google to internal and external audiences. The ILO should spell out outcomes for various types of stakeholders that highlight the short to medium term benefits of their involvement in the Global KSP.	▲				▲	ILO SKILLS Branch
4	The Global KSP should focus its activities and maximize its network to reflect limited capacities and the need to continue delivering high quality products as a component of a strategic differentiation with other knowledge providers. For doing it, the platform's functionality should be enhanced, it should become more dynamic and additional investments in building more technical resources should be done to facilitate a greater discoverability and use of platform's knowledge products by providing experts' opinions on different thematic issues and knowledge		▲			▲	ILO SKILLS Branch

#	Recommendation						Responsible unit
	products, by providing greater user support and by "blending" dissemination activities with capacity development and experience capitalization initiatives.						
5	ILO produces a wide range of knowledge products on skills development. Some are produced in response to global commitments and demands, such as the statistical databases and standards, whereas others (especially at country level) are geared towards emerging or immediate knowledge needs. The diversity in the objectives, capacities, and means of the potential recipients of ILO knowledge products on skills development is very broad. At present, not enough is being done to assess users' needs, which is a limiting factor for their use. It is recommended to introduce a practice of assessing knowledge gaps through a consultative process that involve knowledge producers and knowledge seekers.		▲		▲		ILO SKILLS Branch
6	For increasing visibility of the Global KSP, it is recommended to organize the promotional campaign of the platform among ILO staff by launching of the e-mail campaign through country offices to increase the membership (number of subscribers). In addition, ITC ILO shall start to disseminate regularly the information about the Global KSP to the participants of its courses. The founding members shall also play a more active role in increasing the visibility of the web-platform.	▲			▲		ILO SKILLS Branch and IAG-TVET
7	To increase inputs from ILO Skills Specialists to the platform consider introduction of the requirement of provision of regular contributions to the Global KSP as one of the KPIs within the performance appraisals system.	▲				▲	ILO SKILLS Branch and HRD

VI.   Lessons Learnt and Emerging Good Practices

6.1. Lessons Learnt

ILO Lesson Learned No1: Long-term sustainability has to be a key factor in the initial design of knowledge sharing platform
Project Title: Skills for Employment and Productivity in Low-Income Countries
Project TC/SYMBOL: GLO/14/22/ROK
Name of Evaluators: Katerina Stolyarenko
Date: May 2018
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	One of the greatest challenges to the long-term sustainability of the Global KSP and many other knowledge-sharing platforms is availability of core funding for the platform maintenance and retaining the internal capacity, knowledge and motivation necessary for its effective work.
Context and any related preconditions	Levels of commitment and involvement are variable, with having some members who are less motivated and the burden of work falling on a number of more committed individuals in the platform. Knowledge platforms must be empowered to maintain their presence and respond at times of need regardless of funding. Formal agreements with founding partners about the type of support which could be provided is a good way for creation/promotion of a joint ownership and responsibility, which also contributes to regular updates of the knowledge platform content.
Targeted users/ Beneficiaries	▪ IAG TVET members
Challenges/negative lessons - Causal factors	▪ 'Housing' the Skills for Employment Knowledge Sharing Platform at the ILO and creating "links" with other founding partners that would facilitate their content contributions to the website is not sufficient to ensure its sustainability.
Success/Positive Issues - Causal factors	▪ Drafting of the Terms of Reference which specifies concrete and substantive means for the IAG TVET members in terms of their non-financial support to the platform. ▪ Division of the support into two principle means or measures of action: 1) increased contributions in the form of knowledge products submitted by the designated Administrative Focal Point from each member organization, and; 2) periodic submissions of articles or opinion pieces for publication as well as participation in virtual discussions by representative member of the group. ▪ Clarification of the roles and responsibilities of the designated Administrative Focal Point from each partner agency both in time commitment and timeframe.
ILO Administrative Issues	▪ Limited development projects duration for creation of long-term sustainability of the knowledge sharing platforms.

6.2. Emerging Good Practices

ILO Emerging Good Practice No 1: If knowledge transfer is to be successful, there must be an openness and richness in the communication of information and knowledge
Project Title: Skills for Employment and Productivity in Low-Income Countries
Project TC/SYMBOL: GLO/14/22/ROK
Name of Evaluators: Katerina Stolyarenko
Date: May 2018
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	Stakeholders' capacity, both as individuals and organizations, for engaging with the knowledge platform varies over time as do their interests; so, it is important to keep offering them varied forms of engagement from which they can choose what to access at their own desired levels and absorptive capacity. It is crucial to be consistent, reliable and open and to deliver on commitments. Continually demonstrating value to all members of the network is required if you are going to keep what you are doing for them valid in their eyes. Platforms need to evolve continuously in response to changing demands from funders, researchers and stakeholders, as well as changing external circumstances.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Based on GC experience, the following conditions seem to be important for its successful implementation: ▪ Keeping in touch with users – via monthly e-newsletter, e-discussions, blogs and articles – can be as important as offering on-demand or face-to-face events ▪ e-Newsletter allows to keep users informed about the newly uploaded items on the platform, upcoming events, top issues and most viewed themes ▪ Hosting of e-discussions provides a common space for partners to contribute their experience and knowledge on a range of skills topics ▪ Blogs/articles posted on the platform by the different contributing partners
Establish a clear cause-effect relationship	The key achievements: ▪ 25% annual increase in products on the KSP ▪ 214% increase in new users of the Global KSP in two years
Indicate measurable impact and targeted beneficiaries	▪ Governments ▪ International Organizations ▪ Employers organizations/businesses ▪ Researchers ▪ Non-for profits ▪ Education/Training
Potential for replication and by whom	With the necessary modifications, it can be replicated in any country.
Upward links to higher ILO Goals	▪ Enabling Outcome of Advocacy of Decent Work of the ILO's Results Framework for 2016-17 ▪ Enabling Outcome A 'Effective knowledge management for the promotion of decent work' for 2018-2019 ▪ ILO/G20: A skilled workforce for strong, sustainable and balanced growth: A G20 Training Strategy, 2010
Other documents or relevant comments	N/A

ILO Emerging Good Practice No 2: Applying collective knowledge to answer key questions related to skills through online discussions
Project Title: Skills for Employment and Productivity in Low-Income Countries
Project TC/SYMBOL: GLO/14/22/ROK
Name of Evaluators: Katerina Stolyarenko
Date: May 2018
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	E-Discussions hosted at the Global KSP can be a very productive way to promote more interactive knowledge sharing that allows experts, practitioners and representatives from a range of institutions and enterprises around the world to raise questions, share experiences and address challenges related to skills. Compared with face-to-face events, E-Discussions offer participants more time to think before responding to questions, and to express their thoughts and ideas well at a time that suits them. E-Discussions are a valuable collaboration option when it is challenging to bring everyone together at a single time and place. They can enable participation by people with packed schedules, who might not be able to attend meetings/workshops at fixed times, but who can participate online at varying times according to their own availability. E-Discussions also useful for promoting collaboration among participants in different locations, by minimizing the costs of travel, both in time and in money.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Based on GC experience, the following conditions seem to be important for its successful implementation: ▪ Selecting of relevant topic and thought-provoking questions that encourage participant engagement and stimulate interesting discussion threads ▪ Inviting highly regarded skills specialists as moderators to participate in e-discussion is a magnet for attracting others to join the global dialogue ▪ Preparing and uploading the background notes for the E-discussions to the E-Discussion space in the Global KSP platform ▪ Developing effective questions to guide the virtual discussion and base them on relevant activities, tasks or specific issues within a topic or theme that participants are familiar with ▪ Allocate sufficient time for e-discussion (at least 10 days) ▪ Preparation of concise, accurate summaries of the discussions and uploading them into the platform within one month following the global conversation
Establish a clear cause-effect relationship	The key achievements: ▪ Holding 6 e-discussions during 18 months with 78 substantive posts/contributions on average from a range of stakeholders from countries in five regions of the world. ▪ Generation an extensive resource list comprised of publications, manuals and tools and online videos that help support the dissemination of knowledge and lessons learned in promoting skills
Indicate measurable impact and targeted beneficiaries	▪ Governments ▪ International Organizations ▪ Employers organizations/businesses ▪ Researchers ▪ Non-for profits ▪ Education/Training
Potential for replication and by whom	With the necessary modifications, it can be replicated in any country.
Upward links to higher ILO Goals	▪ Enabling Outcome of Advocacy of Decent Work of the ILO's Results Framework for 2016-17 ▪ Enabling Outcome A 'Effective knowledge management for the promotion of decent work' for 2018-2019 ▪ ILO/G20: A skilled workforce for strong, sustainable and balanced growth: A G20 Training Strategy, 2010

Other documents or relevant comments	N/A

VII. Annexes

Annex 6.1. List of Documents Reviewed

1. Dias, D. d. S. (2002). Motivation for Using Information Technology. In I. Global (Ed.), *Human Factors in Information Systems*: IRM Press.
2. Brown, Susan, Dennis, Alan, Burley, Diana, and Arling, Prinscilla (2013). Knowledge sharing and knowledge management system avoidance: the role of knowledge type and the social network in bypassing and organizational knowledge management systems. Journal of the American Society for Information Science and Technology, 64 (10), 2013-2023
3. Resolution on Skills for improved productivity, employment growth and development, 97th Session, ILC, 2008
4. ILO, 2010, G20 training Strategy: http://www.ilo.org/skills/what/pubs/lang--en/docName--WCMS_151966/index.htm
5. G20 Seoul Summit Leaders' Declaration, 11-12 November, 2010, paragraph 5, http://www.g20.utoronto.ca/2010/g20seoul.html
6. G20 Seoul Summit, Annex II: Multi-Year Action Plan on Development, http://www.g20.utoronto.ca/2010/g20seoul-development.html
7. G20 Training Strategy "A Skilled Workforce for Strong, Sustainable and Balanced Growth", November 2010
8. Skills for Employment Knowledge Sharing Platform (http://www.skillsforemployment.org)
9. Brochure "Global Skills for Employment Knowledge Sharing Platform", December 2015
10. Terms of Reference "Inter-Agency Group (IAG) TVET Support to the Global Skills for Employment Knowledge Sharing Platform (Global KSP)"
11. Global Skills for Employment Knowledge Sharing Platform, bridging education and training to the world of work, October 7, 2017
12. Report on the operations of the Global KSP submitted to the G20 Development Working Group, December 2014
13. Concept note "Sharing knowledge on skills for employment: building bridges to productivity and decent work"
14. Report on mission to the 3rd Meeting of the Core Group of the Global Alliance for Literacy within the Framework of Lifelong Learning (GAL)/ UNESCO, Paris, France, September 7, 2017
15. Mapping of websites and blogs of ILO Employment Policy Department, February 20, 2018
16. External Survey Results Report, October 2016
17. Internal Survey Results Report, September 2016
18. External Survey Results Report, October 2015
19. Report on mission to the "Inter-regional Technical Forum on skills for trade, employability and inclusive growth", Siem Reap, Cambodia, 30 - 31 May 2017
20. Summary report "Inter-regional Technical Forum skills for trade, employability and inclusive growth", Cambodia 30-31 May 2017
21. E-discussions reports for the period February 2016-September 2017
22. Global KSP Newsletters for the period January 2016-September 2017
23. Google Analytics from January 2015 to February 2018: knowledge products; issues; audience overviews; users
24. Twitter Report "E-discussion on "Recognition of Prior Learning", September 24 – 30, 2017

Annex 6.2. List of Interviews

No	Name	Organization	Gender
1	Srinivas Reddy	Branch Chief, ILO SKILLS	m
2	Jim Windell	Senior Skills and Employability Specialist, ILO SKILLS	m
3	Jeanette Sanchez	Manager, Skills Knowledge Sharing Platform, ILO SKILLS	f
4	Paul Comyn	Senior Skills and Employability Specialist, ILO SKILLS	m
5	Liliana	ILO PARDEV	f
6	Jenifer Hahn	ILO PARDEV	f
7	Jean-Francois Klein	ILO EMP/MSU	m
8	Borhene Chakroun	UNESCO	m
9	Laura BREWER	Senior Skills and Employability Specialist, DWT Pretoria	f
10	Fernando VARGAS	Specialist, Vocational Training and Human Resources Development, ILO CINTERFOR, Montevideo	m
11	Adam BOWERS	ILO D-COMM	m
12	Ashwani Aggarwal	Senior Skills and Employability Specialist, ILO SKILLS	m
13	Gabriel Bordado	Senior Skills and Employability Specialist, DWT New Delphi	m
14	Christine Hofmann	Senior Skills and Employability Specialist, ILO Cairo	f
15	Akiko Sakamoto	Senior Skills and Employability Specialist, ILO Bangkok	f
16	Patrick Daru	Senior Skills and Employability Specialist, ILO Beirut	m
17	Ntebe Soumano	Senior Skills and Employability Specialist, ILO Kinshsha	f

Annex 6.3. Data Collection Tools

Interview guide for ILO Project Team and ILO Specialists (HQ and Field)

Introduction	
What was your role in the ILO KOICA Project?	
What is the ILO KOICA Project history (only for GPC)?	
Relevance and strategic fit	
In your opinion, are the ILO KOICA project objectives coherent with international development frameworks (e.g. G20 Training Strategy)?	
Considering evolution of the context over time, to what extent did the project adapt to these changes?	
How does the ILO KOICA Project complement and fit with ILO global level strategies?	
How was the project's GC planned and developed?	
Project progress and effectiveness	
What are the most significant changes that have resulted from the activities and actions being promoted by the GC during December 2014-December 2017? Probes: 1) Expectation met of G20 DWG for sharing experiences and lessons learnt 2) Actors in the public and private sector have easy access to the international skills database and to pertinent information stemming from the research and country implementation of the G20 Training Strategy	
In your opinion, which GC's interventions were the most effective? Please explain why. Probes: 1) Knowledge Products (policy, publications, research, reports, case studies, evaluations, etc.) 2) Global KSP web-site	
In your view, to what extent did the GC contribute to enhance ILO knowledge on tools and approaches for more effective policies for skills development?	
What factors were crucial for the achievements and/or failures?	
What are the major challenges and obstacles that the GC encountered? Was the project able to cope with them or may they prevent the project from producing the intended results?	
Are there any unintended results of the project identified or perceived?	
Is the management structure of the GC enabling its efficient implementation? Describe strengths and weaknesses. (Probe: Is project implementation sufficiently flexible to be able to deal with unforeseen events?)	
Which partnerships have been established by the GC with partners?	
Describe the project monitoring plan and implementation? Probe: a) How was it established? b) How is it used? c) What tools did the project use to collect information on its performance and outcomes? d) What constraints does the project experience in tracking its performance (example, how did it track and verify how many/who was trained in various training programs?) e) Is relevant information and data systematically being collected and collated with support from partners?	
Efficiency of resources use	
In your opinion, how adequate is the funding allocated for the GC with planned activities?	
Were there any financial constraints (if any) in the GC's implementation process? Probe:	

a) Are the disbursements and project expenditures in line with expected budgetary plans? Why? b) What counter-measures were put in place in light of delayed delivery of project funds?	
Was the project implemented in a timely manner?	
Gender mainstreaming	
Are the gender needs and interests addressed in the PRODOC? If yes, how? If not, why? What else should be done?	
Impact orientation	
To what extent did the GC reach its objective 'Improve the access of persons in marginalized areas to training and to opportunities to turn that training into productive livelihoods'? Evidence for that?	
What are the future likely impacts that can be causally linked to the project's interventions?	
How did the project build the capacity of tripartite constituents to deliver on outcomes?	
How did the project influence coordination among the ILO and its strategic partners?	
How was the knowledge generated from the project shared at global, sub-region and country level?	
Sustainability	
What practices and behaviors promoted by the GC are/may be sustainable after the Project ends and why?	
What plans has ILO put in place to sustain the results of the project (i.e. exit strategy)?	
What are the potential risks/constraints to these being sustained?	
Lessons learnt and Good Practices	
What were the key lessons for the ILO from this project? Probe: a) What went well? b) What didn't go well or had unintended consequences? c) What kind of corrective actions should be taken while the project continues its implementation?	
What 'good practices" could be applied to future ILO projects of similar nature?	
Closing	
Is there anything more you would like to add?	

Interview guide for founding partners

Introduction	
Please describe your role/involvement with the ILO KOICA project (length of time, responsibilities, nature of interactions, etc.).	
In your point of view, what are the key priorities of the ILO KOICA project?	
In your opinion, are the ILO KOICA project objectives coherent with international development frameworks (e.g. G20 Training Strategy)?	
Project progress and effectiveness	
In which areas do you collaborate with the ILO KOICA project? Were there any synergies?	
Are you satisfied with the level of collaboration and coordination between the ILO KOICA project and your institution? Probes: rate the following aspects of the ILO project at this stage on a 5-rating scale where 1 = Very dissatisfied, 5 = Very Satisfied <table><tr><td>Clearness of objectives of the partnership</td><td>1 2 3 4 5</td></tr><tr><td>Quality of partnership</td><td>1 2 3 4 5</td></tr><tr><td>Clearness of the roles within the partnership</td><td>1 2 3 4 5</td></tr><tr><td>Level of cooperation among the partners</td><td>1 2 3 4 5</td></tr><tr><td>Project management</td><td>1 2 3 4 5</td></tr><tr><td>Respect of timing and deadlines</td><td>1 2 3 4 5</td></tr><tr><td>Your involvement</td><td>1 2 3 4 5</td></tr><tr><td>Level of achievement of goals</td><td>1 2 3 4 5</td></tr><tr><td>Usefulness of outputs for your organization</td><td>1 2 3 4 5</td></tr><tr><td>Sustainability of results</td><td>1 2 3 4 5</td></tr></table>	
Did you face any challenges in implementation of the agreed activities?	
Are there any unintended results of the project identified or perceived?	
To what extent are gender considerations included in the project development and implementation?	
Efficiency of resources use	
What is the basis of your cooperation (in-kind, technical, financial contributions)?	
Were the planned activities implemented in a timely manner?	
Impact orientation	
In your view, has the ILO KOICA project contributed to Global knowledge sharing among LICs and G20 members and strengthen the institutional capacity to maintain knowledge sharing within countries, among international agencies, and between the public and private sector on skills for employment and productivity? Evidence for that?	
Sustainability	
Do you plan to use further the KSP platform and developed knowledge products? If yes, how? If no, why not?	
Closing	
Is there anything more you would like to add?	

Survey questionnaire for users of global KSP

Dear Colleagues,

The International Labour Organization (ILO) is conducting an assessment of the Global Skills for Employment Knowledge Sharing Platform (Global KSP). The goal of this exercise is to evaluate how well the platform is meeting the needs of internal and external stakeholders, like you, and to determine how relevant and practical the range of knowledge products available on the platform are in terms of your work and areas of interest.

We would be grateful if you would share your thoughts, based on your experience using the Global KSP (www.skillsforemployment.org). The survey should take no more than 10 minutes to complete.

The information you provide will be essential to understanding the usefulness of the Global KSP. In case you provide detail in your answers that may identify you and/or your organization, please be reassured that your answers will be kept strictly confidential (only the researcher would know/be able to identify you and your organization). No information or responses will be linked to you or referenced in any reports, transcripts, or notes.

We hope you will agree to participate in our survey. The survey can be accessed directly by clicking on the following link: **https://www.surveymonkey.com/r/CFFZJ27**.

 We kindly ask that you complete the survey by <u>March 9, 2018 inclusive</u>.

Thank you, in advance, for providing valuable feedback that will help to ensure that the Global KSP remains user friendly and continues to deliver practical and relevant information that meets your expectations.

Sincerely,
Jeannette Sanchez
Manager, Skills for Employment Knowledge Sharing Platform

BACKGROUND INFORMATION

1. **Your organization: _____**

2. **Country in which you are based: _____**

3. **From the options presented below which best describes your area of work**
   □ Government
   □ International organizations
   □ Employers' organizations
   □ Private sector/business
   □ Workers' organization
   □ Education/training
   □ Development organization
   □ Research
   □ Media
   □ Non for profit
   □ Other (please specify) _____

4. How familiar are you with the knowledge products available on the Global Skills for Employment Knowledge Sharing Platform (Global KSP)?
   □4-Very familiar   □ 3-Somewhat familiar   □2- Fairly familiar   □1-Not at all familiar
If you are 'not at all familiar' with the knowledge products, please go to Q9.

THE QUALITY AND USAGE OF THE KNOWLEDGE PRODUCT

5. When visiting the Global KSP, what types of knowledge products are you most interested in**?** (please select all that apply)
   □ Policy options
   □ International standards and strategy papers
   □ National policies and initiatives
   □ Advocacy and information materials
   □ Research papers and syntheses, including reports on ILO interventions in different countries (e.g. Mozambique, Nepal, etc..)
   □ Case studies/good practices
   □ Statistical information
   □ E-Discussion summary reports
   □ Reports on ILO interventions in different countries (e.g. Mozambique, Nepal, etc)

6. Of the knowledge products you reviewed or read, to what degree could they contribute to skills for employability**?** (please select all that apply)
□ Knowledge products did not contribute in any significant way
□ Knowledge products generated new knowledge that will advance the field
□ Knowledge products contribute to the development of new tools and methods
□ Knowledge products helped integrate and repackage existing knowledge for new insights
□ Knowledge products provided information that contributed to developing essential capacity in the field
□ Knowledge products bridged a gap between theory and practice in order to assist practitioners
□ Other (please specify)_____

7. How do you assess the quality of the knowledge products?

	5 - very good	4 - good	3 - acceptable	2 - poor	1 – very poor	0- Don't know/No opinion
a) Policy options						
b) International standards and strategy papers						
c) National policies and initiatives						

d) Advocacy and information materials					
e) Research papers and syntheses, including reports on ILO interventions in different countries (e.g. Mozambique, Nepal, etc..)					
f) Case studies / good practices					
g) Statistical information					
h) E-Discussion summary reports					

8. Did you or your organization use or make reference to any of the following knowledge products?

	2- Yes	1 - No	If yes, could you provide example(s) of use.
a) Policy options			
b) International standards and strategy papers			
c) National policies and initiatives			
d) Advocacy and information materials			
e) Research papers and syntheses, including reports on ILO interventions in different countries (e.g. Mozambique, Nepal, etc…)			
f) Case studies / good practices			
g) Statistical information			
h) E-Discussion summary report(s)			

THE SATISFACTION WITH GLOBAL KSP WEBSITE

9. How familiar are you with the Global Skills for Employment Knowledge Sharing Platform (Global KSP) (www.skillsforemployment.org)?
□3-Very familiar   □ 2-Somewhat familiar   □1- Fairly familiar

10. How did you learn about the Global KSP?
□ Via ILO
□ Internet search
□ Referred to site by a colleague
□ Promotional material containing the URL of Global KSP
□Twitter or other social media platform
□ Via Inter-Agency Group -TVET (IAG/TVET) members
□ Via the G20 Process
□ Other (please specify)_____

11. How often do you visit the Global KSP?
□ Regularly (at least once a week)
□ Monthly (1-2 times a month)
□ Quarterly (3-4 times a year)
□ Annually (1-2 times a year)
□ On an as needed basis

12. Which part(s) of the Global KSP is/are useful to you?
(You can select more than one option)
□ About

□ Issues
□ Knowledge products
□ Countries
□ Sources
□ Discussions
□ Newsletter

13. What do you like about the Global KSP?
(You can select more than one option)
□ The website contains the information I need.
□ Information is comprehensive.
□ Information is practical.
□ Information is easy to find.
□ Information is easy to understand.
□ Graphic design is attractive.
□ Others (please specify):_____
□ None of the above

14. What don't you like about the Global KSP?
(You can select more than one option)
□ Information does not meet my needs.
□ Information is not comprehensive.
□ Information is hard to find.
□ Information is hard to understand.
□ Graphic design is not attractive.
□ Others (please specify):_____
□ None of the above

15. What is your overall impression of the Global KSP?

	5-Excellent	4-Good	3- Average	2-Below average	1- Poor
a. Coverage of information					
b. Organization of information					
c. Design and appearance					
d. Accuracy of information					
e. Ease of navigation					
f. Quantity of content					

16. In your view, to what degree did the range of knowledge products available on the Global KSP address gender equality in skills development and training?
□ 4-Great Extent
□ 3-Some Extent
□ 2-Little Extent
□ 1-Very Little Extent
□ 0- Don't know/No opinion

17. To what degree you familiar with the G20 Training Strategy: A skilled workforce for strong, sustainable and balanced growth?
□ 4-Great Extent
□ 3-Some Extent
□ 2-Little Extent
□ 1-Very Little Extent
□ 0- Don't know/No opinion

18. To what degree, in your view, did the Global KSP contribute to the following thematic areas?

	4-Great Extent	3-Some Extent	2-Little Extent	1-Very Little Extent	0- Don't know/No opinion

a)	Anticipating future skills needs					
b)	Participation of social partners (representatives of employers' and workers' organizations)					
c)	Sectoral approaches					
d)	Labour market information / employment services					
e)	Training quality and relevance					
f)	Gender equality					
g)	Access to training by vulnerable groups					
h)	Financing training					
i)	Assessing policy performance					
j)	Enhancing employability					

19. Overall, how satisfied were you with the Global KSP?
□ 5-Very satisfied
□ 4- Satisfied
□ 3-Neutral
□ 2- Dissatisfied
□ 1- Very dissatisfied
□ 0- Don't know/No opinion

20. How likely are you to:

	□ 5- Very likely	□ 4- Somewhat likely	□ 3- Somewhat unlikely	□ 2- Very unlikely	□ 1-Not sure
a) Revisit the Global KSP on a regular basis					
b) Recommend the Global KSP to a friend or colleague in the future					

21. Optional question
Your gender: □Male   □Female   □I'd rather not say

THANK YOU VERY MUCH FOR YOUR VALUABLE TIME!