ECCOS

Evaluation of Training and Learning Activities
Thematic Area "Skills Development"

Evaluation Report

Prepared by

O.J. Krueck

July 2020

TABLE OF CONTENTS

page

Acronyms

CSO	Civil Society Organization
EPAP	Employment Policy and Analysis Programme
ETF	European Training Foundation
ILO	International Labour Organization
ITCILO	International Training Centre of the ILO
KAT	Knowledge Acquisition Test
KPI	Key Performance Indicator
MAP	Management of activities and participants
NGO	Non-Governmental Organization
SDG	Sustainable Development Goals
ToR	Terms of Reference

List of Reference Documents

1	Strategic Plan of the ITCILO for 2018-21 - Capacity Development for the World of Work
2	List of 15 selected training and learning activities with primary / secondary link to Skills Development
3	Quality Management in the Training Department (October 2019)
4	Circular of 8 December 2010 on Gender mainstreaming in ITCILO activities
5	Circular of 18 April 2019 on Tracking the promotion of Social Dialogue / Tripartism in ITCILO activities
6	Circular of 4 July 2018 on Tracking the promotion of ILS in the ITCILO activities
7	A1511482 Final Report
8	A1511647 Final Report
9	A1512435 Final Report
10	A2510571 Final Report
11	A2512566 Final Report
12	A3512322 Final Report
13	A4012377 Final Report
14	A9011261 Final Report
15	A9011262 Final Report
16	A9011278 Final Report
17	A9011279 Final Report
18	A9012093 Final Report
19	A9012110 Final Report
20	A9012111 Final Report
21	A9511388 Final Report
22	GIZ Promotion of Vocational Education and Training (ProVET) Fact Sheet 2020

Executive Summary

The **purpose** of this evaluation is to assess the quality of the training activities of the International Training Centre of the International Labour Organization (ITCILO), linked to the thematic area of skills development with the main objective to provide evidence of the relevance, validity of design, effectiveness, efficiency, impact and sustainability of its training and learning activities related to the theme of skills development, here with focus on employability skills.

As **strategic orientation** this evaluation was carried out against the Centre's vision to be a sustainable training institution that is effective in the pursuit of its development mandate of promoting Decent Work and Social Justice through capacity-building support while meeting its financial needs and complying with international standards of good governance. The underlying idea is that of an evolutionary organization that continuously adapts to a complex world through technical performance, financial performance, and institutional performance.

The **system boundaries** are defined by the time-period covered by this evaluation (2018-19) in which the main emphasis in the service portfolio of the Centre was on individual-level capacity development, with focus on face-to-face training. Distance learning played an increasingly important role particularly in 2019 while institutional-level and system-level capacity development services were mainly complementing the core mandate of the Centre for training.

The **scope** of this evaluation is defined by the Centre which commissions annual external and independent evaluations to verify whether the newly acquired knowledge is applied by former participants (outcome level) and eventually results in a contribution to the promotion of Decent Work (impact level). Carried out from April to July 2020, the evaluation has solely focused on 15 sampled training activities of the Centre linked to the thematic area of skills development.

The **methodology** for this evaluation was designed along 9 steps with 6 different evaluation methods to provide conclusions and recommendations from the findings, substantiated with a statistical annex and concrete case studies documenting good practice.

The **evaluation criteria** are based on the OECD DAC evaluation principles: relevance and outreach of the activity, validity of activity design, effectiveness, efficiency of use of resources, and impact orientation of the activity.

In regard to **organizational performance**, the Training Department of the Centre managed to fulfill its own expectations in regard to design and implementation of the 15 evaluated training courses on the topic of Skills Development. Moreover, several elements assessed during the course of this evaluation can be considered as good or even best practice in the training industry. The organizational performance in the technical and institutional dimension is well above average when compared to similar training institutions.

In regard to **relevance**, the Centre lives up to its own credo and delivers "more than just a classroom". The Activity Teams have guided participants through a learning journey that started before the actual training. The Centre provides a forum to meet and fruitfully interact with professionals from different backgrounds, countries, and experiences. The course material of several courses is characterized as "setting the standard" for system change and is being replicated for training courses on Skills Development by several former participants in their respective home country. The topics and methodological approach benefitted the sampled participants individually and institutionally. The courses were consistent with beneficiaries' requirements, and partners' and donors' policies, in a few cases the courses even helped shape the professional sector structurally and / or operationally.

In regard to the **validity of the training design,** the Centre is using a training methodology comprised of a mix of learning methods, including blended learning which is appreciated by all participants interviewed. The sampled participants' professional needs and demands were met in full.

In regard to **effectiveness** 92% of interviewees confirmed that the trainings met their individual priorities and needs on the topic of skills development. On the institutional and system level, the training courses enhanced tripartite dialogue on skills development, change in national discourse and discussion on skills development, and change in institutional policy. This evaluation concludes that the management arrangements of the Training Department for the topic of Skills Development are effective. The design and implementation of the training activities for the topic at hand are being coordinated across 5 technical Programmes with EPAP at the center of the topic. The current organizational and management constellation for implementing the training activities is evaluated as highly effective.

In regard to **efficiency**, the resources invested into the delivery of the training activities on Skills Development have been used economically, i.e. inputs were converted to concrete and desired results. The EPAP team designed and implemented 81 training activities in 5 Clusters in 2019, with the majority in Skills with 27 training activities and Employment with 22. The average cost of s training activity of EPAP was EUR 44.945.

In regard to **impact** of training activities, this evaluation measured a behavioral change following the trainings among 73% of participants against the target KPI for 2018-19 of 66%. Moreover, an impressive 92% of sampled participants reported back that the training activity had either a significant input to their daily work or was helpful in solving specific questions in their work.

Recommendations

- Participants appreciated accommodating their (business) language. However, several participants observed that the language proficiency across the attendees in their course was rather heterogeneous (business language was not the mother tongue of several attendees) which, at times, made it difficult for lecturers and participants alike to equally understand input and discuss topics.

Therefore, we recommend to closer scrutinize the language proficiency of participants before the start of a course and possibly create more linguistic homogeneity.

- Several participants had trouble adjusting (due to the time difference in their country of origin) and, thus, fully concentrating on the course, especially when arriving the night before the course started at the Centre. We recommend that the Centre suggest to participants to arrive at least 1 day ahead of the start of training courses on campus.

- Participants appreciated the digital elements of the blended learning approach, i.e. taking place pre- and post-training as part of the training package, but decidedly not as an alternative for the face-to-face training on Campus or in the field: We recommend to possibly expand the blended learning approach to all training courses and even increase the quantity of digital elements without rendering the crucial core of the training courses, i.e. the human interaction on campus or in the field.

- This evaluation also surfaced some challenges upon the return of the participants to their organizations. The major challenge was the difficulty in initiating and ensuring structural change in their organizations and with the major actors in their respective context. Participants desire support by follow-up activities from the Centre, e.g. actively promoting and organizing network activities of former participants with the aim to create a strong expert community across borders, sectors, and organizations.

- 5 out of the 9 Training Programmes of ITCILO collaborate on the topic of Skills Development, but 2 Programmes (International Labour Standards, Rights at Work and Gender Equality and Enterprise, Microfinance and Local Development Programme) seem to have room for an intensified collaboration with EPAP towards better integration of skills development in training activities.

- The functional job responsibilities and the contractual job titles and descriptions of several interviewed staff in EPAP differ to a good extent. It is recommended to review the reasons for the observed differences and to identify potential remedies to introduce an organization chart for EPAP and review the individual job descriptions.

- The interviews surfaced that Skills Development clearly is a core topic for ILO constituents that has a cross-cutting character. Therefore, this evaluation recommends to possibly expand the capacities of the Skills Programme both on an operational and on a strategic level for even closer collaboration with other Programmes in Turin and the Skills Branch of the Policy Department in Geneva.

- The Centre could explore the option to identify ways to increase the number of less costly training activities in the field over activities on Campus.

- This evaluation recommends to increase the number of sampled training activities to at least 40% to increase the robustness of the evaluation results.

- It is recommended for future evaluations to include distance learning activities and possibly non-training capacity development services in the sampled activities for a complete representation of the service portfolio.

- In regard to Level 3 of the evaluation methodology of the Centre, it is recommended to make the participant panels a standard tool to assess the impact of all training activities by making the panels an integral part of any training activity by the respective Activity Team.

- This evaluation recommends to introduce thematic "problem solving fora" for former participants on specific issues that they can suggest themselves.

1   Background

1.1   Strategic Context

The International Training Centre of the International Labour Organization (ITCILO), commonly called the "Centre") is the training arm of the ILO, the specialized agency of the United Nations which promotes social justice and human rights in the world of work. The Centre delivers training, learning and capacity development services to governments, employers' and workers' organizations, and other national and international partners, in support of decent work and sustainable development. Its mission is to be the leading global provider of learning and training for the world of work.

The Strategic Plan of the ITCILO 2018-21 outlines the strategy of the Centre. It has been framed in the broader context of the ILO's Strategic Plan for the period 2018-21 and the ILO's Programme and Budget for 2018-19. It reaffirms the relevance of the ILO Declaration on Social Justice for a Fair Globalization 2008 in guiding the ILO's response to the challenges related to the implementation of the 2030 Agenda for Sustainable Development.

The plan builds on the lessons learned from the implementation of the Centre's 2012-15 Strategic Plan and the Centre's 2016-17 Transitional Strategic Plan and Programme and Budget. The Plan also incorporates the respective training strategies of the Employers' Training Committee and the Trade Union Training Committees at the Centre, and it draws inspiration from the operational-level strategies released by the Human Resources Services and the Information and Communication Technology Services of the Centre, where they extend beyond the 2016-17 biennium.

The plan outlines the strategy framework guiding the Centre over four years. The document should be understood in conjunction with the Programme and Budget of the Centre with information about the activities planned for the current biennium. It also describes the Results-Based Management Framework with baselines, targets and indicators to track implementation progress.

Accordingly, the plan envisions the Centre to be a sustainable training institution that is effective in the pursuit of its development mandate of promoting Decent Work and Social Justice through capacity-building support while meeting its financial needs and complying with international standards of good governance. The vision is rooted in the idea of an evolutionary organization that continuously adapts to a complex world. The vision explicitly provides room for growth driven by competitive spin along the axis of three interlinked and mutually reinforcing dimensions of organizational performance: technical performance, financial performance and institutional performance.

1.2 Operational Context

In line with the 2019 ILO capacity development strategy, the capacity development services of the Centre group into three categories: individual-level capacity development, institutional-level capacity development and system-level capacity development. The principal means of the Centre to build individual-level capacity is training, delivered online or face-to-face. To build institutional-level capacity, the Centre offers technical advisory services, training material development and media development support to ILO constituents and other intermediaries with a mandate to promote Decent Work. To strengthen system-level capacity, the Centre facilitates dialogue activities and knowledge management services.

Typology of the capacity development services of the Centre

Type of service	Immediate objective	Direct beneficiary	Means of action	Immediate outcome
Individual capacity development	To strengthen the delivery capacity of an individual	More likely technical experts	Training	Increased functional and technical skills, resulting in improved individual performance
Institutional capacity development	To strengthen the delivery capacity of an organization	More likely line managers and senior managers	Advisory services Media development support Training material development	Improved institutional capacity to operate in a sustainable manner across the three performance dimensions distinguished in the ITCILO sustainability framework
System-level capacity development	To strengthen the 'holding capacity' of the eco-system within which organizations and individuals operate	Experts, managers, policy-level representatives	Dialogue and networking events Knowledge management support	A more enabling policy, legal and regulatory environment

During the time-period covered by this evaluation (2018-19), the main emphasis in the service portfolio of the Centre was on individual-level capacity development, with focus on face-to-face training. Distance learning played an increasingly important role particularly in 2019 while institutional-level and system-level capacity development services were mainly complementing the core mandate of the Centre for training.

This evaluation consequently focuses on the assessment of individual capacity development services of the Centre, and more in particular on its face-to-face training activities delivered in 2018 and early 2019. During the reference period, the Centre did not deliver online training or non-training capacity development services directly linked to the skills development cluster.

1.3 Quality Assurance

According to the Strategic Plan, the Centre plans to refine its monitoring and evaluation system to verify the outputs, outcomes and impact of its capacity-building efforts. The Centre will continue to track in-house customer satisfaction rates (input level) and new knowledge acquisition rates (output level).

To that end, the Centre continues to commission annual external and independent evaluations to verify whether the newly acquired knowledge is applied by former participants (outcome level) and eventually results in a contribution to the promotion of Decent Work (impact level).

Since 2014, the Centre has commissioned evaluations of its academies (2014), its training activities linked to the promotion of gender equality and diversity (2015), its training activities to strengthen employers' organizations (2016), its training activities to promote International Labour Standards (2017), its training activities to promote Social Dialogue and Tripartism (2018), and most recently its training activities to promote fair migration (2019).

For 2020, the evaluation is to focus on the training activities of the Centre linked to the thematic area of skills development. This evaluation report is part of and contributes to the quality assurance of the Centre.

2   Purpose, Scope, and Methodology

2.1   Purpose

This evaluation is to assess the quality of the training activities of the Centre linked to the thematic area of skills development. To that end, the Centre has stipulated 3 objectives for the evaluation:

(1) provide the Centre with evidence of the relevance, validity of design, effectiveness, efficiency, impact and sustainability of its training and learning activities related to the theme of skills development, here with focus on employability skills (skills development for self-employment promotion are outside the scope of the evaluation).

(2) assess which modalities of training, among those offered by the Centre are more effective and efficient for skills development.

(3) extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of skills development training activities of the Centre.

The evaluation findings will then be used in order to take relevant decisions on the future programming of the Centre with regard to skills development training.

2.2   Scope of Evaluation

The scope of this evaluation has a twin focus:

(1) activities with a primary link to the theme of skills development

(2) activities with a secondary link to the theme of skills development.

Activities with a primary link explicitly focus on the skills and employability approach of the ILO and are by default managed in the Centre by the Employment Policy and Labour Market Analysis Programme while activities with a secondary link reference skills development as just one aspect of the ILO Decent Work Agenda and can be managed by any Technical Programmes. In addition, most of the selected activities included more than 15 reported participants.

To that end, the evaluation covers a sample of twelve training activities of the Centre with a primary link to the theme of skills development and carried out during the time period February 2018 to September 2019. The sample has been drawn purposefully to capture the flagship activities of the Centre, including the annual skills academy.

The evaluation also covers a random sample of three other training activities implemented during the reference period with a secondary link to the theme of skills development.

The 15 chosen activities (see Annex) include seven open activities of which one is an academy, in addition to eight tailor-made activities. Eight of the selected activities were held on the Centre's campus while seven took place in the field. The activities were chosen to cover a diversity of regions where eight are interregional, three activities targeted Africa, one Asia, one Europe, and two activities targeted the Americas. Four of the selected activities are recurrent courses having previous editions.

2.3 Methodology

The methodology for this evaluation was designed to ensure the main deliverable: the evaluation report with findings, recommendations, statistical annex, and concrete case studies documenting good practice.

To that end a combination of 6 different evaluation methods was chosen and organized with the following 9 steps:

Step 1 - Desk Review

Systematic analysis of existing documentation, including quantitative and descriptive information about the activities, discussion of detailed methodology and timeline with the Evaluation Focal Point of the Centre and the Director of Training.

Step 2 - Participants survey

Design and implementation of an online survey to compile responses from participants to obtain in-depth information about their impressions and experiences of the activities. A sample of more than 500 women and men from the participant population has been extracted based on information in MAP. The questionnaire for this report was administered by way of an online survey on the basis of a pre-written and pre- coded questionnaire.

Step 3 - Interviews with involved experts in the Centre

Structured in-depth interviews with the Director, the Deputy Director, the Director of Training, the former Quality Assurance and Evaluation Officer, the Programme Manager, the Activity Managers and Programme Assistants in charge of the training activities in the sample, as well as experts in the Centre from other training programmes who contributed to, and/or participated in, the selected activities.

Step 4 - Interviews with institutional clients

Structured in-depth interviews with three institutional clients who sponsored participants linked to technical cooperation projects, to explore tangible and non-tangible changes resulting from the activities.

Step 5 - Focus group discussion

A focus group discussion with one group of former participants to explore tangible and non-tangible changes resulting from the activities.

Step 6 - Case studies of participants

Case studies of participants documenting the changes resulting from the activities.

Step 7 - Preparation of draft evaluation report

Preparation of the draft evaluation report (about 40 pages), including statistical results, interview results, case studies, and other pertinent qualitative and quantitative results.

Step 8 - Management reply

Discussion of the draft evaluation report with the Director of Training and the Evaluation Focal Point.

Step 9 - Preparation of final evaluation report

Preparation and submission of the final evaluation report to the Centre.

2.4 Evaluation Criteria and Evaluation Questions

The evaluation criteria are based on the OECD DAC evaluation principles: relevance and outreach of the activity, validity of activity design, effectiveness, efficiency of use of resources, and impact orientation of the activity.

To that end, the evaluation is focusing on the relevance of the sampled activities to beneficiary needs (and where applicable the institutional sponsors financially supporting their participation), the validity of the activity design, the activities' efficiency and effectiveness and the impact of the results.

The evaluation is based on the following list of assessment criteria and corresponding evaluation questions:

Assessment Criteria	Questions to be addressed
Relevance and outreach of the activity: Relevance refers to the extent to which the objectives of the activity are consistent with beneficiaries' requirements, and partners' and donors' policies.	• How well did the activity operationalize the 2018-21 strategic plan and the 2018-19 Programme & Budget of the Centre, and the higher level ILO 2018-21 strategy framework and 2018-19 Programme and Budget?
Validity of the activity design: The extent to which the design of the activity was logical and coherent.	• Does the result of the skills development training imply that the design of the activities was logical and realistic? • Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress in developing skills for employability?
Effectiveness: the extent to which the activities immediate objectives were achieved, taking into account their relative importance.	• What results have been achieved/what progress has been made/what change has taken place in relation to the development of employability skills since the implementation of the activities? • Which gaps remain and how could these be addressed through follow-up activities? • To what extent have the activities been an effective instrument to strengthen the institutional capacity of ILO constituents and other ILO development partners?
Efficiency of use of resources: A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to results	• Have the resources invested into the delivery of the activities been used in the most efficient manner? How economically were resources and inputs (funds, expertise, time etc) converted to results? Did the results justify the cost? • What time and cost efficiency measures could have been introduced without impeding the achievement of results
Effectiveness of management arrangements: The extent to which management capacities and arrangements put in place supported the achievement of results	• Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood? • Were the current arrangement for implementing the activities effective? • Were the activities coordinated across technical programmes
Impact orientation of the activity: The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries	• How likely is it that the results of the activities in terms of will be maintained or up-scaled by the participants? • What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities? • What actions might be required for achieving long-term impact?

2.5   Review of Implementation

The implementation of the evaluation was effected by the outbreak of COVID 19 and the corresponding travel restrictions imposed. Accordingly, all meetings and interviews planned to be conducted at the Centre had to be postponed at first and were later conducted with video calls.

The evaluation team faced difficulties and required multiple attempts to contact former participants, clients and stakeholders for their contribution due to the lockdowns that were happening in different parts of the world during the evaluation period.

The evaluation greatly benefited from the appointment and support of the Focal Point at the Centre as contact and resource person for this evaluation. The Focal Point supported the evaluation by coordinating with all interviewees at the Centre, former participants, and sponsors. Also, the Focal Point with her background in M&E contributed as a very valuable resource person for the monitoring system and for the statistical part of the evaluation.

In summary, the mixed methods approach with 6 different methods and 9 chronological steps worked well and produced the desired results. The only change to the original design of the evaluation came from re-organizing all planned face-to-face interviews to video or telephone interviews. More information and charts to the following information can be found in the detailed annex.

- The desk review was carried out as planned, i.e. with a systematic analysis of 22 documents, including quantitative and descriptive information about the training activities (see List of Reference Documents).

- The inception report was prepared and submitted to the Director of Training on 18 May 2020.

- The detailed methodology and timeline was discussed and agreed upon with the Focal Point of the Centre and the Director of Training.

- The participants survey with 19 questions was designed and implemented as an online survey to compile responses from participants to obtain in-depth information about their impressions and experiences of the training activities. To accommodate participants from all continents the survey was prepared in English and then translated into French, Spanish, Russian, and Portuguese.

- A total of 539 women and men from the participant population has been extracted based on information in MAP. The questionnaire for this report was administered by way of an online survey on the basis of a pre-written and pre-coded questionnaire and the statistical results properly compiled.

- A total of 156 participants from 52 different countries on 5 continents provided their answers to the online survey.

- The 15 different sampled training activities were collectively attended by 156 participants, from which 66% were male and 34% women.

- The participants are (or were at the time of the training) representing government / public institutions (23%), training institutions (16%), ministries of labor (15%), trade union organizations (12%), employer organizations (7%), NGO (6%), ILO (6%), private enterprises (5%), and intergovernmental organizations (3%).

- Structured in-depth interviews with the Programme Manager, Activity Managers and Programme Assistants in charge of the training activities in the sample, as well as experts in the Centre from other training programs who contributed to, and/or participated in, the selected activities were interviewed individually. A total of 15 interviews with involved experts at the Centre were conducted and documented.

- Interviews with 2 institutional clients who sponsored participants linked to technical cooperation projects were interviewed individually to explore tangible and non-tangible changes resulting from the activities.

- A focus group discussion with a group of 6 former participants was organized and carried out to explore tangible and non-tangible changes resulting from the activities. The participants were selected to represent NGO/CSO, government, trade union, and academia and hailed from 6 different countries in Africa, Asia, and Europe.

- In-depth individual interviews were carried out to discuss and prepare 2 concrete case studies of participants documenting the changes resulting from the activities.

- The draft evaluation report was prepared and submitted as planned to the Director of Training for his management reply and further discussion before the final evaluation report was duly submitted in line with the original timeframe for this evaluation.

3 Findings

This evaluation was carried out in the context of the Strategic Plan of the ITCILO for 2018-21. Accordingly, the following findings were referenced and compared to the objectives and aims of the Strategic Plan which "envisions the Centre to be a sustainable training institution that is effective in the pursuit of its development mandate of promoting Decent Work and Social Justice through capacity-building support while meeting its financial needs and complying with international standards of good governance."

Furthermore, the Centre aims at being an "evolutionary organization that continuously adapts to a complex world. The vision explicitly provides room for growth driven by competitive spin along the axis of three interlinked and mutually reinforcing dimensions of organizational performance: technical performance, financial performance and institutional performance."

This evaluation focused on the technical performance of its training activities in the thematic area of Skills Development. The evaluation is touching financial and institutional performance only from the perspective of the above thematic area and the Employment Policy and Analysis Programme (EPAP) being at the heart of it.

3.1 Relevance

To evaluate how relevant the evaluated training activities actually were it is necessary to first identify against what the relevance is measured. The question therefore is how well did the Centre operationalize the 2018-21 strategic plan and the 2018-19 Programme and Budget of the Centre, and the higher level ILO 2018-21 strategy framework and 2018-19 Programme and Budget.

In its own words, the Centre is "dedicated to the pursuit of learning and training to achieve Sustainable Development Goal 8, i.e. "Promote inclusive and sustainable economic growth, employment, and decent work for all."

To achieve this, the Centre offered activities for professionals in the field of Skills Development:

- learning
- knowledge-sharing
- institutional capacity-building for governments
- institutional capacity building for workers' organizations
- institutional capacity building for employers' organizations
- institutional capacity building for development partners

According to the interviewed participants, the Centre lives up to its own credo and delivers "more than just a classroom". Basically all interviewees agree that the Centre's staff and trainers professionally guided participants through a learning journey

that starts before the actual training featuring workshops, study visits, and the latest educational technologies.

When asked what element of the training activity stuck to their mind the most until now, a significant majority participants vividly remember how the Centre provided a space to meet and fruitfully interact with professionals from different backgrounds, countries, and experiences. The Centre has obviously managed to fulfil its own aim of creating a "forum where development intersects with all forms of knowledge in the world of work, from tripartism to technology", in the form of "a multicultural hub for learning (..) welcoming everyone, regardless of gender, race, or class."

The interviewees from sponsors and partners confirmed that the content of the training activities was in line with their requirements in regard to the "standard training courses" of the Centre which are called "open" (7 of 15 evaluated training activities).

When it comes to the tailor-made training activities, which mainly took place in the field (8 of 15 evaluated training activities taking place in Angola, Bangladesh, Cambodia, Nicaragua, Tunisia, Rwanda, and Argentina) sponsors and partners were reporting back that they were actively involved in the preparation and, in turn, their requests in regard to content, methodologies, and professional organization were well considered and integrated. Several interviewees hailed the course material as groundbreaking in their context to be utilized as basis for system change, introducing or updating legislation, and replicating training courses on Skills Development of the Centre in their own systems.

Some sponsors and partners only recommended to better keep the educational and experience level of their participants in mind, i.e. refrain from "over-engineering" courses technically and from using European standards (existing vocational training systems) as benchmark for the course content.

Looking at the outreach of the evaluated activities, the evaluation tried to measure the extent to which the content met the professional needs of the target groups. Characterizing the participants, they are all (or were at the time of the training) holding positions in the United Nations system, in government, workers' or employers' organizations, business organizations, non-governmental organizations, private enterprises and/or in educational institutions.

An overwhelming majority of the participants can confirm that the topics and methodological approach benefitted them individually and institutionally.

They could confirm that the courses were consistent with beneficiaries' requirements, and partners' and donors' policies. Several claimed that the take-aways from their respective courses even helped shape their professional sector structurally and / or operationally).

The training courses were offered in the language(s) of the target audience, i.e. either in English, Spanish, French, Portuguese, or Russian. For some courses more than one language was offered. All participants appreciated this way of accommodating their (business) language. However, several participants observed that the

language proficiency across the attendees in their course was heterogeneous (business language was not the mother tongue of several attendees) which, at times, made it difficult for lecturers and participants alike to equally understand input and discuss topics.

According to the participants, training courses at the Centre were intensive, usually lasting one week or less (13 out of evaluated 15 training activities). Several participants observed that a minority of attendees in the courses had trouble adjusting (due to the time difference in their country of origin) and, thus, fully concentrating on the course, especially when arriving the night before the course started at the Centre.

3.2   Validity of the Design

In regard to the validity of the training design the question to be asked is how the design of each activity was logical and coherent. The Centre claims that it is using an innovative pedagogical framework which is built on the experience of designing advanced technical and vocational training for nearly 50 years. Utilizing this claim as the performance benchmark, we asked participants about their learning experience. Their replies strongly indicate that the design of training courses included the "big picture" on Skills Development within the development agenda and ILO's role as part of the decent work agenda as well as specific subject-matter elements.

Participants of the evaluated 15 training courses particularly appreciated the topics of policy and practice on skills development, financing skills development, identifying and matching required skills, skills development for green jobs, sectoral approaches, managing vocational training centers, and apprenticeships for skills development.

In regard to training methodology, participants have appreciated the designed mix of learning methods applied in the courses. Favorite methods from the mix are group work exercises, Q&A with experts, and presentations of subject-matter experts (in that order).

In regard to the level of the trainings, EPAP is using the European standards of vocational training institutes as reference models. This might be overwhelming at times as some of the interviewed participants have reported. But the methodology of EPAP has reflected on this recurring development gap and hopes for a learning effect through exposure to European standards. To that end trainings contain segments on what and how to apply certain elements of the reference models for participants themselves. More concretely, the methodology of training activities wants participants to have a chance to look at comprehensive systems to then select specific elements for adoption in their own training systems or organizations. One typical learning objective is contextualizing what participants have observed in European reference models and how to adapt elements according to their needs and priorities in their own systems.

Moreover, most of the evaluated training programs were designed as blended training activity, which allowed participants to start learning online before they arrive at the Centre or the respective place of the training course. All participants interviewed appreciated the blended training approach. However, they stressed the point they appreciated the digital elements taking place pre- and post-training as part of the training package, decidedly not as an alternative for the face-to-face training on Campus or in the field. As one former participant put it: "Nothing can replace the human element for me. Only after having met the other participants in person and spent time with them to build trust, I could appreciate the continued exchange with them afterwards: we had started a Whatsapp group during our course and continue to communicate until today".

The Centre claims that the training courses are designed in such a way as to make "learning happen effortlessly" because programs and pedagogies consider individual needs and local contexts. When interviewing participants they confirmed the ease with which they could engage and learn in the adult learning environment the Centre provided for the courses. The majority of participants could also confirm that the Centre actively created and promoted a multiplier effect by fostering communities of practice and professional networks. In turn, it is more than fair to say that the design of the training was logical and realistic to fulfill the participants' professional needs and demands.

From an evaluator's perspective the most convincing element is the comprehensive evaluation methodology followed by the Training Department. Based on the "New World Kirkpatrick Model", the Centre evaluates the results of the trainings on 4 levels:

- Level 1 - Customer satisfaction
- Level 2 - New knowledge acquisition as a direct result of the training
- Level 3 - Behavioral change following the training
- Level 4 - Performance improvement and impact

Level 1 can be described as a standard post-training questionnaire to measure the quality of organization and content as perceived by participants at the time of the conclusion of the training itself. The questionnaire collects information on the immediate reaction of the participants after the training and provides feedback for future improvement of training design and organization. In turn, the questionnaire is one of the Centre's quality assurance tools at input level. The participant satisfaction with the overall quality is reflected by the average rating (on a 1 to 5 scale) by the participants over a mandatory question (No. 940) of the questionnaire. The activity teams for all 15 sampled training activities properly set up the end-of-activity evaluation questionnaire and disseminated it to the participants either through an online platform (called EVAL) or on paper for activities in the field (which were then manually inserted to the EVAL system). The specific results are documented in the final report for each sampled training activity and serve as the source of information for the Centre's KPI 2.1 (participant satisfaction with overall quality). This evaluation finds that 9 of the 15 sampled training activities exceed the target figure of 4.5 for

the period 2018-19, with another 5 almost reaching the target figure, i.e. within 10% of target figure (see Annex).

Level 2 is a true innovation and professionally executed: the Centre's Knowledge Acquisition Tests (KAT). The objective of the KAT is to effectively measure results and progress and the extent of new knowledge acquisition as a direct result of a standard training. The KAT aims to verify the knowledge acquisition rate of participants. To that end, the Centre implements knowledge acquisition tests before and right after the learning activity. The test takes the form of a quiz with ten multiple choice questions. Each question has four optional answers, of which only one is correct. The same or a similar set of questions is used for the pre- and post-training KAT. The questions are designed by the respective Activity Management Team for a training course in line with the learning objectives and course curriculum. Pre- and post-training KAT are mandatory for the standard training activities. There are no passing grades for the pre-KAT, since it serves to establish a baseline and provide information on learners' needs. The passing score for the post-KAT is 6 out of a total of 10. The learners will not be able to view the correct answers after taking the pre-KAT, but will be able to view their responses against the correct answers after taking the post-KAT. The tests are efficiently administered through the Centre's e-Campus platform. For training courses taking place in the field, the tests can be administered on paper and the response of each learner uploaded to the e-Campus, through customized tools developed by the Training Department of the Centre.

Participants can access their respective test results. For the post-training KAT, they will be able to view both their results and the correct answers for each question. The Activity Management Team can view the results of each individual, as well as the aggregated results and test performance for the entire course.

To maintain a high level of data quality, the Centre monitors the KAT's design to ensure a standard format and the level of difficulty of the test. As a result, the Training Department can monitor and compare the knowledge acquisition rate, which is a key performance indicator of the Centre's program and budget. The knowledge acquisition rate is defined as the percentage of participants scoring 6 and higher in the post-training KAT, from among all learners taking the post-training KAT. Living up to highest standards of transparency, the Centre publishes the results on their website for public access.

In regard to Skills Development, 6 out of the evaluated 15 training activities from 2018 and 2019 were assessed by the Training Department with the KAT methodology. Out of these 6 training activities, 5 scored higher than the benchmark. Only the course "Management of Vocational Training Centres" scored lower (average score: 4).

Level 3 is addressing behavioral change of learners by assessing their behavior following the courses, specifically on their application of the knowledge acquired through the training. This level of evaluation provides qualitative information on the immediate learning outcome and impact potential of the Centre's learning services. For standard training activities, the key performance indicator at this level is change in learners' behavior at work, as an immediate outcome of the training. To collect

data for the changes, the Centre organizes so-called participant panels for selected activities, between six and nine months following the training. The panel may be organized either in person or via video conference. The participant panels take the format of focus group discussion, with facilitation by an evaluation expert, with or without the presence of the course team, pending on the organization of each activity. The focus group discussions are based on guiding questions like "to what extent have knowledge and skills acquired through the training been applied in your work?", "to what extent has the on-the-job performance improved or been considered to have improved as a result of the application of the knowledge and skills acquired through the training?", "what are the noticeable and measurable changes you have observed in the behavior and performance at work?", "what are the enabling and challenging factors influencing your application of acquired knowledge and skills at work?", or "what difference and/or emerging results has the training made to the learners in your work practice?" The results obtained from these questions during participant panels are presented in a qualitative format, including examples, stories, content and discourse analysis. The results are analyzed and included in the participant panel report. For tailor-made training activities, the Centre advocates the use of the same evaluation process, but its application is often constrained by budget and time. Exceptions apply in cases of tailor-made training activities delivered under commission within multi-year projects, where participant panels can be an integral part of multi-step learning journeys.

Because for the reference period of this evaluation the participant panels were only introduced as a pilot phase, in regard to Level 3 and 4 the Centre is utilizing this evaluation to assess effects and impacts of the training activities both on the individual and the organizational level (see chapters Effectiveness and Impact).

In total, the design and implementation of the Training Department's 4-level evaluation methodology with the KAT as center piece is state of the art. In comparison to other training centers this evaluation methodology can even be considered best practice.

3.3 Effectiveness

One major area of investigation of this evaluation was the extent to which the training activities immediate objectives were achieved. More precisely, the evaluation tried to find out what results have been achieved, what progress has been made, and what changes have taken place since the training activity. And finally the question to what extent have the training activities been an effective instrument to strengthen the institutional capacity of constituents and development partners which seconded participants to the Centre's training courses.

Starting from the individual level, almost 80% of interviewees confirmed that the trainings met their individual priorities and needs on the topic of skills development. Interestingly, more than half of the participants reported that by attending the training course and understanding design and methodology they first of all changed their own methodology of work upon returning to their work stations. While this

improvement on the individual level is likely to change the institutional capacity already, the participants observed other effects of the training course by contributing on behalf of their organization with the newly acquired knowledge towards: enhanced tripartite dialogue on skills development, change in national discourse and discussion on skills development, and change in institutional policy (in that order). Amazingly, virtually all participants initiated one or several of the above and other activities which they learned and acquired in their training (see statistical annex).

Recording the replies of participants, the training courses apparently introduced standards, methodologies, and good practices that are going a long way to help reshape their e.g. sector, structures, legislation, often in a very concrete way:

"We manage to convince our government to allocate the SDL funds to be utilised directly to the Skills program (apprenticeship) in our country beyond donor's fund."

"I applied the teaching methods and referenced the ppts and discussions from the training in my teaching."

"I gained a lot on management of funding of VCTs. I was able to develop a business plan which we marketed to stakeholders with much success. In this regard apart from just concentrating on skills development we have been able to establish events and a leisure garden which is assisting our students to acquire more skills and knowledge in the management and service delivery of events."

"Putting the right skilled people to handle their skill activities. For example, my secretary happens to be an engineer, but was been used as the secretary because of his proficiency on the computer. But after my training in ILO and i returned to the office, i sent him to the field and we employed a trained secretary. Now the engineer's productivity has more than double when he was the secretary."

"As South Africa is implementing apprentice of the 21st Century, the course and toolkits are of great use. We constantly refer to this international best practice to help and shape our thinking."

"We have been able to come up with a curriculum for trade union education which we are hoping to put before COTU-KENYA to be adopted and recognized as the Trade Union course, other than prior national education qualifications."

"Before the training course, we had challenges in determining the cost of training as well as time tabling between employers and training providers but with the assistance of the colleagues we attended the course with, we manage to come up with modalities on how to approach it properly."

"I now have knowledge of different policy options for addressing youth NEET issues. I am now pushing from within my organization so we can test some of these approaches in future youth employment projects."
"We very successful in the creation of an external Advisory Board with representation from industry, government, local bodies and educational institutions."

"The piloting of the dual training in Rwanda has been facing a lot of resistance and expectations among various stakeholders. After this course, we introduced dialogue that has resulted into a change of mindset and attitude which led to achieving the results."

"Quality Apprenticeships component of Apprenticeship Contracts has been an area in my country where the industry has been reluctant to comply with. Was able to justify, share best practices of other countries and engage industry to understand merits of the contracts. Slowly we are winning as some companies are increasingly complying."

The above examples are impressive and demonstrate the effectiveness of design and implementation of the training courses. Without diluting these very positive results, it is important to mention that this evaluation also surfaced some challenges that remain upon the return of the participants to their organizations. The major challenge that participants reported was the difficulty in initiating and ensuring structural change in their organizations and with the major actors in their respective context. In several cases participants complained about them feeling left alone when trying to introduce and bring about change. When asked how this could be addressed a number of participants expressed their desire to be supported by follow-up activities from the Centre, e.g. actively promoting and organizing network activities of former participants with the aim to create a strong expert community across borders, sectors, and organizations.

**Effectiveness of management arrangements**

The Centre's operational arm is managed by the Director of Training who is overseeing 9 Programmes with different thematic and operational responsibilities. It became clear during the evaluation that the training activities in the thematic area of Skills Development touch a variety of topics that concern several of the Programs.

All 9 Programmes design and implement relevant training activities, training material development, and advisory services. For the topic of Skills Development the design and implementation of training activities is mostly being coordinated across 5 Programmes according to the interviewed Programme Managers: Employment Policy and Analysis (EPAP), Programme for Employers' Activities (ACTEMP), Programme for Workers' Activities (ACTRAV), Social Protection, Governance and Tripartism (SPGT), and the Learning and Innovation Programme. ILSGEN (International Labour Standards, Rights at Work and Gender Equality) and Enterprise, Microfinance and Local Development Programme (EMLD) seem to have room for an intensified collaboration with EPAP towards a better integration of skills development in their training activities (see ITCILO Organization Chart).

At the heart of the evaluated training activities is the Employment Policy and Analysis Programme (EPAP) which designed, organized, and implemented 14 of the 15 training activities.

In addition to above lateral connections within the Centre, EPAP also established working relationships with other organizations in the field to complement its own expertise. In doing so, 3 organizations are worth mentioning because of their close and apparently fruitful collaboration with EPAP:

ITCILO Organization Chart and Programs involved with Skills Development (red)
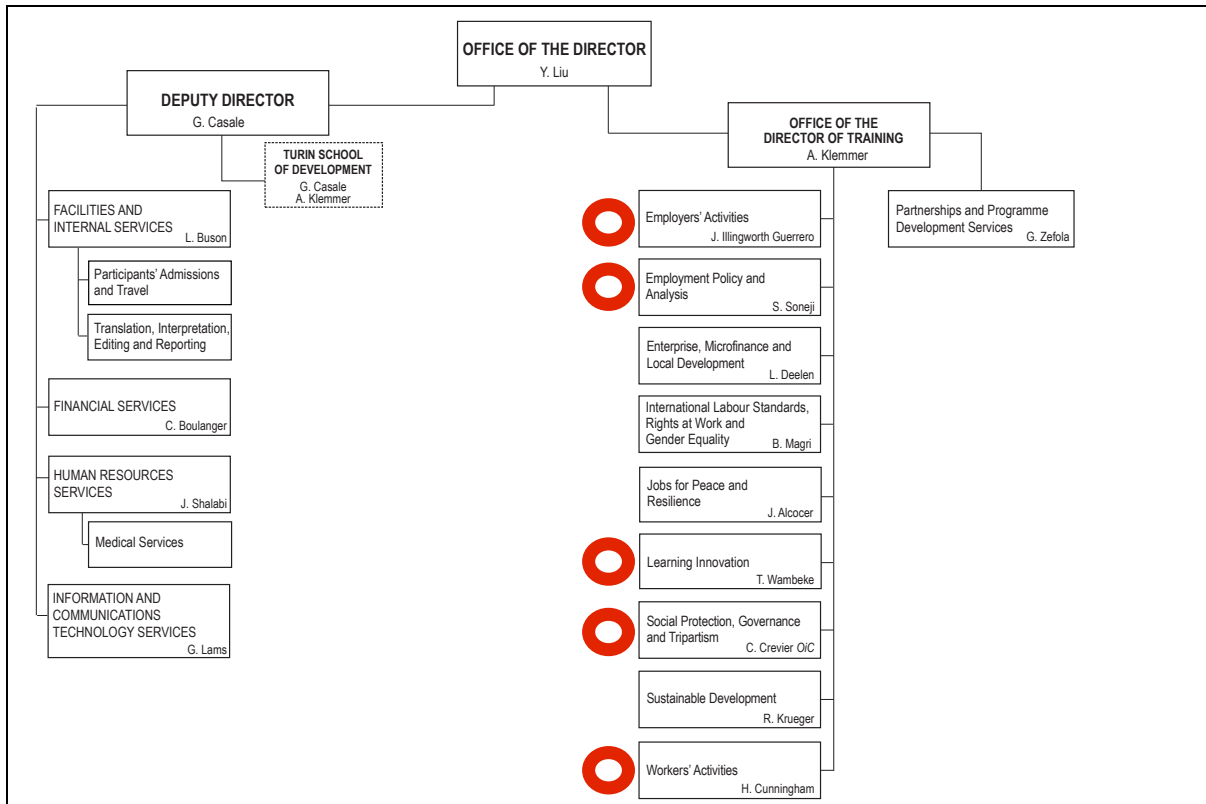
- the European Training Foundation of the EU with a mandate to provide policy advise for reform labor market reform. Several courses on Skills Development have been designed jointly with the ETF which also provides resource persons for the respective training activities.

- the International Institute Don Bosco which was originally set up in Turin as a pioneer for vocational training more than 200 years ago amidst the first industrial revolution in the area of Piedmont. EPAP benefits from this experience and fosters a collaboration by taking participants of skills development training courses to the institute on study tours to experience a practical example of vocational training in Italy today.

- the University of Gastronomic Sciences which was founded by the Slow Food association in 2004 to teach the real value of food and respect for food producers. EPAP is taking participants to the University as an example of a privately founded vocational training institute that closely collaborates with the private sector to train young people. Participants particularly enjoy this experience because they can easily relate to the core of the association and the University, i.e. the agricultural sector which is typically a major sector in the economies of their home countries.

3.4 Efficiency

This evaluation aimed at answering the question if the resources invested into the delivery of the training activities on Skills Development have been used in the most efficient manner and how economically were resources and inputs converted to results. Put more simply, the question was: did the results justify the cost ?

For the evaluated period EPAP featured a team of 13 management and staff:

- 1 Programme Manager
- 2 Senior Programme Officers
- 3 Programme Officers
- 2 Junior Programme Officers
- 1 Programme Assistant
- 4 Course Assistants

The existing team with its management, professional, and support capacities is in the position to professionally design and implement the training activities in such a way as to ensure the achievement of desired results. The roles and responsibilities of program management and staff seem to be clearly defined and understood. Accordingly, the current organizational and management constellation for implementing the training activities is evaluated as highly effective.

However, it became apparent that the functional job responsibilities and the contractual job titles and descriptions of several interviewed staff differ to a good extent. While this does not seem to impact negatively on the training activities as such, it is recommended to review the reasons for the observed differences and to identify potential remedies to improve the organizational set-up of the Programme and the individual job descriptions.

Together, the EPAP team of professionals and staff designed and implemented 81 training activities in 5 Clusters in 2019, with the majority in Skills with 27 training activities and Employment with 22. The average cost of the training activities of EPAP was EUR 44,945. Obviously for reasons of differing price levels, the average cost for training activities in the field was lower (EUR 23,710) than activities at the Centre (EUR 73,890).

Comparing the total number of training activities with the number of professionals and staff it seems that, structurally, no time and cost efficiency measures can be introduced without impeding the achievement of desired quality and results. However, the Centre could explore the option to identify ways to increase the number of training activities in the field over activities on Campus if and when overall cost becomes an issue.

This evaluation rather finds the need to possibly expand the capacities of the Skills Programme both on an operational and on a strategic level. Reason being that through the interviews it surfaced that Skills Development clearly is a core topic for

ILO constituents that has a cross-cutting character with two directions: EPAP is already drawing expertise from other Programmes to be suitably integrated into training activities towards comprehensive and practice-oriented Skills Development. At the same time other Programmes are already drawing knowledge and resources from EPAP to be integrated into their training activities. On the strategic level, more capacities would allow for more intense collaboration with the Skills Branch of the Policy Department of ILO Geneva. While information is being exchanged between the experts in Geneva and Turin already, the idea is now to add an extra functionality to the Skills Programme, i.e. to create a "think tank on skills development". With this additional capacity, EPAP could compile and analyze information based on and closely aligned to the needs and demands of participants, sponsors, and partners to explore future options for the development of the service portfolio and new or modified modes of delivery. In particular, additional capacities would allow for tackling the topics of "institutional development" and "comprehensive CD plans".

3.5   Impact

In line with the comprehensive and stringent evaluation approach of the Training Department, the impact of training activities is measured by Level 3 and Level 4 of the Centre's evaluation methodology.

In turn, this evaluation tried to measure the behavioral change following a training, i.e. the behavior of the learners following the courses, specifically on their application of the knowledge acquired through the training. Or in other words, to provide qualitative information on the immediate learning outcome and impact potential of the Centre's learning services.

The Centre has set and aims for achieving a key performance indicator (KPI) at this level, i.e. the change in learners' behavior at work as an immediate outcome of the training. To measure this, we asked former participants after a 12 to 18 months incubation period for the impacts to emerge, and specifically: (a) to what extent have knowledge and skills acquired through the training been applied and used in their work, (b) to what extent has the participants' on-the-job performance improved as a result of their application of the knowledge and skills acquired through the training, (c) what the noticeable and measurable changes the participants have observed in their behavior and performance at work.

Looking at the KPI of the Centre in this regard, the target of Indicator 2.3 (Knowledge Application) for 2018-19 was 66%. This evaluation measured 73% of participants applying the newly acquired knowledge after the training as defined by the ratio of respondents who have provided concrete examples on their application of knowledge after training, over all respondents to the survey conducted as part of this annual external independent evaluation. This figure is higher than the baseline of 2018-19 (71.4%) and it is higher than the result of 2019 (67%). The Centre seems to be on track to reach the target figure for the Biennium 2020-21 (75%).

The sample and scope of the training activities assessed through this evaluation

comprises of 15 activities out of 47 training activities linked directly or indirectly to the topic of Skills Development during the period February 2018 - September 2019.

The quantitative character of the KPI alone would be lacking qualitative information. Therefore, the design of this evaluation invited responses from participants to include concrete descriptions of their knowledge application and qualitative results. Additional in-depth interviews and a focus group discussion further added to understanding the qualitative results of the Centre's training activities.

Going into more detail, an impressive 92% of sampled participants reported back that the training activity had either a significant input to their daily work or was helpful in solving specific questions in their work.

Moreover, 60% of participants confirmed that they changed their methodology at work making it more effective and efficient. Another 39% reported that the training helped them in enhancing the tripartite dialogue on skills development, 48% established new or different practical measures at work, 36% in seeking to change the local / national discourse and discussion on skills development, changing the overall attitude of their organization (35%), and 32% proposed changes in institutional policy.

However, what remains very challenging for many participants is advocating national laws and legislation towards skills development (73%).

Beyond the individual impact level, this evaluation also looked at the impact of the strategic orientation of the training activities towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable or were replicated by beneficiaries.

Accordingly, more than half (56%) of the participants reported back that they are observing an increased attention and discussion on skills development in their respective organization, 50% reported a better understanding of quality apprenticeships among enterprises, 35% an improved collaboration on skills development across government agencies in their country, and 41% a stronger social dialogue on skills development among stakeholders. Almost 30% of respondents reported the existence of a sectoral approach towards skills developments.

When directly asked how the above changes and improvements resulting from application of training learnings are demonstrated in their context, 1 in 3 of the respondents could provide a concrete example of an improved understanding or activity on skills development in their respective organization. Out of the 91 replies, almost half of the participants provided the title of a concrete new or updated law or regulation on skills development, the title of concrete platform or a network for social dialogue on skills development, or the title of a national policy on skills development currently being drafted or even already adopted since the training activity (see statistical annex). Impressive as these numbers are, there is a grey area when it comes to measuring the impact of the training activities on these results, i.e. the attribution gap. In other words, this evaluation could not measure if and to what extent other activities, not linked to the training, also contributed to achieving the results.

Participants observed lesser success in other areas. Only 1 in 4 participants can confirm an improved status and quality of vocational training centers and only 1 in 5 reported concrete legislative developments towards skills development or seeing more financing options for skills development programs.

Summarizing, the impact of the training activities can be clearly verified for the individual and organizational level, to a very good extent also for the system level.

4   Conclusions and Recommendations

4.1   Conclusions

The Centre has set a high bar for itself through its strategic and operational document "Quality Management in the Training Department - Description of the Quality Assurance Processes for Training Services". While it is commonly more easy to define a desired quality structure and corresponding processes in theory, it is much more difficult to introduce, maintain, and continuously improve such a structure and processes.

This evaluation comes to the conclusions, that the Training Department of the Centre managed to fulfill to a very large extent its own expectations for the design and implementation, at least in regard to the 15 evaluated training courses on the topic of Skills Development. Moreover, several elements assessed during the course of this evaluation can be considered as good or even best practice in the training industry. Notably, the approach of blended learning and the evaluation system with 4 levels covering quantitative and qualitative elements and in particular the Knowledge Acquisition Tests (KAT).

In line with the Strategic Plan for the ITCILO for 2018-2021, the Centre manages to fulfill its mandate and provide ILO constituents, ILO staff, and other ILO stakeholders with capacity-building support to promote Decent Work for All, in this case on the topic of Skills Development. It became clear from the discussion and interviews with management and staff that the Centre has a clear idea of being an "evolutionary organization that continuously adapts to a complex world". The organizational performance in the technical and institutional dimension is well above average when compared to similar training institutions. What this evaluation cannot assess is how well the Centre is meeting its financial needs because the sample of training activities and the insight into the financial data of the Centre was limited.

In regard to relevance, the Centre lives up to its own credo and delivers "more than just a classroom". The Centre's Activity Managers, staff, and trainers professionally guided participants through a learning journey that started before the actual training featuring workshops, typically included study visits, and the latest educational methods and technologies. The Centre provides a space to meet and fruitfully interact with professionals from different backgrounds, countries, and experiences. This evaluation can verify that the Centre is creating a "forum where development intersects with all forms of knowledge in the world of work, from tripartism to technology", in the form of "a multicultural hub for learning (..) welcoming everyone, regardless of gender, race, or class. Sponsors and partners confirmed that the content of the training activities was in line with their requirements in regard to the standard training courses at the Centre as well as the tailor-made training activities. The course material of several courses is characterized as "setting the standard" for system change and is being replicated for training courses on Skills Development by several former participants in their respective home country. The topics and methodological approach benefitted the sampled participants individually and institutionally. The

courses were consistent with beneficiaries' requirements, and partners' and donors' policies, in a few cases the courses even helped shape the professional sector structurally and / or operationally.

In regard to the validity of the training design, the Centre is using an innovative pedagogical framework built on the experience of designing advanced technical and vocational training for nearly 50 years. For the sampled participants, this has led to a comprehensive learning experience, including the "big picture" on Skills Development within the development agenda and ILO's role as part of the decent work agenda as well as the specific subject-matter elements of the course as such. The training methodology is comprised of a mix of learning methods, the favorite ones being group work exercises, Q&A with experts, and presentations of subject-matter experts. Most of the evaluated training programs were designed as blended training activity. All participants interviewed appreciated the blended training approach. In conclusion, the Centre manages to design the sampled training courses in such a way as to make "learning happen effortlessly". Moreover, the Centre actively created and promoted a multiplier effect by fostering communities of practice and professional networks. The sampled participants' professional needs and demands were met in full. The training design also includes a comprehensive evaluation methodology based on the "New World Kirkpatrick Model", professionally evaluating the results of the trainings on 4 levels.

In regard to effectiveness and starting from the individual level, 92% of interviewees confirmed that the trainings met their individual priorities and needs on the topic of skills development. More than half of the participants reported that by attending the training course and understanding the design and methodology they first of all changed their own methodology of work upon returning to their work stations. On the institutional and system level, the training courses enhanced tripartite dialogue on skills development, change in national discourse and discussion on skills development, and change in institutional policy. Also, the training courses introduced standards, methodologies, and good practices that are going a long way to help reshape sector, structures, legislation, often in a very concrete way as reported by sampled participants. This evaluation concludes that the management arrangements of the Training Department for the topic of Skills Development are effective. The design and implementation of the training activities for the topic at hand are being coordinated across 5 technical Programmes with EPAP at the center of the topic. The existing EPAP team is in the position to professionally design and implement the training activities in such a way as to ensure the achievement of desired results. The roles and responsibilities of program management and staff seem to be clearly defined and understood. Accordingly, the current organizational and management constellation for implementing the training activities is evaluated as highly effective.

In regard to efficiency, this evaluation finds that the resources invested into the delivery of the training activities on Skills Development have been used economically, i.e. inputs were converted to concrete and desired results. The EPAP team designed and implemented 81 training activities in 5 Clusters in 2019, with the majority in Skills with 27 training activities and Employment with 22. The average cost of the training activities of EPAP was EUR 44.945.

In regard to impact of training activities, this evaluation measured the behavioral change following the trainings against the target KPI of 66% for 2018-19. This evaluation measured 73% of participants who apply the newly acquired knowledge after the training as defined by the ratio of respondents who have provided concrete examples on their application of knowledge after training, over all respondents to the survey conducted as part of this annual external independent evaluation. Moreover, an impressive 92% of sampled participants reported back that the training activity had either a significant input to their daily work or was helpful in solving specific questions in their work. This evaluation also identified a significant impact of the training activities towards making a contribution to broader, long-term, sustainable development changes. Half of the sampled participants reported back that they are observing an increased attention and discussion on skills development in their respective organization, a better understanding of quality apprenticeships among enterprises, and an improved collaboration on skills development across government agencies in their country as well as a stronger social dialogue on skills development among stakeholders. 30% of respondents reported the existence of a sectoral approach towards skills developments.

4.2   Recommendations

Some sponsors and partners recommended to better keep the educational and experience level of their participants in mind, i.e. refrain from "over-engineering" courses technically and refrain from using European standards (existing vocational training systems) as benchmark for the course content. Participants expressed their desire to have a closer link of the course content to the participants' system realities back in their home country.

The training courses were offered in the language of the target audience, i.e. either in English, Spanish, French, Portuguese, or Russian, sometimes even in more than one language. Participants appreciated this way of accommodating their (business) language. However, several participants observed that the language proficiency across the attendees in their course was rather heterogeneous (business language was not the mother tongue of several attendees) which, at times, made it difficult for lecturers and participants alike to equally understand input and discuss topics. Therefore, we recommend to take a closer look at the language proficiency of participants before the start of course and possibly create more linguistic homogeneity.

According to the participants, training courses at the Centre were intensive, usually lasting one week or less (13 out of evaluated 15 training activities). Several participants observed that a minority of attendees in the courses had trouble adjusting (due to the time difference in their country of origin) and, thus, fully concentrating on the course, especially when arriving the night before the course started at the Centre. We recommend that the Centre suggest to participants to arrive at least 1 day ahead of the start of training courses on campus.

Participants stressed the point they appreciated the digital elements of the blended learning approach, i.e. taking place pre- and post-training as part of the training package, but decidedly not as an alternative for the face-to-face training on Campus or in the field. As one former participant put it: "Nothing can replace the human element for me. Only after having met the other participants in person and spent time with them to build trust, I could appreciate the continued exchange with them afterwards: we had started a Whatsapp group during our course and continue to communicate until today". We recommend to possibly expand the blended learning approach to all training courses and even increase the quantity of digital elements without rendering the crucial core of the training courses, i.e. the human interaction on campus or in the field.

The above examples are impressive and demonstrate the effectiveness of design and implementation of the training courses. Without diluting these very positive results, it is important to mention that this evaluation also surfaced some challenges that remain upon the return of the participants to their organizations. The major challenge that participants reported was the difficulty in initiating and ensuring structural change in their organizations and with the major actors in their respective context. In several cases participants complained about them feeling left alone when trying to introduce and bring about change. When asked how this could be addressed a number of participants expressed their desire to be supported by follow-up activities from the Centre, e.g. actively promoting and organizing network activities of former participants with the aim to create a strong expert community across borders, sectors, and organizations.

While 5 out of the 9 Training Programmes of ITCILO already collaborate on the topic of Skills Development, the 2 Programmes of International Labour Standards, Rights at Work and Gender Equality (ILSGEN) and Enterprise, Microfinance and Local Development Programme (EMLD) seem to have room for an intensified collaboration with EPAP towards a better integration of skills development in their training activities.

This evaluation took a closer look at the specific jobs in the EPAP team. It turned out that the functional job responsibilities and the contractual job titles and descriptions of several interviewed staff differ to a good extent. While this does not seem to impact negatively on the training activities as such, it is recommended to review the reasons for the observed differences and to identify potential remedies to introduce an organization chart for EPAP and review the individual job descriptions.

Comparing the total number of training activities with the number of professionals and staff it seems that, structurally, no time and cost efficiency measures can be introduced without impeding the achievement of desired quality and results. However, the Centre could explore the option to identify ways to increase the number of training activities in the field over activities on Campus if and when overall cost becomes an issue.

This evaluation recommends to possibly expand the capacities of the Skills Programme both on an operational and on a strategic level. Reason being that through the interviews it surfaced that Skills Development clearly is a core topic for ILO

constituents that has a cross-cutting character. In turn, EPAP could collaborate even more intensively with other Programmes to share its own knowledge and integrate related fields of expertise in its own training activities. On the strategic level, more capacities would allow for more intense collaboration with the Skills Branch of the Policy Department of ILO Geneva. The idea is to add an extra functionality to the Skills Programme, i.e. to create a "think tank on skills development". With this additional capacity, EPAP could compile and analyze information based on and closely aligned to the needs and demands of participants, sponsors, and partners to explore future options for the development of the service portfolio and new or modified modes of delivery.

The sample and scope of the training activities assessed through this evaluation comprises of 15 activities out of 47 training activities linked directly or indirectly to the topic of Skills Development during the period February 2018 - September 2019. The quantitative character of the KPI alone would be lacking qualitative information. To overcome this methodological challenge, the design of the evaluation invited responses from participants to include concrete descriptions of their knowledge application and result. Additional in-depth interviews and a focus group discussion further added to understanding the qualitative results of the Centre's training activities. This evaluation recommends to increase the number of sampled training activities to at least 20 to increase the robustness of the evaluation results.

During the reference period of this evaluation, the Centre did not deliver online training or non-training capacity development services directly linked to the skills development cluster. As those services are rapidly gaining more importance for the Centre as observed during the period of this evaluation, it is recommended for future evaluations to include distance learning activities and possibly non-training capacity development services in the sampled activities for a complete representation of the service portfolio.

In regard to Level 3 of the evaluation methodology of the Centre, it is recommended to make the participant panels a standard tool to assess the impact of all training activities. The most structured approach seems to make such a participant panel an integral part of any training activity to be planned, organized, and implemented by the respective Activity Team, possibly with support from an external evaluation specialist.

What remains very challenging for many participants in the sector of Skills Development is advocating national laws and legislation towards skills development (73%). This evaluation recommends to introduce thematic "problem solving fora" for former participants on specific issues that they can suggest themselves with the Centre serving as technical hub for interested participants and organizations to join. This way the impact of training activities could be further strengthened and improved.

ANNEX

A-1 Terms of reference for the evaluation

INTERNATIONAL TRAINING CENTRE OF THE ILO, TURIN

**Evaluation of training and learning activities on the thematic area of
*"Skills Development"***

Terms of reference

About the International Training Centre of the ILO

1. The International Training Centre of the International Labour Organization (the Centre) is the training arm of the ILO, the Specialized Agency of the United Nations which promotes social justice and human rights in the world of work. The Centre delivers training, learning and capacity development services to governments, employers' and workers' organizations, and other national and international partners, in support of decent work and sustainable development. Its mission is to be the leading global provider of learning and training for the world of work. Each year, it delivers training and learning activities for around 18,000 people from over 180 countries. For more information about the Centre refer to www.itcilo.org.

Background

2. The Centre's ***Strategic Plan for 2018-21*** refers to the importance of the evaluation function and states that excellence in training and learning will be promoted through continuous quality improvement measures, greater use of on-line surveys, and more systematic independent evaluations. The Strategic Plan commits the Centre to commission each year an external independent evaluation of a cluster of activities linked to one of its thematic areas of expertise. Since 2014, the Centre has commissioned evaluations of its academies (2014), its training activities linked to the *promotion of gender equality and diversity (2015), its* training activities to *strengthen employers' organizations (2016), its* training activities to promote International Labour Standards (2017), its training activities to promote Social Dialogue and Tripartism (2018) and its training activities to promote fair migration (2019); the evaluation reports are accessible via the ITCILO website. For 2020, the evaluation is to include the training activities of the Centre linked to the theme of skills development. Fore more information about the skills for employment approach of the ILO go to https://www.ilo.org/skills/lang--en/index.htm

Purpose of the evaluation

3. The purpose of the evaluation is to:

   - provide the Centre with evidence of the relevance, validity of design, effectiveness, efficiency, impact and sustainability of its training and learning activities related to the theme of skills development, here with focus on employability skills (skills development for self-employment promotion are outside the scope of the evaluation);
   - assess which modalities of training, among those offered by the Centre are more effective and efficient for skills development;
   - extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of skills development training activities of the Centre.

4. The evaluation findings will be used in order to take relevant decisions on the future programming of the Centre with regard to skills development training.

Scope of the evaluation

5. The evaluation will have a twin focus on (a) activities with a primary link to the theme of skills development and (b) activities with a secondary link to the theme of skills development. Activities with a primary link explicitly focus on the skills and employability approach of the ILO and are by default managed in the Centre by the Employment Policy and Labour Market Analysis Programme while activities with a secondary link reference skills development as just one aspect of the ILO Decent Work Agenda and can be managed by any Technical Programmes.

6. Further to the above, the evaluation will cover firstly a sample of up to twelve training activities of the Centre with a primary link to the theme of skills development and carried out during the time period February 2018- September 2019. The sample has been drawn purposefully to capture the flagship activities of the Centre, including the annual skills academy. The evaluation will cover secondly a random sample of three other training activities implemented during the reference period with a secondary link to the theme of skills development.

7. The fifteen chosen activities include seven open activities of which one is an academy, in addition to eight tailor-made activities. Eight of the selected activities were held in the Campus while seven took place in the field. The activities were chosen to cover a diversity of regions where eight are interregional, three activities targeted Africa, one Asia, one Europe, and two activities targeted the Americas. Four of the selected activities are recurrent courses having previous editions. In addition, most of the selected activities included more than fifteen reported participants.

Clients of the evaluation

8. The main clients of this evaluation will be:
    - The Board of the Centre;
    - The Training Department of the Centre;
    - The Employment Policy and Labour Market Analysis Programme;
    - Other Technical Programmes of the Centre.

Evaluation criteria

9. The evaluation will focus on the relevance of the sampled activities to beneficiary needs (and where applicable the institutional sponsors financially supporting their participation), the validity of the activity design, the activities' efficiency and effectiveness and the impact of the results. Refer overleaf for a list of assessment criteria and corresponding evaluation questions.

Assessment Criteria	Questions to be addressed
Relevance and outreach of the activity: Relevance refers to the extent to which the objectives of the activity are consistent with beneficiaries' requirements, and partners' and donors' policies.	• How well did the activity operationalize the 2018-21 strategic plan and the 2018-19 Programme & Budget of the Centre, and the higher level ILO 2018-21 strategy framework and 2018-19 Programme and Budget?
Validity of the activity design: The extent to which the design of the activity was logical and coherent.	• Does the result of the skills development training imply that the design of the activities was logical and realistic? • Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress in developing skills for employability?
Effectiveness: the extent to which the activities immediate objectives were achieved, taking into account their relative importance.	• What results have been achieved/what progress has been made/what change has taken place in relation to the development of employability skills since the implementation of the activities? • Which gaps remain and how could these be addressed through follow-up activities? • To what extent have the activities been an effective instrument to strengthen the institutional capacity of ILO constituents and other ILO development partners?
Efficiency of use of resources: A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to results	• Have the resources invested into the delivery of the activities been used in the most efficient manner? How economically were resources and inputs (funds, expertise, time etc) converted to results? Did the results justify the cost? • What time and cost efficiency measures could have been introduced without impeding the achievement of results
Effectiveness of management arrangements: The extent to which management capacities and arrangements put in place supported the achievement of results	• Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood? • Were the current arrangement for implementing the activities effective? • Were the activities coordinated across technical programmes
Impact orientation of the activity: The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries	• How likely is it that the results of the activities in terms of will be maintained or up-scaled by the participants? • What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities? • What actions might be required for achieving long-term impact?

Methodology

10. The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (TORs) and documented in an inception report. It is expected that the evaluator will apply a combination of quantitative and qualitative evaluation methods that draw on both hard and soft evidence and involve multiple means of analysis. In principle the following methods are proposed:

- **Desk review** the systematic analysis of existing documentation, including quantitative and descriptive information about the activities, including final reports about their outputs and outcomes, and other evidence.

- **Participants' survey**: responses from participants will be sought to questions designed to obtain in-depth information about their impressions or experiences of the activities. A sample of at least 300 women and men from the participant population will be extracted based on information in MAP. The questionnaires will be administered by way of an online survey on the basis of a pre-written and pre-coded questionnaire.

- In-depth and **face-to-face interviews** with the Programme Manager, Activity Managers and Programme Assistants in charge of the training activities in the sample, as well as Centre staff from other training programmes who contributed to, and/or participated in, the selected activities.

- In-depth **interviews via telephone or skype** with at least three institutional clients who sponsored participants linked to technical cooperation projects, to explore tangible and non-tangible changes resulting from the activities.

- A **focus group discussion** (in the field or through webinar) with at least one group of former participants (preferably linked to a technical cooperation project having sponsored the activity as part of a multi-step capacity building effort) to explore tangible and non-tangible changes resulting from the activities.

- **Three case studies of participants** met during the focus group discussion, documenting the changes resulting from the activities.

Deliverables

11. The main deliverable of the assignment is an evaluation report, with statistical annexes and three case studies documenting good practice in attachment. Refer below for a draft timetable of activities

Deliverables	By
Short inception report. The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions.	April 2020
Scoping mission to the Centre by the selected consultant in order to carry out desk research on training activities, convene face-to-face interviews with staff from the Workers Activities Programme and other staff, and collect data from MAP.	April 2020
Interviews with key informants via skype/telephone	May 2020
Online survey issued to selected participants	May 2020
Field visit or webinar with focus group discussion	May 2020
Draft evaluation report	June 2020
Final evaluation report	**July 2020**

12. The Evaluation Report will be structured as follows:

Cover page with key intervention and evaluation data
1. Executive Summary
2. Brief background on the project and its logic
3. Purpose, scope and clients of evaluation
4. Methodology
5. Review of implementation
6. Presentation of findings regarding project performance, organized by evaluation criteria
7. Conclusions
8. Recommendations
9. Lessons learned and good practices

Annexes
TOR, questionnaires, list of informant, statistical annexes and at least five case studies documenting good practices

All the above mentioned outputs will be delivered in English.

Management and responsibilities

13. The evaluator will report to the Director Training of the Centre. The evaluation will be carried out with the logistical and administrative support of an M&E focal point determined by the Director Training.

Quality assurance

14. The evaluator will be required to ensure the quality of data (validity, reliability, consistency and accuracy) throughout the analytical and reporting phases. It is expected that the report shall be written in an evidence-based manner such that all observations, conclusions, recommendations, etc., are supported by evidence and analysis.

Qualifications of the Evaluator

15. The evaluator will have the following competencies:

- Knowledge of the ILO's and the Centre's role and mandate, tripartite structure and policies;
- Demonstrated experience in the design and implementation of learning services outside formal education, and training interventions in particular;
- Sector expertise in employability skills training, including Technical and Vocational Training and Education system design, management of TVET organizations, skills anticipation and skills matching, among others;
- Experience in the evaluation of national and international organizations;
- Ability to write concisely in English;
- No relevant bias related to ILO or the Centre, or conflict of interest that would interfere with the independence of the evaluation.

Selection of the evaluator

16. The evaluator will be selected through a "call of proposal" in which candidates will be requested to provide a financial and technical proposal on how to undertake the evaluation based on the present TORs.

17. The selection committee will adopt the following criteria for the final selection of the evaluator:
- Skills and experiences of the evaluator
- Quality of the proposal in terms of pertinence, clarity, feasibility and costs.

A-2 Timeframe for implementing the evaluation

No.	Deliverable / Milestone	Location	Date
Step 1	Discussions with Training Director Discussion with Evaluation Focal Point Inception report	Frankfurt	April / May
Step 2	Review of survey design Support and feed back to Evaluation Focal Point	Frankfurt	April / May
Step 3	Preparation interview design / questionnaire Planning and implementation of interviews Documentation of interview results	Torino	May
Step 4	Preparation of interview design questionnaire Planning and implementation of interviews Documentation of interview results	Frankfurt	May
Step 5	Focus group discussions Discussion with at least one group of former participants	Frankfurt	May
Step 6	Design for case studies Interviews with selected participants Preparation of case studies	Frankfurt	May
Step 7	Table of contents Draft evaluation report	Frankfurt	June
Step 8	Minutes of discussion with Training Manager Minutes of discussion with Focal Point	Frankfurt	June
Step 9	Final evaluation report Final annex	Frankfurt	July

A-3 List of evaluated training activities

Evaluation of training and learning activities on the thematic area
of "Skills Development"

List of activities to be evaluated

Group 1 Activities with a primary link to the theme of skills development		
1	A9011279	Financing of skills development
2	A9011261	Skills needs anticipation and matching
3	A1511482	Informação sobre o mercado de trabalho e antecipação das necessidades de formação profissional
4	A1511647	Equipping vulnerable youth and women with skills for green jobs
5	A9011262	Sectoral approaches to skills development
6	A9011278	Management of Vocational Training Centres/ Gestión de Centros de Formación Profesional
7	A3512322	Skills 21 Career Guidance Policy and Practice
8	A9012110	Promoting quality apprenticeships in enterprises
9	A9012111	Academy on Skills Development
10	A4012377	Application of the G20 Training Strategy: Management of Technical and Vocational Education and Training (TVET) Institutions
11	A9511388	Regional Training Workshop on Quality Apprenticeships for Asia-Pacific
12	A2512566	Gestion de centros de formación vocacional
Group 2 Activities with a secondary link to the theme of skills development		
13	A1512435	Le coaching en soft skills pour une insertion durable dans l'emploi: le rôle des Services de l'Emploi. Capitalisation de l'expérience tunisienne - ANETI
14	A2510571	Formacion profesional y desarrollo de competencias para la promoción del trabajo decente
15	A9012093	Addressing the challenges of youth NEET: Instruments and responses for labour market inclusion

ITCILO – April 2020

A-4 Questionnaire for online survey

ITC International **Training** Centre

2020 Annual Evaluation

1. Please indicate your name and your country of current residence

Name

Country of current
residence

2. Sex

◯ Male ◯ Female

3. Which language(s) do you speak fluently?

☐ English

☐ French

☐ Spanish

☐ Portuguese

☐ Russian

☐ Arabic

☐ Chinese

4. Please select the type of organization you worked for at the time you attended the training.

○ Trade union organization   ○ Training/academic institution

○ Ministry of Labour   ○ Intergovernmental organization

○ Employer organization   ○ International Labour Organization

○ Government/public institution   ○ UN organization (other than the ILO)

○ Non governmental/civil society organization ○ Unemployed

○ Private enterprise

○ Other (please specify)

```
[                                                    ]
```

5. Which course did you attend?

☐ Financing of skills development

☐ Skills needs anticipation and matching

☐ Informação sobre o mercado de trabalho e antecipação das necessidades de formação profisional

☐ Equipping vulnerable youth and women with skills for green jobs

☐ Sectoral approaches to skills development

☐ Management of Vocational Training Centres/ Gestión de Centros de Formación Profesional

☐ Skills 21 Career Guidance Policy and Practice

☐ Promoting quality apprenticeships in enterprises

☐ Academy on Skills Development

☐ Application of the G20 Training Strategy: Management of Technical and Vocational Education and Training (TVET) Institutions

☐ Regional Training Workshop on Quality Apprenticeships for Asia-Pacific

☐ Gestion de centros de formación vocacional

☐ Le coaching en soft skills pour une insertion durable dans l'emploi: le rôle des Services de l'Emploi. Capitalisation de l'expérience tunisienne - ANETI

5. Which course did you attend?

☐ Financing of skills development

☐ Skills needs anticipation and matching

☐ Informação sobre o mercado de trabalho e antecipação das necessidades de formação profissional

☐ Equipping vulnerable youth and women with skills for green jobs

☐ Sectoral approaches to skills development

☐ Management of Vocational Training Centres/ Gestión de Centros de Formación Profesional

☐ Skills 21 Career Guidance Policy and Practice

☐ Promoting quality apprenticeships in enterprises

☐ Academy on Skills Development

☐ Application of the G20 Training Strategy: Management of Technical and Vocational Education and Training (TVET) Institutions

☐ Regional Training Workshop on Quality Apprenticeships for Asia-Pacific

☐ Gestion de centros de formación vocacional

☐ Le coaching en soft skills pour une insertion durable dans l'emploi: le rôle des Services de l'Emploi. Capitalisation de l'expérience tunisienne - ANETI

☐ Formacion profesional y desarrollo de competencias para la promoción del trabajo decente

☐ Addressing the challenges of youth NEET: Instruments and responses for labour market inclusion

6. Were the following topics evident in the content and delivery of the training? *(Tick as applicable)*

☐ Gender equality   ☐ Social Justice

☐ International Labour Standards   ☐ Social Protection

☐ Sustainable Development   ☐ Non-discrimination/Equality of treatment

☐ Social Dialogue   ☐ Decent Work

6. Were the following topics evident in the content and delivery of the training? *(Tick as applicable)*

☐ Gender equality   ☐ Social Justice

☐ International Labour Standards   ☐ Social Protection

☐ Sustainable Development   ☐ Non-discrimination/Equality of treatment

☐ Social Dialogue   ☐ Decent Work

7. To what extent did the training meet your priorities and needs for training on skills development issues?

○ Fully

○ To a great extent

○ Sufficiently

○ Somewhat

○ Little

○ Not at all

8. What elements did you find helpful in the activity content? (Tick all those that apply)

☐ ILO standards and decent work approach   ☐ Identifying and matching of required skills

☐ Roles and responsibilities of government, employers, worker unions, other actors   ☐ Skills development for green jobs for vulnerable youth and women

☐ Promoting social dialogue and cooperation among social partners on skills development   ☐ Sectoral approaches to skills development

☐ Managing Vocational Training Centres

☐ Understanding crucial components of policy and practice on skills development   ☐ Apprenticeships for skills development

☐ Financing of skills development

9. What learning methods used in your course did you find helpful for your engagement on the topics? *(Tick as applicable)*

☐ Expert background presentations   ☐ Plenary discussions

☐ Expert topical presentations   ☐ Group work exercises

☐ Opportunities for questions and answers with experts   ☐ Situation simulations

10. How do you rate the combination of training/learning methods used in the course you attended?

◯ Excellent, learned a lot

◯ Adequate, benefitted from the course

◯ Difficult, had a hard time following

11. The course you attended had a specific competence building purpose, and the results depend mainly on your capacity to have been able to use it. In this respect, the course has been

◯ a significant input to your daily work

◯ helpful in solving specific questions

◯ interesting but not really decisive for the purposes it was designed

◯ less useful than it could or should have been

12. How have you used/applied training learnings? *(Tick all that apply)*

☐ In proposing changes in institutional policy ☐ In changing the attitude of my organization

☐ In advocating for national law/legislation ☐ In establishing new or different practical measures in my work

☐ In changing methodology of my work

☐ In seeking to change local/national discourse and discussion on skills development ☐ In enhancing tripartite dialogue on skills development

☐ Not yet applied (if possible, please specify the reasons in the comment box below)

☐ Other (please specify)

```
[                                                    ]
```

13. Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work?

```
[                                                    ]
```

14. To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?

	Very large improvement	Large improvement	Moderate improvement	Slight improvement	No improvement
Competencies	○	○	○	○	○
Job Performance	○	○	○	○	○

13. Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work?

[   ]

14. To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?

	Very large improvement	Large improvement	Moderate improvement	Slight improvement	No improvement
Competencies	○	○	○	○	○
Job Performance	○	○	○	○	○

15. What concrete impacts did you/your institution/your country obtain from applying training content? (Tick all that apply)

☐ Increased attention and discussion on skills development in my organization

☐ Stronger social dialogue on skills development among stakeholders

☐ Better understanding of quality apprenticeships among enterprises

☐ Improved collaboration on skills development across government agencies

☐ Improved status and quality of vocational training centre(s)

☐ Enhanced job opportunities for youth and women through improved skills

☐ Availability of more financing options for skills development programs

☐ Concrete legislative developments towards skills development on local, regional, national level

☐ Existence of sectoral approaches to skills developments

☐ Other (please specify)

[   ]

16. How are the above changes/improvements resulting from application of training learnings demonstrated? *(Fill in as applicable)*

Title of new / updated laws or regulation on skills development

Title of platform / network for social dialogue on skills development

Dates of recent meetings of platforms / networks

Title of national policy on skills development currently being drafted / already adopted

Concrete examples of improved understanding / activity on skills development in your organization

Title of institutional mechanism(s) on skills development (department/office/fo

currently being
drafted / already
adopted

Concrete examples
of improved
understanding /
activity on skills
development in your
organization

Title of institutional
mechanism(s) on
skills development
(department/office/fo
cal point)

Title of new
measures to
promote skills
development in your
country

Title of a new /
improved bilateral
agreement resulting
from training
learning

Example of other
change resulting
from your application
of course content

Other (please
specify)

17. What could ITCILO change to improve the participants' learning experience in future courses?

18. Are you interested in participating in an interview or/and in joining a focus group discussion? 💬

✅ Yes

◯ No

19. Do you have any additional comments and/or suggestion? 💬

A-5 List of interviewees of ITCILO

ITC **ILO**
International Training Centre
Centre international de formation
Centro Internacional de Formación

SCHEDULE OF MEETINGS FOR

Mr Oliver John Krueck,
ECONOMICS CONSULTANCY SERVICES (ECCOS)

Via **skype for Business**

Tuesday, 19 May 2020	

11:00 – 12:00	**Mr Mostafa Mohamed,** Jr Programme Officer, Employment Policy and Analysis Programme. Re: • A9011261 Skills needs anticipation and matching • A9011262 Sectoral approaches to skills development • A9012111 Academy on Skills Development
12:00 – 13:00	**Mr Stefano Merante,** Programme Officer, Employment Policy and Analysis Programme. Re: • A9012110 Promoting quality apprenticeships in enterprises • A9012111 Academy on Skills Development • A4012377 Application of the G20 Training Strategy: Management of Technical and Vocational Education and Training (TVET) Institutions • A2512566 Gestion de centros de formación vocacional
14:00 – 15:00	**Ms Chandni Lanfranchi,** Former Activity Co-Manager, Employment Policy and Analysis Programme. Current Jr Programme Officer, Enterprise, Microfinance and Local Development Re: • A9011279 Financing of skills development • A1511482 Informação sobre o mercado de trabalho e antecipação das necessidades de formação profissional • A1511647 Equipping vulnerable youth and women with skills for green jobs • A9011278 Management of Vocational Training Centres/ Gestión de Centros de Formación Profesional • A9511388 Regional Training Workshop on Quality Apprenticeships for Asia-Pacific

Wednesday, 20 May 2020

14:00 – 15:00	**Ms Jeanne Schmitt,** Senior Programme Officer, Employers' Activities Programme. Re: Skills Development: Employers' perspective.
15:00 – 16:00	**Mr Henry Cunningham,** Manager, Workers' Activities Programme. Re: • A2510571 Formacion profesional y desarrollo de competencias para la promoción del trabajo decente • Skills Development: Workers' perspective.
16:00 – 17:00	**Ms Linda Deelen,** Manager, Enterprise, Microfinance and Local Development Programme. Re: Skills Development related to Enterprises.
17:00 – 18:00	**Ms Xiaoling Zhang,** Jr Programme Officer, Quality Assurance, Office of the Director of Training (2018-2019). Re: Skills Development: Quality assurance and evaluation.

Monday, 25 May 2020

10:00 – 11:00	**Mr Snehal Vasantlal Soneji,** Manager, Employment Policy and Analysis Programme.
11:00 – 12:00	**Ms Arianna Piutti,** Programme Assistant, Employment Policy and Analysis programme. Re: • A9011261 Skills needs anticipation and matching • A3512322 Skills 21 Career Guidance Policy and Practice • A2512566 Gestion de centros de formación vocacional
13:00 – 14:00	**Ms Sophie Ouine,** Activity Assistant, Employment Policy and Analysis Programme. Re: • A9011279 Financing of skills development • A9012111 Academy on Skills Development
15:00 – 16:00	**Mr Tom Wambeke,** Manager, Learning Innovation Programme. Re: Skills Development from a learning innovation perspective.

Tuesday, 26 May 2020

11:00 – 12:00	**Mr Giuseppe Casale,** Deputy Director.
14:00 – 15:00	**Mr Andreas Klemmer,** Director of Training
15:00 – 16:00	**Mr Yanguo Liu,** Director

A-6 Time schedule of interviews

No.	Last Name	First Name	Title	Department	Date	Time
			Time schedule of conducted interviews			
			ITCILO			
1	Mohamed	Mostafa	Jr. Programme Officer	EPAP	19 May 2020	11.00
2	Merante	Stefano	Programme Officer	EPAP	19 May 2020	12.00
3	Lanfranchi	Chandni	Jr. Programme Officer	EMLD	19 May 2020	14.00
4	Schmitt	Jeanne	Sr. Programme Officer	ACTEMP	20 May 2020	14.00
5	Cunningham	Harry	Manager, Worker's Activities	ACTRAV	20 May 2020	15.00
6	Xiaoling	Zhang	Quality Assurance Officer (2018-19)	Office of the Director of Training	20 May 2020	17.00
7	Soneji	Snehal	Programme Manager	EPAP	25 May 2020	10.00
8	Piutti	Arianna	Programme Assistant	EPAP	25 May 2020	11.00
9	Ouine	Sophie	Activity Assistant	EPAP	25 May 2020	13.00
10	Wambeke	Tom	Programme Manager	LIP	25 May 2020	15.00
11	Liu	Yangou	Director	ITCILO	26 May 2020	10.00
12	Casale	Guiseppe	Deputy Director	ITCILO	26 May 2020	11.00
13	Elmasry	Eiman	Quality Assurance Officer	Office of Director of Training	26 May 2020	12.00
14	Klemmer	Andreas	Director of Training	ITCILO	26 May 2020	14.00
15	Deelen	Linda	Programme Manager	EMLD	29 May 2020	14.00
16	Reddy	Srinivas	Chief Skills Branch	Policy Department, ILO Geneva	03 Aug 2020	16.00
			Participants			
17	Nabil	Nader	Advisor	GIZ - Enhancement of the Egyptian Dual System	25 May 2020	12.00
18	Mwenge	Felix	Researcher	ZIPAR	05 June 2020	13.30
			Sponsors			
19	Betz	Detlef		GIZ (bilateral donor)	12 June 2020	13.00
20	Kankhwangwa	Joseph Lawrence	Projects Coordinator	MCTU (workers organization)	12 June 2020	16.00

A-7 Participants of Focus Group Discussion

	Name	Country of residence	Organization	Course attended
1	Fation Dragoshi	Albania	NGO / CSO	Academy on Skills Development
2	Nii Doodo Dodoo	Ghana	NGO / CSO	Addressing the challenges of youth NEET: Instruments and responses for labour market inclusion
3	Jackson	Rwanda	Government/public institution	Equipping vulnerable youth and women with skills for green jobs
4	Kyi Kyi Lwin	Myanmar	Training/academic institution	Management of Vocational Training Centres/ Gestión de Centros de Formación Profesional
5	Rakib Ahmed	Bangladesh	Trade union organization	Regional Training Workshop on Quality Apprenticeships for Asia-Pacific
6	Bishnu Lamichhane	Nepal	Trade union organization	Skills needs anticipation and matching

A-8 Case study

Training Center Lusaka, Zambia

The Kafue Gorge Regional Training Centre (KGRTC) was established in 1989 to provide competitive specialized training solutions in hydropower and related fields to electricity utilities in the Southern Africa Development Community (SADC) and Sub-Saharan regions. KGRTC is ISO 9001 certified and a Grade One registered institution with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA).

KGRTC is an ISO 9001 certified and Grade One registered institution with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) of Zambia. The Centre has been recognized by the Association of Power Utilities in Africa (APUA) as a Centre of Excellence in Africa and has earned a reputation for quality training, excellent accommodation, catering and conference facilities, managed and operated by about 60 management and staff. Annually, KGRTC runs about 80 courses with more than 6,000 participants from almost 30 different countries in southern Africa.

As a professional working for KGRTC, Felix Mwenge was a participant of the 2-week course on "Sectoral Approaches to Skills Development" in September 2019 in preparation of his task to prepare a policy brief on "Skills of the Future in Zambia". Felix was a seasoned researcher at that time, but was impressed when visiting the Centre and attending his course: "The professional way of preparation and organization of my course amazed me. From the support for my visa to logistics, the Centre provided a top service. I said to myself, that this - plus the very clear and prompt communication - should become the benchmark for KGRTC."

When asked what actually changed upon his return, Felix identified two concrete areas of improvement. First of all, his own development: "I felt empowered after my course and instead of just preparing a policy brief I felt so confident on the topic that I prepared a Diagnostic Report for the future of work in Zambia which is aiming to promote and mobilize skills for green economies. Before the course, I just saw myself as an economist and researcher. After the course, I felt I had to give something more and share my knowledge as a facilitator at the KGRTC."

A second area in which his training course impacted on was on the institutional level of the KGRTC: "Based on the training material and methodology of my course I designed and introduced a course on diversifying skills and jobs towards alternative energy sources. The feedback from our participants was great so far and at KGRTC we are proud to say that we really empower practitioners from the Region of southern African through our course."

"Personally, I just joined UNHCR in June because of an offer to design and implement a skills development training in our 3 huge refugee camps in Zambia. The course at the Centre equipped me with the knowledge and the confidence to take up such a huge responsibility for so many people from Angola, Rwanda, and Congo."

A-9 Results of the End-of-Activity Questionnaire

Average - Question 940 (Are you satisfied with the overall quality of the activity?)

	Activity code	Activity title	AVG
1	A9011279	Financing of skills development	4.82
2	A9011261	Skills needs anticipation and matching	4.54
3	A1511482	Informação sobre o mercado de trabalho e antecipação das necessidades de formação profissional	4.5
4	A1511647	Equipping vulnerable youth and women with skills for green jobs	4.31
5	A9011262	Sectoral approaches to skills development	4.2
6	A9011278	Management of Vocational Training Centres/ Gestión de Centros de Formación Profesional	4.56
7	A3512322	Skills 21 Career Guidance Policy and Practice	4.43
8	A9012110	Promoting quality apprenticeships in enterprises	4.43
9	A9012111	Academy on Skills Development	4.58
10	A4012377	Application of the G20 Training Strategy: Management of Technical and Vocational Education and Training (TVET) Institutions	4.92
11	A9511388	Regional Training Workshop on Quality Apprenticeships for Asia-Pacific	4.32
12	A2512566	Gestion de centros de formación vocacional	4.73
13	A1512435	Le coaching en soft skills pour une insertion durable dans l'emploi: le rôle des Services de l'Emploi. Capitalisation de l'expérience tunisienne - ANETI	3.85
14	A2510571	Formacion profesional y desarrollo de competencias para la promoción del trabajo decente	4.56
15	A9012093	Addressing the challenges of youth NEET: Instruments and responses for labour market inclusion	4.85

A-10 Results of the Knowledge Acquisition Tests (KAT)

COURSE_ID	COORDCODE	START	END	COURSE_TITLE	PRE TEST SCORE	POST TEST SCORE	INCREASE OF KNOWLEDGE: in %
982	A9011279	2018-11-11	2018-11-15	Financing of skills development	5,45	7,91	31%
801	A9011261	2018-04-15	2018-04-19	Skills needs anticipation and matching	7,00	7,07	1%
866	A9011278	2018-07-08	2019-07-12	Management of Vocational Training Centres	3,00	3,88	23%
866	A9011278	2018-07-08	2019-07-12	Management of Vocational Training Centres	3,44	4,00	14%
1088	A9012110	2019-05-05	2019-05-10	Promoting Quality Apprenticeships in enterprises	5,05	6,95	27%
1113	A9012111	2019-06-23	2019-07-04	Academy on Skills Development	4,26	6,29	32%
1113	A9012111	2019-06-23	2019-07-04	Academy on Skills Development	3,59	5,95	40%
1173	A9012093	2019-09-15	2019-09-20	Addressing the challenges of youth NEET	4,50	6,43	30%

A-11 Statistical annex (results extracted from online questionnaire)
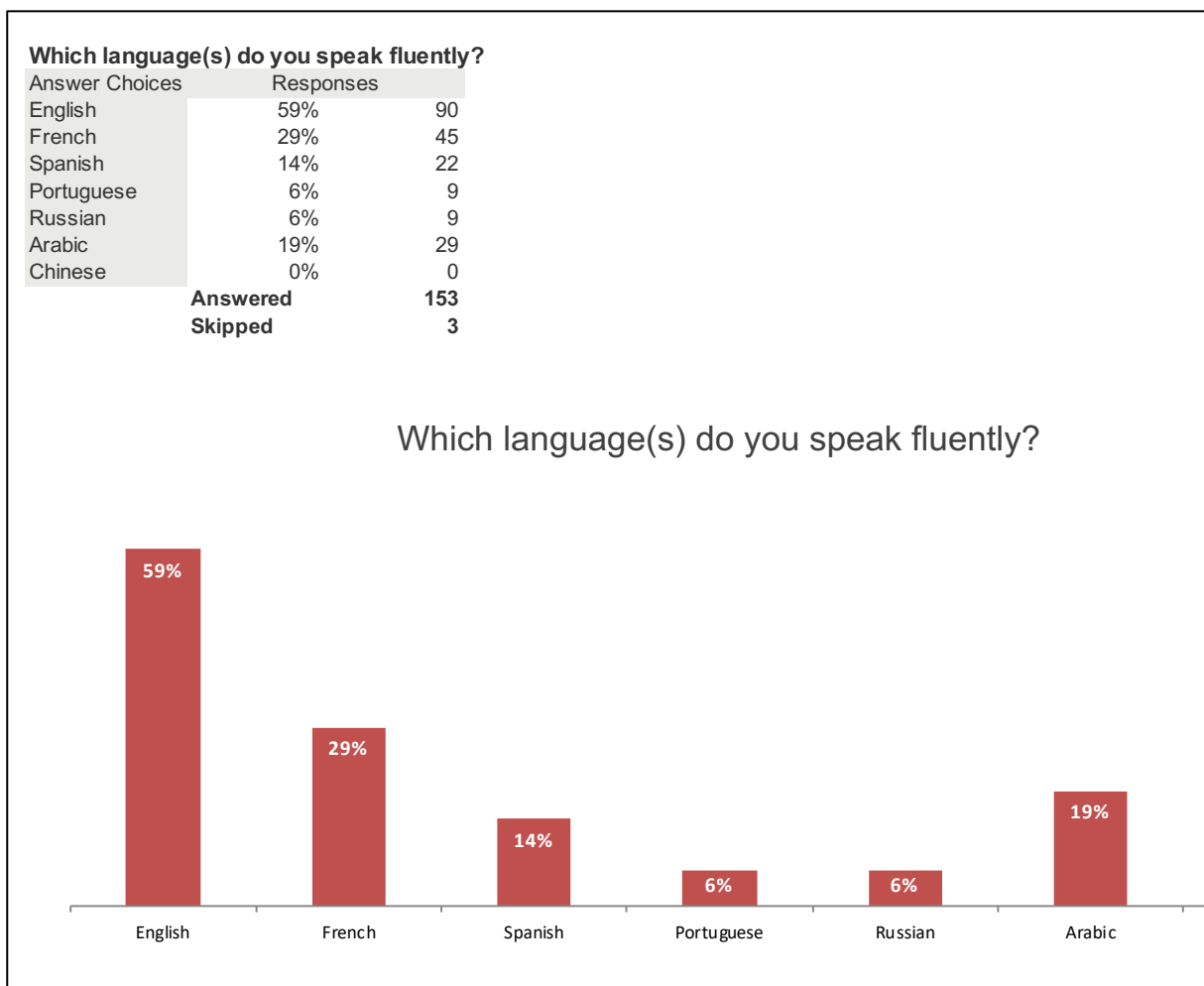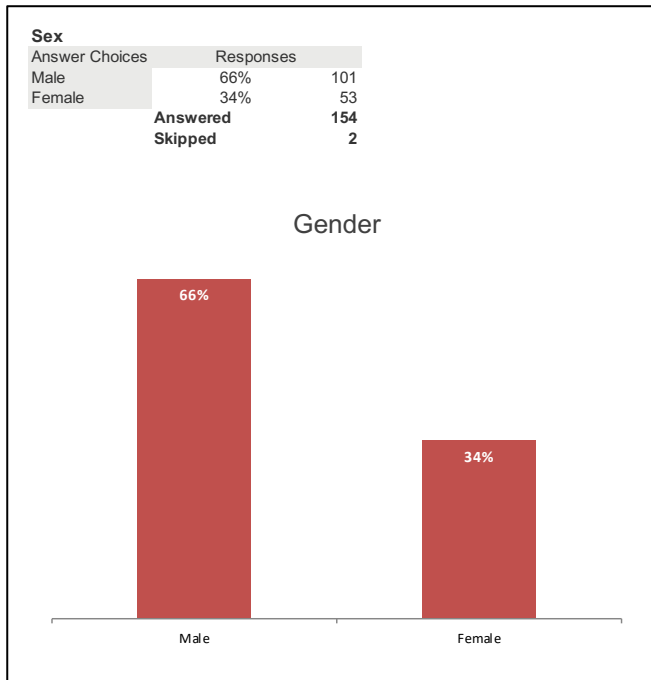
Sex

Answer Choices	Responses	
Male	66%	101
Female	34%	53
Answered		**154**
Skipped		**2**

Gender

Which language(s) do you speak fluently?

Answer Choices	Responses	
English	59%	90
French	29%	45
Spanish	14%	22
Portuguese	6%	9
Russian	6%	9
Arabic	19%	29
Chinese	0%	0
Answered		**153**
Skipped		**3**

Which language(s) do you speak fluently?

Please select the type of organization you worked for at the time you attended the training.

Answer Choices	Responses	
Trade union organization	12%	18
Ministry of Labour	15%	23
Employer organization	7%	11
Government/public institution	23%	35
Non governmental/civil society organization	6%	10
Private enterprise	5%	8
Training/academic institution	16%	25
Intergovernmental organization	3%	4
International Labour Organization	6%	9
UN organization (other than the ILO)	1%	1
Unemployed	0%	0
Other (please specify)	7%	11
Answered		**155**
Skipped		**1**

Select the type of organization you worked for at the time you attended the training
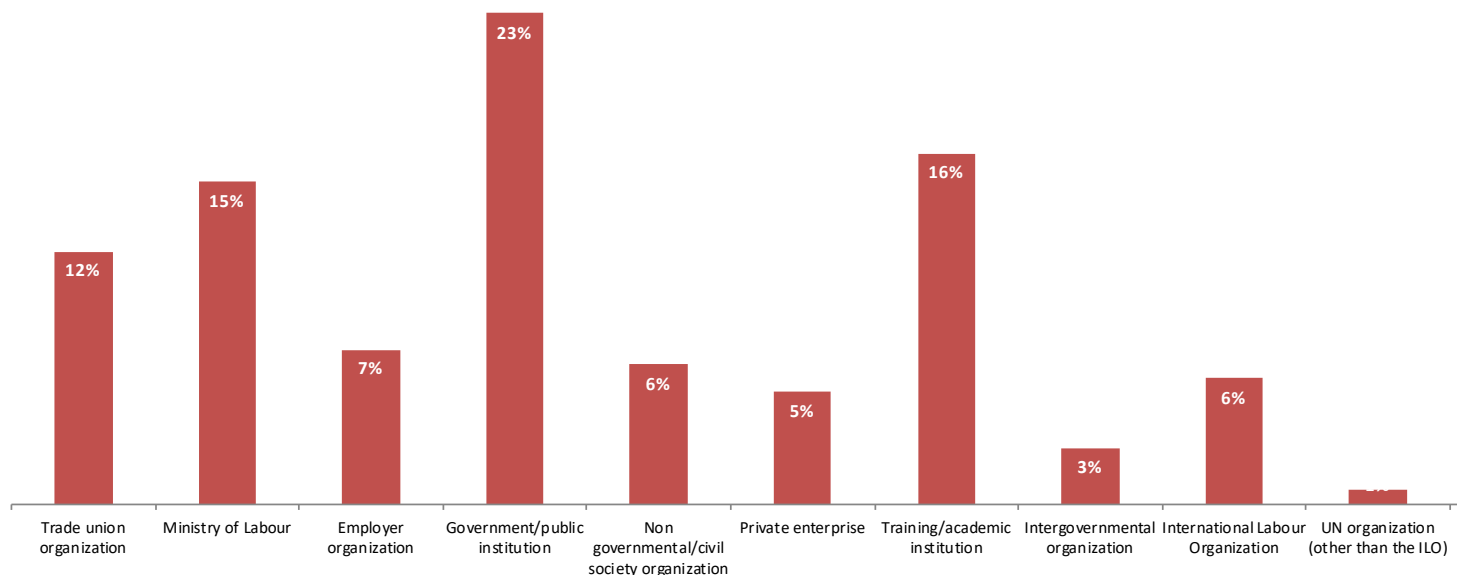
Were the following topics evident in the content and delivery of the training? (Tick as applicable)

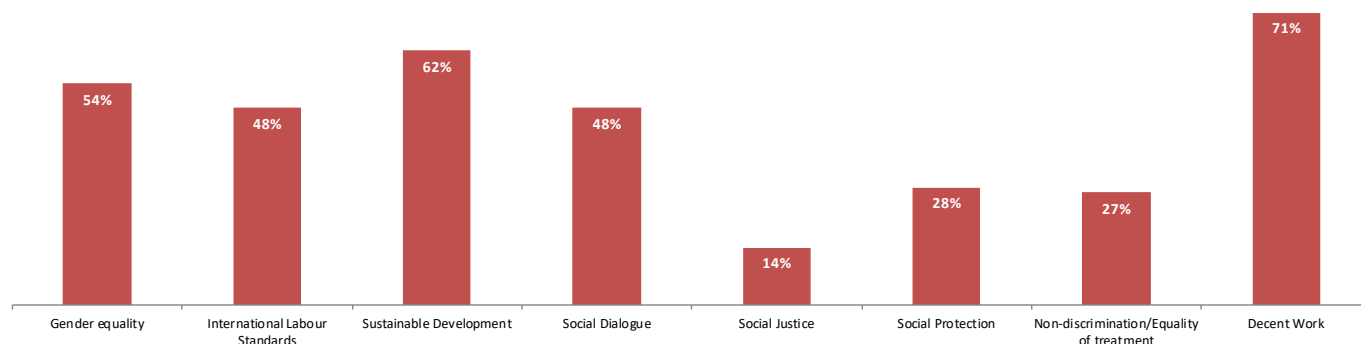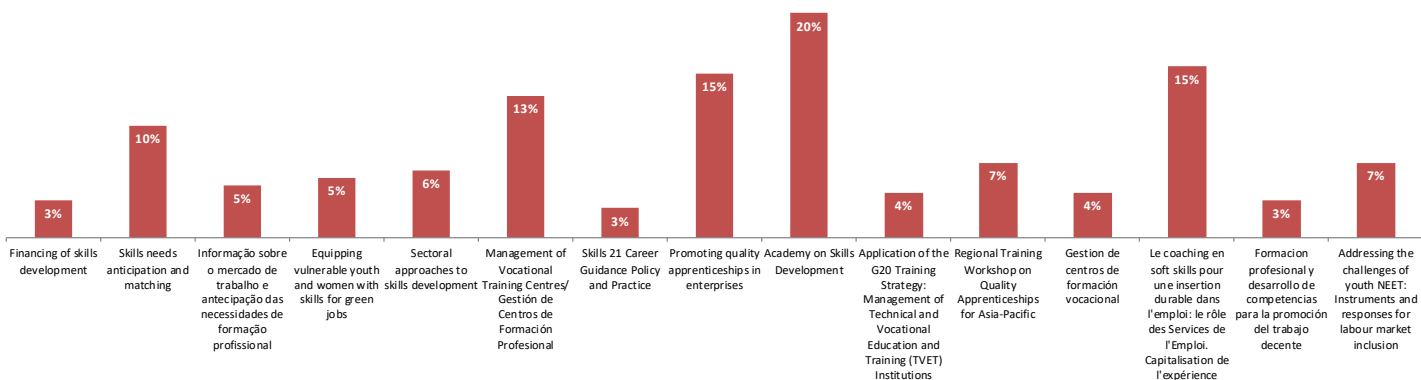| Answer Choices	Responses	
Gender equality	54%	81
International Labour Standards	48%	72
Sustainable Development	62%	93
Social Dialogue	48%	72
Social Justice	14%	21
Social Protection	28%	43
Non-discrimination/Equality of treatment	27%	41
Decent Work	71%	107
Answered	**151**	
Skipped	**5**	

Were the following topics evident in the content and delivery of the training?

Which course did you attend?

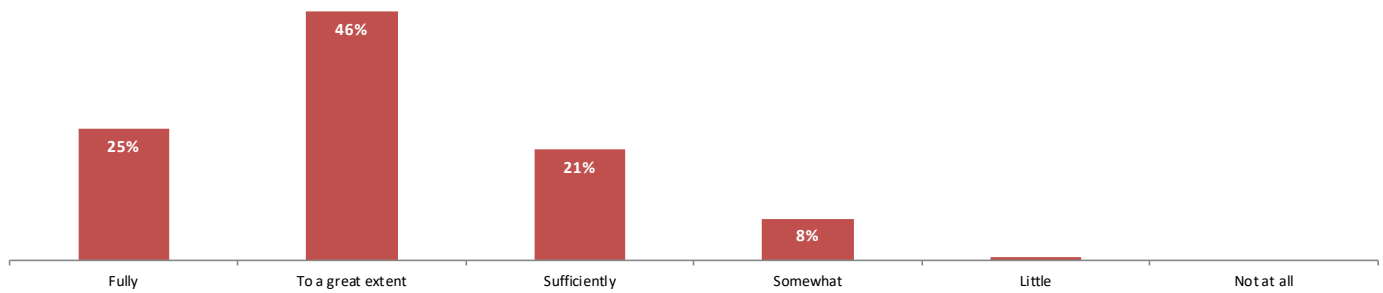| Answer Choices	Responses	
Financing of skills development	3%	5
Skills needs anticipation and matching	10%	15
Informação sobre o mercado de trabalho e antecipação das necessidades	5%	7
Equipping vulnerable youth and women with skills for green jobs	5%	8
Sectoral approaches to skills development	6%	9
Management of Vocational Training Centres/ Gestión de Centros de Form	13%	19
Skills 21 Career Guidance Policy and Practice	3%	4
Promoting quality apprenticeships in enterprises	15%	22
Academy on Skills Development	20%	30
Application of the G20 Training Strategy: Management of Technical and Vo	4%	6
Regional Training Workshop on Quality Apprenticeships for Asia-Pacific	7%	10
Gestion de centros de formación vocacional	4%	6
Le coaching en soft skills pour une insertion durable dans l'emploi: le rôle d	15%	23
Formacion profesional y desarrollo de competencias para la promoción de	3%	5
Addressing the challenges of youth NEET: Instruments and responses for	7%	10
Answered	**151**	
Skipped	**5**	

Which course did you attend?

To what extent did the training meet your priorities and needs for training on skills development issues?

Answer Choices	Responses	
Fully	25%	38
To a great extent	46%	72
Sufficiently	21%	32
Somewhat	8%	12
Little	1%	1
Not at all	0%	0
Answered		**155**
Skipped		**1**

To what extent did the training meet your priorities and needs for training on skills development issues?

What elements did you find helpful in the activity content? (Tick all those that apply)

Answer Choices	Responses	
ILO standards and decent work approach	45%	69
Roles and responsibilities of government, employers, worker unions, other actors	55%	84
Promoting social dialogue and cooperation among social partners on skills development	51%	79
Understanding crucial components of policy and practice on skills development	54%	83
Financing of skills development	31%	47
Identifying and matching of required skills	47%	72
Skills development for green jobs for vulnerable youth and women	28%	43
Sectoral approaches to skills development	38%	58
Managing Vocational Training Centres	36%	55
Apprenticeships for skills development	55%	84
Answered		**154**
Skipped		**2**

What elements did you find helpful in the activity content?
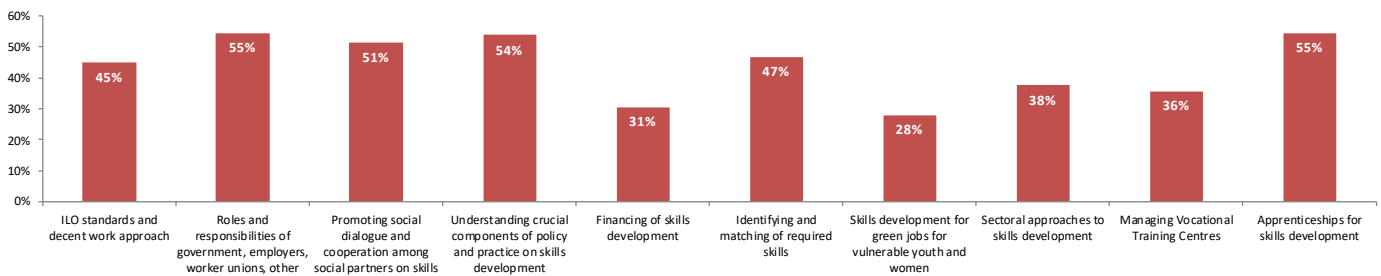
What learning methods used in your course did you find helpful for your engagement on the topics? · (Tick as applicable)

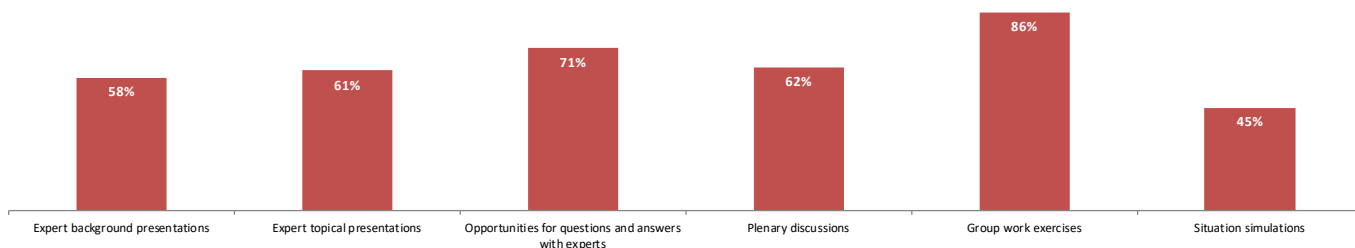| Answer Choices	Responses	
Expert background presentations	58%	89
Expert topical presentations	61%	94
Opportunities for questions and answers with experts	71%	109
Plenary discussions	62%	96
Group work exercises	86%	133
Situation simulations	45%	69
Answered		**154**
Skipped		**2**

What learning methods used in your course did you find helpful for your engagement on the topics? ·

58%	61%	71%	62%	86%	45%
Expert background presentations	Expert topical presentations	Opportunities for questions and answers with experts	Plenary discussions	Group work exercises	Situation simulations

How do you rate the combination of training/learning methods used in the course you attended?

Answer Choices	Responses	
Excellent, learned a lot	53%	82
Adequate, benefitted from the course	46%	72
Difficult, had a hard time following	1%	1
Answered		**155**
Skipped		**1**

How do you rate the combination of training/learning methods used in the course you attended?

53%	46%	
Excellent, learned a lot	Adequate, benefitted from the course	Difficult, had a hard time following
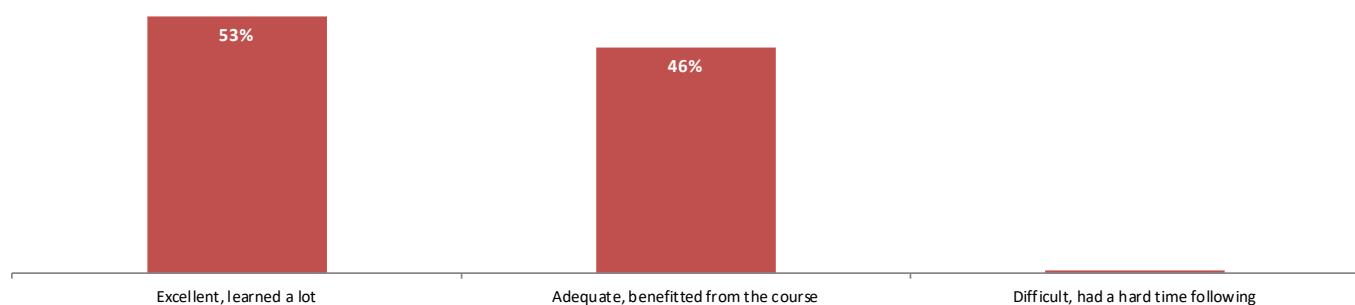
The learning results depend mainly on your capacity to use it. In this respect, the course has been

Answer Choices	Responses	
a significant input to your daily work	49%	76
helpful in solving specific questions	43%	66
interesting but not really decisive for the purposes it was designed	8%	12
less useful than it could or should have been	1%	1
Answered		**155**
Skipped		**1**

The course you attended had a specific competence building purpose, and the results depend mainly on your capacity to have been able to use it. In this respect, the course has been
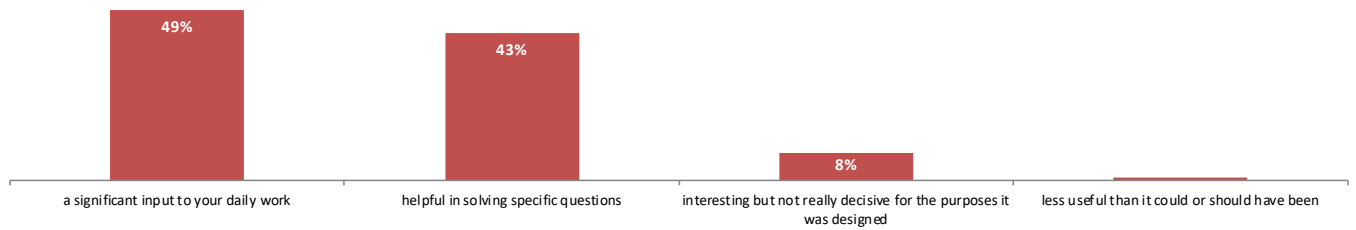
How have you used/applied training learnings? (Tick all that apply)

Answer Choices	Responses	
In proposing changes in institutional policy	32%	49
In advocating for national law/legislation	17%	27
In changing methodology of my work	60%	93
In seeking to change local/national discourse and discussion on skills development	36%	56
In changing the attitude of my organization	35%	54
In establishing new or different practical measures in my work	48%	75
In enhancing tripartite dialogue on skills development	39%	61
Not yet applied (if possible, please specify the reasons in the comment box below)	4%	6
Other (please specify)	5%	8
Answered		**155**
Skipped		**1**

How have you used/applied training learnings?
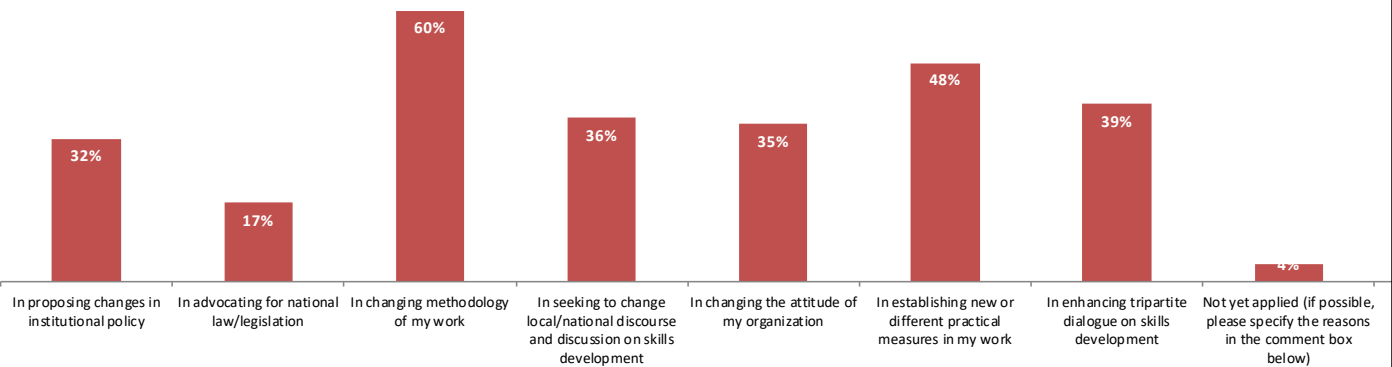
To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?

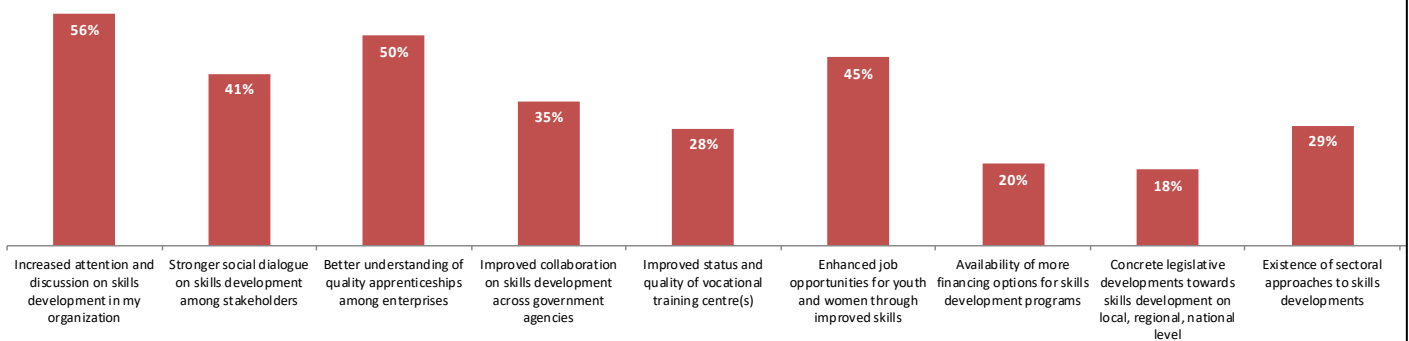|	Very large improvement		Large improvement		Moderate improvement		Slight improvement		No improvement		Total	Weighted Average
Competencies	15,89%	24	52,98%	80	27,81%	42	3,31%	5	0,00%	0	151	3,81
Job Performance	14,69%	21	46,15%	66	33,57%	48	5,59%	8	0,00%	0	143	3,70
										Answered	**153**	
										Skipped	**3**	

To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?

■ Weighted Average

3,81	3,70
Competencies	Job Performance

What concrete impacts did you/your institution/your country obtain from applying training content? (Tick all that apply)

Answer Choices	Responses	
Increased attention and discussion on skills development in my organizatio	56%	85
Stronger social dialogue on skills development among stakeholders	41%	63
Better understanding of quality apprenticeships among enterprises	50%	77
Improved collaboration on skills development across government agencies	35%	53
Improved status and quality of vocational training centre(s)	28%	43
Enhanced job opportunities for youth and women through improved skills	45%	69
Availability of more financing options for skills development programs	20%	30
Concrete legislative developments towards skills development on local, reg	18%	28
Existence of sectoral approaches to skills developments	29%	44
Other (please specify)	5%	7
Answered	**153**	
Skipped	**3**	

What concrete impacts did you/your institution/your country obtain from applying training content?

56%	41%	50%	35%	28%	45%	20%	18%	29%
Increased attention and discussion on skills development in my organization	Stronger social dialogue on skills development among stakeholders	Better understanding of quality apprenticeships among enterprises	Improved collaboration on skills development across government agencies	Improved status and quality of vocational training centre(s)	Enhanced job opportunities for youth and women through improved skills	Availability of more financing options for skills development programs	Concrete legislative developments towards skills development on local, regional, national level	Existence of sectoral approaches to skills developments

---

How are the above changes/improvements resulting from application of training learnings demonstrated? (Fill in as applicable)

Answer Choices	Responses	
Title of new / updated laws or regulation on skills development	37,36%	34
Title of platform / network for social dialogue on skills development	42,86%	39
Dates of recent meetings of platforms / networks	29,67%	27
Title of national policy on skills development currently being drafted / already adopted	40,66%	37
Concrete examples of improved understanding / activity on skills development in your organization	54,95%	50
Title of institutional mechanism(s) on skills development (department/office/focal point)	37,36%	34
Title of new measures to promote skills development in your country	28,57%	26
Title of a new / improved bilateral agreement resulting from training learning	19,78%	18
Example of other change resulting from your application of course content	38,46%	35
Other (please specify)	13,19%	12
Answered		**91**
Skipped		**65**