



REPORT TO THE 38TH MEETING OF THE TRADE UNION TRAINING COMMITTEE

PROGRAMME FOR WORKERS' ACTIVITIES

20TH AND 21ST MAY 2019

Programme for Workers' Activities

Report to the 38th Meeting of the **Trade Union Training Committee** of the International Training Centre of the ILO 20th and 21st May 2019

This report covers the activities of the Programme in 2018 and the overview of the 2019 work plan.
The report includes proposals for 2020 and indicative plans for 2021.

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1. Introduction

The Bureau for Workers' Activities (ACTRAV) is the main link between the International Labour Organization and the world of work through one of the three ILO constituents; workers' organizations.

The Programme for Workers' Activities is the training arm of the Bureau of Workers Activities (ACTRAV) and delivers training in Turin and around the globe.

The role of the ACTRAV Programme for Workers' Activities is to:

- assist trade unions in their efforts to expand their memberships and activities;
- improve the bargaining capacity of trade unions;
- strengthen the ability of trade unions to represent workers; and
- reinforce trade union capacity to defend and promote the rights and interests of workers.

Turin based programme officers' work closely with ACTRAV colleagues in HQ, Geneva and in the field.

The content of the ACTRAV Programme reflects the wide range of issues that connected to the activities of workers' organizations as well as matters related to the mission and mandate of the ILO.

The Workers' Activities Programme relies on partnerships and the long-standing link across the wider global ILO and ACTRAV team. This team approach enables the programme to maintain and extend the resource base for trade union education and training activities.

In addition, ACTRAV ITCILO continues to enjoy positive professional relationships with many organizations, including trade union organizations and individuals around the globe.

ACTRAV ITCILO wishes to record its appreciation of the significant contribution made by the many colleagues, individuals, resource persons and organizations whose professionalism, dedication and commitment contributes greatly to the Programme's success.

2. ACTRAV ITCILO Turin Team

Inviolata Chinyangarara, Activity Manager; Dana Ciot, Junior Programme Secretary; Henry Cunningham, Programme Manager; Jesus Garcia Jimenez, Activity Manager; Daniela Klein, Programme Secretary; Mr. Rafael Mapalo, Activity Manager; Programme Secretary; Clelia Pellerino, Programme Secretary; Martha Tirelli, Programme Assistant and Evelin Toth, Activity Manager

Janet Johnson and Armando Enrique Pelaez, in their roles as junior programme officers and Daniele Vico, contributing to the programme as an intern, and online consultant Luis Miguel Monje Gutierrez, gave significant levels of support to the work of ACTRAV ITCILO over the period.



3. Key Achievements in

2018

Overview



The Programme for Workers' Activities delivered in 2018 was another successful year building on the achievements of previous years.

1373 participants took part in the Programme across 43 training activities.

The total number of days training was 244 with a total of 8667 participant days. Women's participation on the Programme stands at 48%.

Participants continue to award a high evaluation score to the programme, one of the highest in all ITCILO programmes. Evaluation scores given in 2018 are comparable with previous years, with an especial overall improvement on 2017 in the area of 'learning method'.

The Programme offer is wide in scope with activities ranging from 'just transition and green' jobs to 'SDGs', and from 'labour migration' to the 'future of work'. The Programme continues to focus on quality, relevance and acts as a catalyst for further action leading to improvements for workers and for workers' organizations.

Following on from the previous years, a high number of participants involved with the Programme are now being reached using distance 'e-learning' modalities. The e-learning element of ACTRAV training continues to be delivered using the ITCILO dedicated e-learning platforms; e-campus, SoliComm and Decent Work Schools platforms, all based in the ITCILO. The use of the e-campus platforms enables greater reach and levels of engagement with the ACTRAV training Programme.

The Programme continues to include a strong focus on developing young trade union representatives and officers. By doing so, the Programme expects to make an invaluable contribution to the development of the next generation of union officers.

The world of work across the globe presents rapidly challenging and complex situations. The Workers' Activities Programme and the ACTRAV team in the ITCILO who deliver it, provide institutional capacity building to strengthen workers' organizations in meeting those challenges.

Throughout 2018, the Programme continued to ensure it remains relevant to trade unions and acts as a vehicle for taking priorities set by the ILO into trade union organizations and importantly, the environment where workers' organizations operate.

During 2018, the Programme was further strengthened with an increased focus on ensuring greater collaboration across the ACTRAV global team, including desk officers and specialist focal points. The aim was to increase technical knowledge in the design and implementation of training activities. Collaboration across the ACTRAV team presents a 'one ACTRAV' approach and offers participants with an opportunity to make use of the considerable talents, skills and knowledge of the global ACTRAV team.

In addition, all core activities delivered in 2018 contained a distance-learning component to accompany the traditional face-to-face element of the training offer. This blended approach was designed to support the participation of senior trade union officers and at the same time, increase the technical knowledge of all participants, better preparing them for the face-to-face training activity. The experience of using a blended learning approach in the core programme is presented later in this report.

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TRAINING
ACTIVITIES

1373

PARTICIPANTS

48%

WOMEN

Interregional

- 5 Blended training activities
- 1 Face-to face campus based training activity
- 1 Distance learning activity
- 340 Participants

Focus on:

- ILO's International Instruments on Responsible Business Practices
- Labour migration
- Future of work
- Recommendation 205
- Effective communication

Europe & CIS

- 3 Face-to-face campus based training activities
- 1 Blended training activity
- 6 Face-to-face field based training activities
- 265 Participants

Focus on:

- Convention 144
- Labour and social rights
- Sustainable development goals
- Future of work
- Gender equality
- Effective communication

Asia & Pacific

- 8 Face-to-face field based training activities
- 3 Blended training activities
- 184 Participants

Focus on:

- Labour migration
- Inclusive growth, equitable development and decent work
- Future of work
- Social dialogue and collective bargaining
- HR practices to promote dialogue at workplace level
- Trade union administration
- Collective bargaining, grievance handling, leadership and gender equality
- Trade union paralegal advisors



Americas and the Caribbean

- 3 Face-to-face field based training activities
- 2 Distance learning activities
- 2 Blended training activities
- 375 Participants

Main focus on:

- Formalisation of informal economy
- Just Transition
- Promoting decent work: training of trainers
- Future of work
- Salary equality through social dialogue and collective bargaining

Africa

- 2 Face-to-face field based training activities
- 3 Blended training activities
- 2 Distance learning activity
- 170 Participants

Main focus on:

- Recommendation 205
- Future of work
- Capacity of Workers' Organizations for Effective Engagement in National Employment Policy Making
- Formalisation of informal economy
- Young workers and decent work
- International labour standards

Arab States

- 2 Campus based training activities
- 39 Participants

Main focus on:

- International Labour standards
- Future of work

4. Follow Up Comments

Regarding the Conclusions and Recommendations from the TUTC meeting in 2018

ACTRAV Turin: Planning (2018-19)

Work was undertaken throughout 2018 to ensure a greater collaborative approach to programme planning, development and implementation of activities, between ACTRAV ITCILO and across the ACTRAV global team. This was particularly evident in all activities of the core programme as well as activities relating to the Future of Work Initiative. This work focussed on the ILO Decent Work agenda and the drive to obtain social justice for workers and the organizations that represent them.

During 2018, the Programme was mindful of ensuring the spread of appropriate languages both in terms of the participants' natural language and the allocation of resource persons to training activities that further strengthened an positive and proactive approach to the use of a broader set of language skills. This is a sensitive issue, requiring further work and building on the experiences made in 2018.

The ACTRAV team was strengthened in 2018 with the appointment of two programme officers enabling the Programme to work towards addressing low levels of participation in the programme and in particular in Africa including Francophone Africa.

The ACTRAV ITCILO team actively supports developments across the ITCILO programmes to mainstream international labour standards. Furthermore, the ACTRAV team is involved in academies organized in the ITCILO in relation to the curricula and with efforts to increase workers participation in training activities. Examples of these actions are given later in this report.

The work of the Programme continues to provide evidence of increasing the skills and competencies of participants to the Programme. The high level of skills and competencies achieved, presents a benchmark to the quality of training activities and the potential outcomes that can be generated. Key issues for discussion in relation to skills, competencies and quality standards are included later in this report.

Enabling workers' organizations to identify and nominate participants who can maximise the benefits and opportunities with being involved in specific training activities, is an important area of support provided by activity managers. Matters around the selection of participants, including age and gender criteria are covered in this report with a view to supporting a discussion around making continuous improvements in this important area.

Discussions and actions that strengthen the follow up of training activities were discussed and evaluated by the ACTRAV team throughout 2018. Follow up actions,

including the use of action plans were discussed with colleagues across the ACTRAV global team and recommendations regarding measuring impact post training are presented later in this report for consideration by the TUTC.

ACTRAV ITCILO continued to build and strengthen the online offer throughout 2018 and in many activities, the online offer was also used to strengthen face to face activities in a 'blended' training format. An evaluation of the blended approach used throughout the Programme in 2018 is presented in this report. This report also shows the progress made in using the online offer as well as establishing the quality of the platforms used in the Programme. The use of MOOC's is currently being considered by colleagues across the ACTRAV team.

The allocation of resources to support training activities is consistently evaluated. This is particularly so when comparing the cost of face to face training and online training methodologies. Evidence generated in 2018 indicate that on line costs versus face-to-face costs are broadly similar. This report proposes a framework for further evaluation of the key factors in comparing the effective use of training resources.

Work continues to expand the already established labour library that support participants. The existing online library is available up to two years after participants complete their training activity and arrangements for open access up further are being considered. This work has been further strengthened by the research undertaken in collaboration by ACTRAV HQ that identified several key opportunities and challenges. 2019 will see further developments on progress made to date.

A continuous flow of information was maintained with the Secretariat of the Workers' Group in relation to the participation of workers' organizations in the Programme, available ITCILO scholarships to support nominations to training activities and resource allocations in relation to the use of surplus funds. In addition, the Secretariat was provided with a mid-term set of results against standard ITCILO indicators for the ACTRAV Programme in 2018.

ACTRAV Turin within the ITCILO

Programme planning, development and implementation is firmly established across the ACTRAV team, including of course ACTRAV ITCILO, ACTRAV HQ and regional colleagues. This involves curricula design, the identification of resources persons and being clear and consistent in the titles of training activities. This methodology is also increasingly recognised as the standard working practice by other technical units across the ITCILO.

The Programme continues to make a significant contribution that preserves the integrity of the ITCILO by ensuring that resources allocated in the Centre are in line with the ILO mandate. This work has been strengthened further with the introduction of an ITCILO wide 'Action Plan' to promote International Labour Standards, Social Dialogue and Tripartism.

The Action Plan, championed by the Director of the Centre, will be implemented from 2018 to 2021 and is coordinated and monitored by a dedicated group comprising the Social Protection Governance and Tripartism Programme, the International Labour Standards and Gender Equality Programme, the Employers' Activities Programme and the Workers' Activities Programme.

The implementation of the Plan is the joint responsibility of all the units in the Centre. The Office of the Director of Training at the Centre will monitor the implementation and progress of the Action Plan.

Impact is a key strategic Indicator for the ITCILO as well as for the ACTRAV Programme. This report provides a framework for consideration of the TUTC, in relation to how best to follow up training actions including identifying impact.

In 2017, the ACTRAV Programme commissioned an independent report that focussed on accreditation and certification of the training programme. In 2018, the report contributed to discussions and the subsequent exploration of issues around certification across all units in the Centre. As a result, the Director of Training set up a 'Quality Assurance Group' which is tasked with facilitating compliance with a set of mutually agreed quality standards. These key standards relate to training elements including the design of the curriculum and selection of educational materials. The QAG will make use of a peer review process.

An important outcome of the work of the QAG is that technical decisions around participants' achievement are reliable and consistent across the Centre. This significant development strengthens quality arrangements and practices across the Centre contributing to further advancements around accreditation and certification.

ACTRAV ITCILO continues to work closely with units across the Centre to ensure improvements in the participation of workers in Academies offered across ITCILO programmes as well as ensuring that curricula reflect topics and themes relevant to workers and trade union organizations.

A summary of workers' participation in ITCILO Academies during 2018 is available in this report (see page 26).

ACTRAV ITCILO continues to support the Masters' in Industrial and Employment Relations Programme in relation to advising on the curricula and providing resources persons for specific topics and themes within the Masters' Programme.

Strategic Developments set by the TUTC

A number of strategic developments identified and set by the TUTC over previous years remain on track. These elements are crucial to the ongoing success and further development of the Programme, namely:

- The integration of the work of ACTRAV ITCILO within the ACTRAV global programme. This approach has been broadly welcomed; it is now established as the normal operating process for the design and implementation of all training activities.
- The coordination between ACTRAV ITCILO with ACTRAV regional desk officers and ACTRAV focal points occurs on a daily basis.
- Global Workers' Academies are now the established format for the design and delivery of inter-regional activities.
- Partnerships in providing training that strengthen the Programme and workers' organizations are established and consolidated in all regions of the Programme.
- Distance learning activities continue to be rolled out as experience and internal knowledge and skills develop.
- Blended learning now strengthens the face-to-face offer, improving the participants' training experience and learning journey.

5. Workers' Activities Programme 2018 – Key Facts and Figures

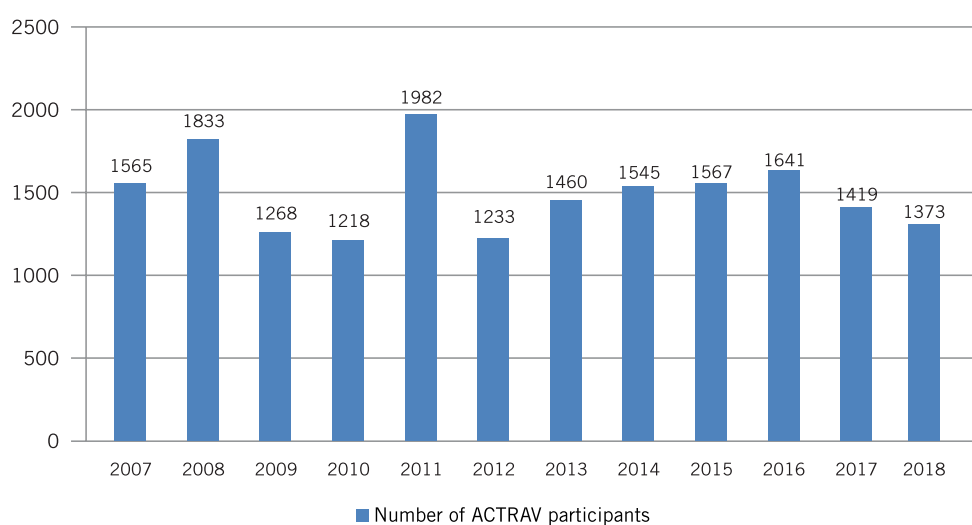
The Programme implemented in 2018 saw an increase in the number of training activities and a slight reduction in the number of participants with an increase in the number of participant training days offered. Since the programme had a decrease in the total number of participants, there is a corresponding decrease in the total number of participant days.

Activities, Participants, Days of Training and Participants Days: 2014 to 2018

Growth of activities, participants, days of training and participant days 2014-2018

Year	2014	2015	2016	2017	2018
No. training activities	59	55	49	37	43
No. participants	1,545	1,567	1,641	1,419	1,373
No. days of training	349	334	311	209	244
No. participant days	7,672	9,416	12,893	9,027	8,667

Number of ACTRAV participants 2007 to 2018



Participants by Region 2015 to 2018

Region	Participants in 2015	Participants in 2016	Participants in 2017	Participants in 2018
Africa	204	290	162	246
Americas*	591	693	700	548
Asia-Pacific	362	347	187	212
Arab States	10	26	15	28
Europe	400	284	343	339

**The above figure relating to the Americas is due to concerted efforts to deliver a sustained focus on offering distance learning in the region.*

In addition to the Americas, training using a distance learning modality was successfully implemented in Africa during 2018.

Overall, the programme continues to address regional priorities with a training offer that is truly global in outreach.

Type of Activities by Region – 2018

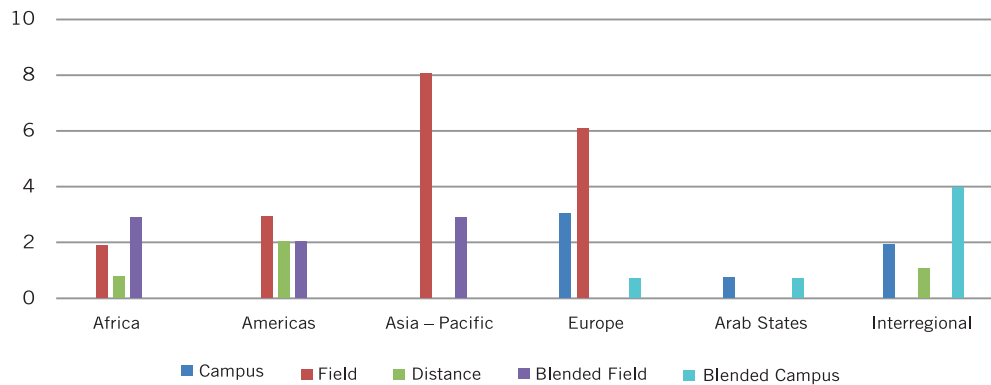
Region	Type of activity					Total per Region
	Campus	Field	Distance	Blended Field	Blended Campus	
Africa	0	2	1	3	0	6
Americas	0	3	2	2	0	7
Asia – Pacific	0	8	0	3	0	11
Europe	3	6	0	0	1	10
Arab States	1	0	0	0	1	2
Interregional	2	0	1	0	4	7
Total	6	19	4	8	6	43

The above table shows the number of training activities hosted in Turin and in the Field. Some field activities delivered in the Africa, Americas and Asia Pacific were blended activities, i.e. they contained elements of online with face to face.

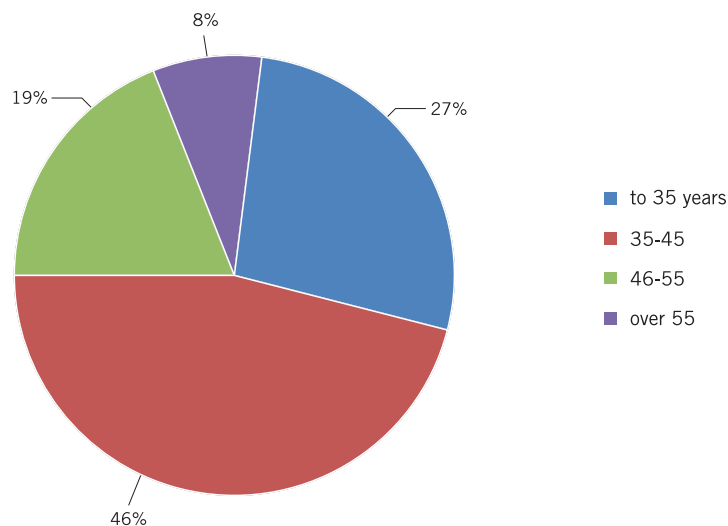
Striking a balance between Turin and Field activities contain a number of important and sensitive operational factors. Key factors to be considered are the importance of reaching and involving a greater numbers of participants through activities delivered in the field and at the same time, maintaining an ACTRAV training presence on the ITCILO campus.

Please note that the format for the data given in this report reflects a historical approach consistently used by ACTRAV ITCILO in previous TUTC reports. The statistical data provided in other ITCILO reports may be given differently.

Type of activities by region – 2018



Participants' Age in core courses – 2018



Age (% of all core courses)	35 years or below	35-45 years	46-55 years	over 55 years
2016	29%	50%	17%	4%
2017	28%	53%	15%	4%
2018	27%	46%	19%	8%

The age of participants is always given great consideration when reviewing applications to the Programme. In general, the Programme attempts to attract participants who have the ability to use and implement the ACTRAV training they receive. This also means that ACTRAV should be able to better track individuals over a longer period to evaluate the usefulness and impact of the training received.

Please note, for reasons of maintaining consistency, the analysis of age-related data concerns the core programme only. Age-related data for the Programme is available for all activities. However, the focus on participants' age is consistently applied to the core programme since reliable historical data extending over many years exists for core activities.

In summary, in 2018 73% of participants in the core programme were 45 years or below compared to a figure of 81% in 2017 and 79% in 2016.

TUTC Members

The TUTC may wish to discuss the rise in participants over the age of 55 despite the application process requiring nominations from persons 45 years or younger.

Ensuring a Gender Balance

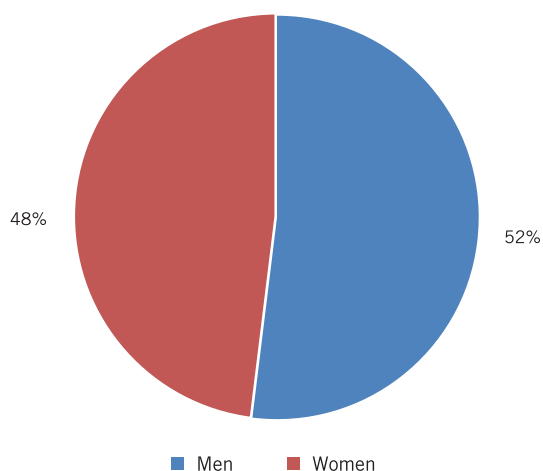
The ITCILO collects gender-disaggregated data that shows the level of women's participation in training activities organized by the Centre. Along with ACTRAV, the Centre places great emphasis on achieving gender equality in all areas of its work.

ACTRAV Turin contributes to this goal by:

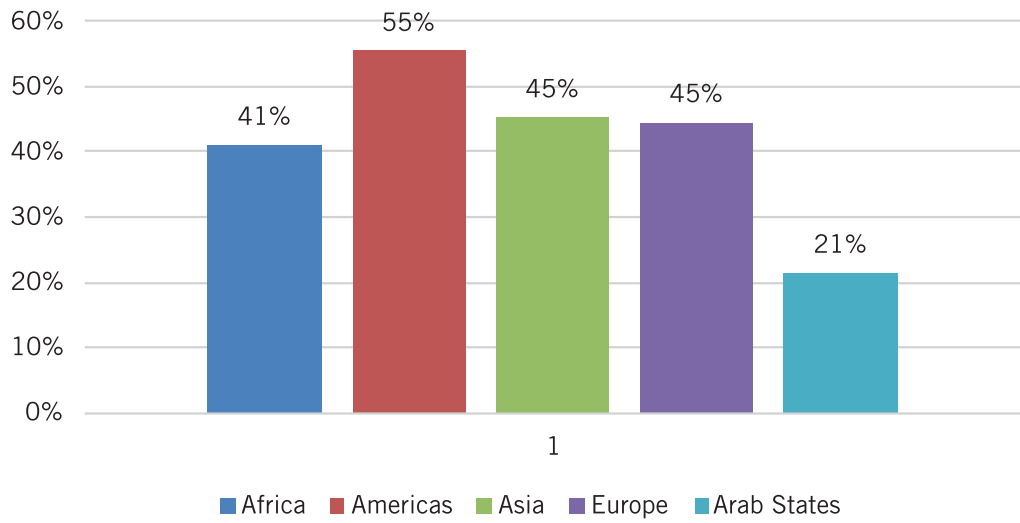
- Prioritising the selection of women participants;
- Prioritising the involvement of women as resource persons;
- Promoting the empowerment and development of women trade union leaders;
- Mainstreaming a gender approach in all activities; and
- Maintaining gender and diversity focal points in the ACTRAV team.

The following graphs illustrate progress towards ensuring a gender balance across the Programme

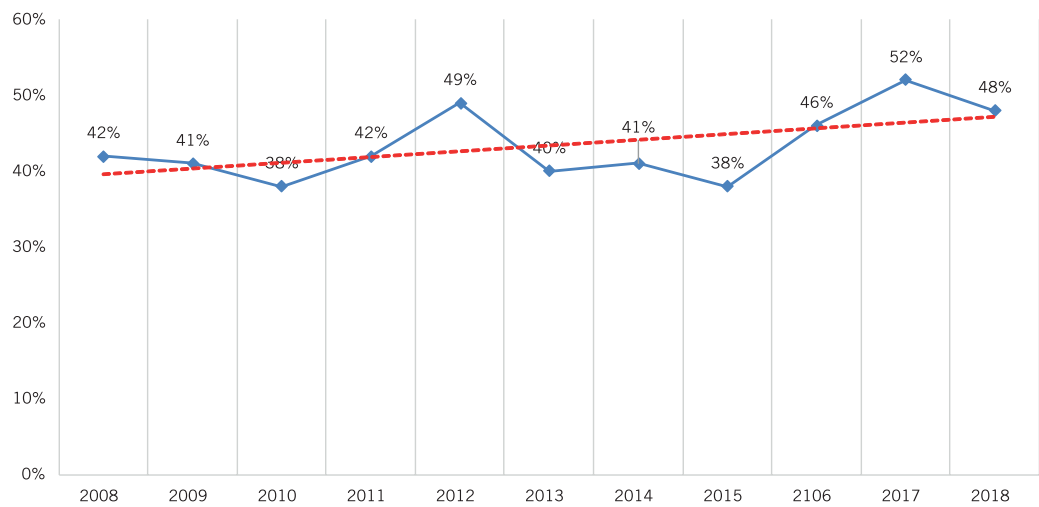
Women overall participation – 2018



Women overall participation 2018 by region

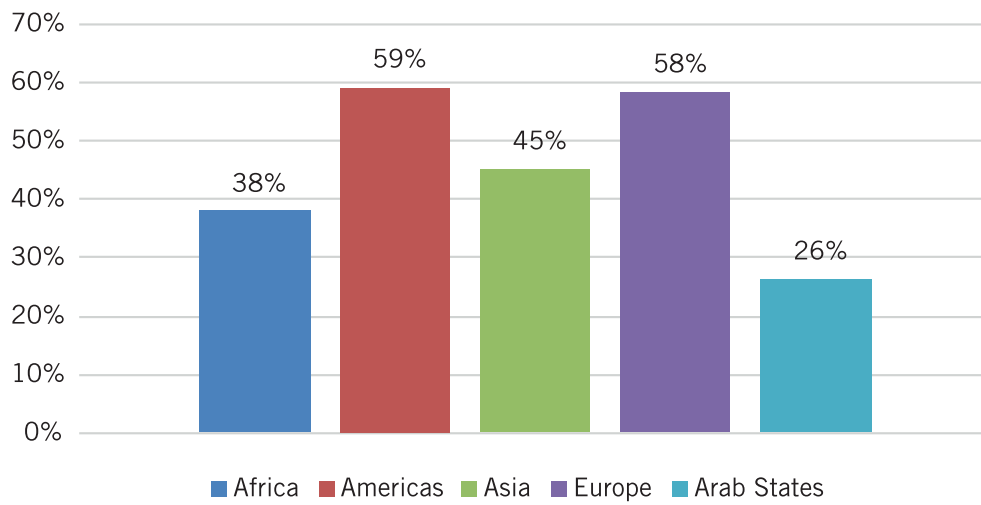


Women overall participation 2008–2018



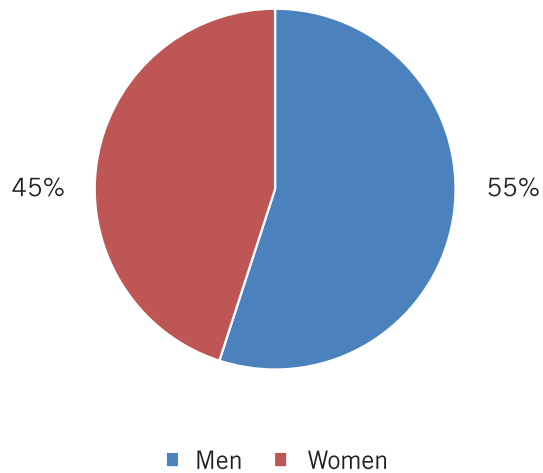
The red line indicates the general trend

Women in core courses by region

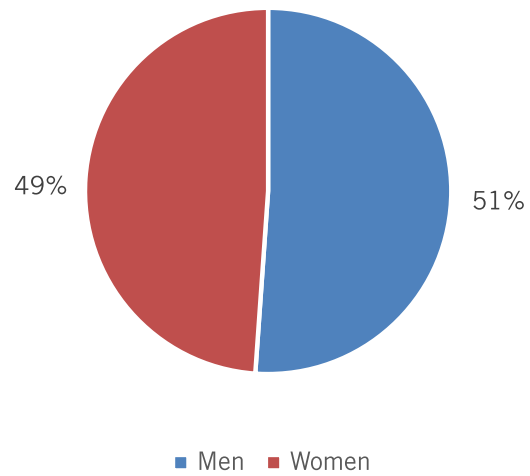


Comparing the participation of women who attended training in Turin and in the field during 2018

Women in Blended-Turin activities 2018

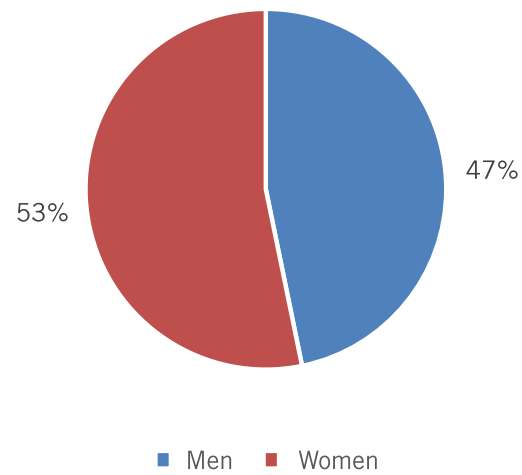


Women in Blended-Field activities 2018



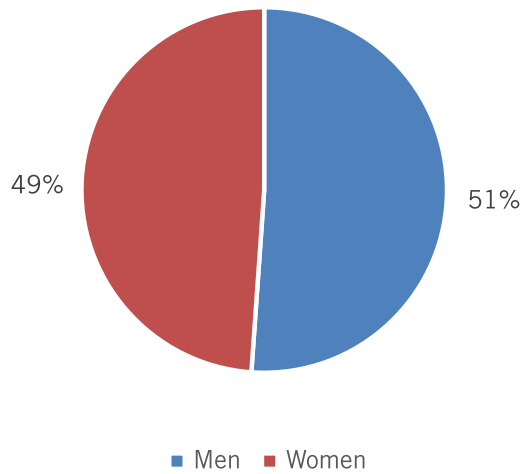
Comparing the participation of women in distance (online) training during 2018.

Women in pure distance learning 2018



Comparing the participation of women attending training in the field during 2018.

Women in field only activities 2018



The reasons for variances in gender rates across the Programme are complex and can sometimes be related to receiving a high number of applications by one gender to a single open activity, for example a distance learning activity. In addition, variances may be the result of applying a focus on specific topics where one gender is historically prevalent, i.e. when implementing training with construction or domestic workers.

The Programme is committed to achieving an equal number of women in training activities by several methods including ensuring that nominating organizations are aware of the need to achieve an equitable gender balance in applications to the Programme.

TUTC Members

The TUTC is asked to note the work undertaken in achieving a gender balance in training activities across the various modalities used throughout the Programme.

Assuring Quality

The training offered in the Programme of Workers' Activities is of high quality, all the evidence and available data suggests this.

ITCILO Evaluation Tools

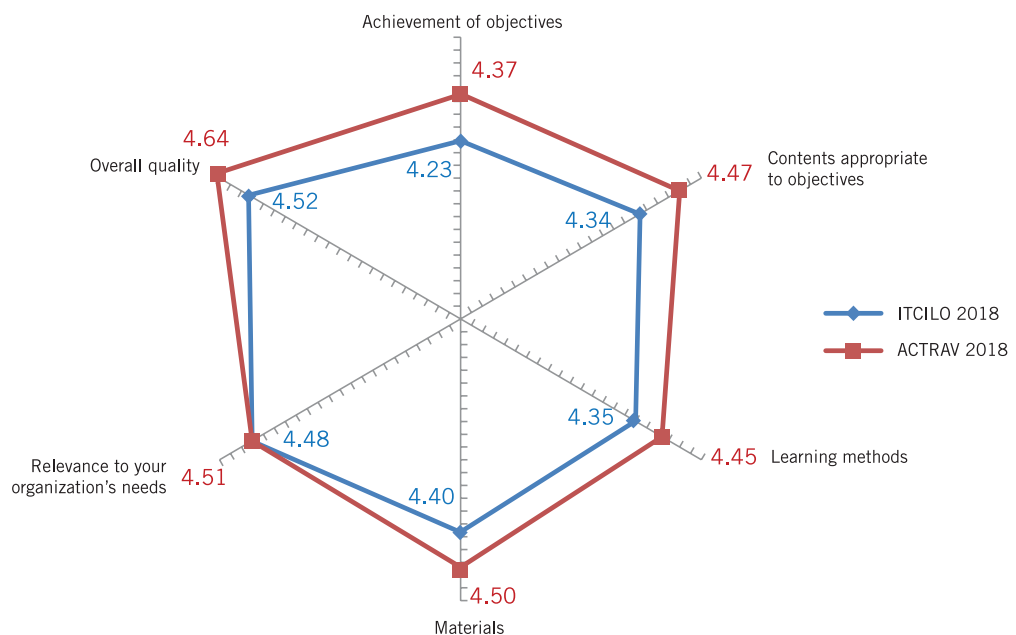
A key instrument in ensuring quality are end of course evaluations.

The ITCILO makes use of a long established evaluation methodology independent of training staff and activity managers.

Participant responses are completely anonymous with results provided at the end of training activities for consideration of the activity and programme manager.

The aggregated evaluation scores for the Centre and the Programme are given below using a standard ITCILO 'radar' graph format.

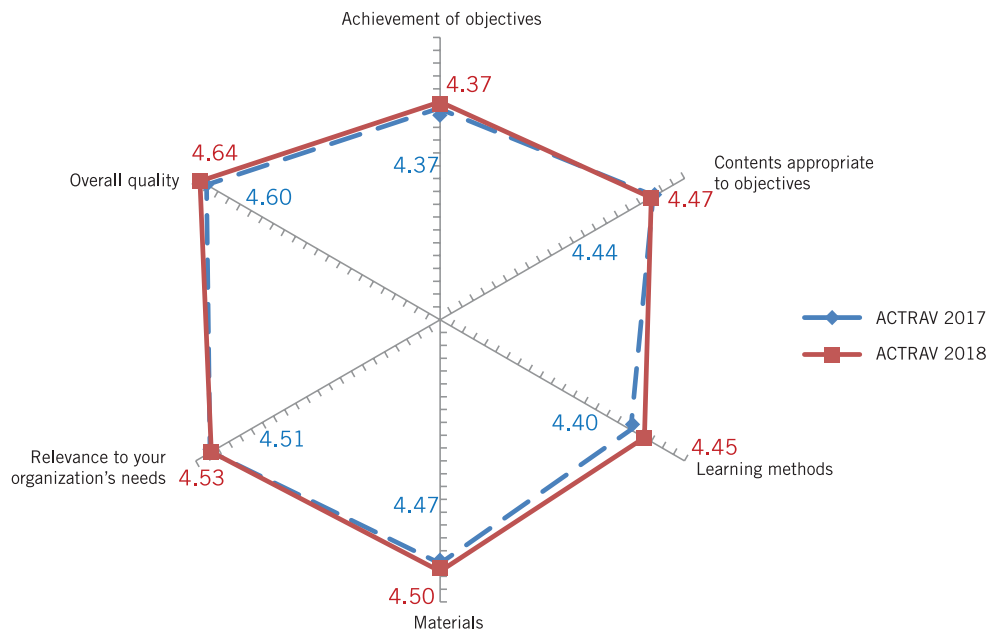
ACTRAV 2018 and ITCILO 2018



The above graph indicates the average ACTRAV ITCILO score as given in participants' end of course evaluations against the average for the Centre.

The graph indicates a strong focus on completing the achievement of learning objectives, ensuring that the training contents are appropriate to the stated objectives, the learning methods are appropriate for trade union training and the materials used are relevant to the training programme.

ACTRAV 2017–2018



The above graph indicates the average ACTRAV ITCILO score given by participants' end of course evaluations in 2018 compared with 2017.

The graph shows an established performance across the two years with increased scores regarding ensuring course contents are appropriate to the stated objectives, the materials are relevant and that learning methods are appropriate.

Overall, the end of course evaluation scores for 2018 show a good, stable performance of the programme when measured from the perspective of participants with marked increases regarding important training indicators.

6. Income and Expenditure 2018

The financial report shown provides the ACTRAV income and ACTRAV contribution to Fixed Costs for the Centre (CFC). During 2018 the total income amounts to 2, 004, 417 Euros with a contribution to fixed costs of 606, 472 Euros (93.3% of target).

The slight fall in the number of activities and the relatively short fall in the ACTRAV contribution to the CFC was related to not having a full cohort of staff for part of the year.

The tables below show:

- Overview of the income and contribution to fixed costs for the year 2018
- The complete financial report for 2018
- Allocation of Captive Funds and Regional RBTC for 2018

Financial Report 2018

	2015	2016	2017	2018	Difference vs previous year
Italian contribution	€180,000	€360,000	€210,000	€240,000	€30,000
RBTC/TC/ACTRAV	€653,702	€775,855	€674,935	€787,610	
RBTC/TC/ REGIONAL	€263,516	€284,000	€173,513	€303,000	€129,487
ILO Various	€149,017	€340,738	€56,063	€99,078	€43,015
Captive (special allocation ACTRAV/ ACTEMP) including Surplus	€549,000	€90,000	€240,712	€140,000	€150,712
Additional allocation from training Department	€179,556	€180,000	None	€28,730	
Contribution from projects	€614,589	€451,276	€497,549	€358,488	-€139,061
Self-paying	€20,923	€18,301	€7,500	€15,000	€7,500

	2015	2016	2017	2018
Total income	€2,497,372	€2,558,575	€1,834,576	€2,004,417
Total CFC	€811,465	€719,490	€567,780	€606,472
%CFC vs Target	85%	91.1%	71%	93.3%
Target	€950,000	€790,000	€800,000	€650,000

Allocation of captive funds

Italy MAE		Surplus
2013	€300,000	€363,140
2014	€300,000	€718,858
2015	€180,000	€728,556
2016	€360,000	€270,000
2017	€210,000	€240,712
2018	€240,000	€168,730

Allocation of regional RBTC

RBTC/TC	
2013	€182,000
2014	€234,000
2015	€263,000
2016	€284,000
2017	€173,513
2018	€303,000

**Including allocation from the Training Department.*

Contribution to the Programme by Sponsors

As on previous years, several sponsors contributed to ACTRAV training activities by providing direct funds or by providing ‘in-kind’ contributions. Such contributions are increasingly important; they greatly assist the delivery, effectiveness and impact of the ACTRAV training programme; ILO Regional Office in Americas deserves a special mention in this regard.

In 2018, the Programme received finance and/or contributions in kind from: Singapore TUC (SNTUC), the Korean Labour Foundation (KLF) and the Japan International Labour Foundation (JILAF).

7. Blended Learning 2018

Introduction

ACTRAV Turin, in designing and implementing training activities, has always made use of a blended learning approach. This is because the ACTRAV team recognises the importance of using a variety of training methodologies to ensure training activities achieve intended aims, objectives and outputs.

Over recent years, ACTRAV Turin has been developing experience and building technical skills on the use of online training tools and techniques by increasingly focussing on distance learning modalities. This experience has been invaluable in generating confidence to make increased use of online techniques to strengthen the ACTRAV training Programme.

As a result, in 2018, the entire core programme was delivered using a blended learning methodology. The face-to-face training within the core activities was reduced from two weeks to one with the face-to-face element preceded with three weeks of online training, mostly using the ITCILO dedicated platform, e-campus.

The overall aim for this pedagogical change was to secure increased participation from high-level union officers and at the same time, to better prepare participants on the content of training by exposing them to the technical context before participating in face-to-face trainings and discussions. The distance element was also useful in bringing all participants up to a similar level of understanding and knowledge before face-to-face discussions.

Methodology

Participants were informed in the course descriptor that the activity they were enrolled on was a blended activity and that in the distance phase, they would be introduced to specific technical content. Participants were also informed of the nominal time required to complete each week's activities. This enabled them to better plan their training workload during the online phase.

Participant's learning was supported using:

- A range of resources including documents and video clips that not only introduced topics but also allowed for a deeper analysis.
- Discussion forums to allow participants to articulate their views and discuss ideas with each other and the course tutor.

Each week of the online phase contained a detailed overview of the:

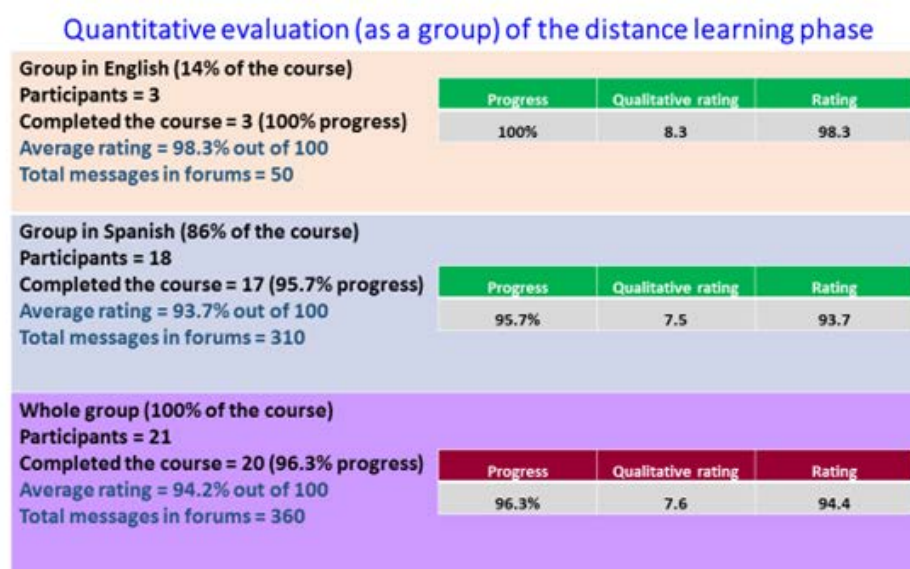
- Learning objectives for the week;
- The technical content to be covered;
- The learning activities to be carried out; and
- The key training resources.

Module 1	
Trends and Developments in Labour Migration: An Overview	
(Week 1: 24 – 30 September 2018)	
Objectives	Contents
<p>At the end of the module, the participants should be able to:</p> <ul style="list-style-type: none"> • Define labour migration • Explain the “push and pull” factors in labour migration; and • Discuss the gender dimensions and socio-economic impact of a unmanaged migration; and • Briefly explain what decent work means for migrant workers. 	<ol style="list-style-type: none"> a. Understanding labour migration b. Regional and global trends (and push and pull factors in labour migration) c. Analysis of the gender dimensions and socio-economic impact of labour migration on countries of origin and countries of destination.
Activities	Materials
<p>Task 1: Please read and watch the required readings and videos of the week and answer the following questions:</p> <ol style="list-style-type: none"> 1. Is migration for employment an important concern in your country and for the region? 2. What do you think are the main reasons why people in your country choose to migrate? 3. What do you think are the challenges and concerns that women and men migrant workers encounter in the whole migration process? 4. Is labour migration an important issue for trade unions? Please explain. <p>Task 2: Learning exercise</p> <ol style="list-style-type: none"> 1. Interview three individuals: (1.) a migrant worker – an individual who had worked or still plans to return abroad for work; (2.) a son or daughter of a migrant worker left behind in the home country, and (3.) a trade union leader. 2. Ask the question: 3. <u>For the migrant worker:</u> <i>What are the positive results and challenges of working abroad?</i> 4. <u>For the family member:</u> <i>What benefits and sacrifices have you experienced while a family member (mother or father) is away because of work abroad?</i> 5. <u>For the trade union leader:</u> <i>How decent work for migrant workers being promoted by the trade union?</i> 6. Write a brief narrative of your interaction with the abovementioned individuals and share it in the forum. 	<p>Required readings of the week: (4 documents)</p> <ol style="list-style-type: none"> 1. Fact sheet on Labour Migration 2. ILO Estimates on Migrant Workers http://www.ilo.org/global/topics/labour-migration/publications/WCMS_436330/lang--en/index.htm 3. Social Justice for Migrant Workers is in Everyone’s Interests http://www.ilo.org/global/about-the-ilo/how-the-ilo-works/ilo-director-general/statements-and-speeches/WCMS_618011/lang--en/index.htm <p>Required videos of the week: (3 videos)</p> <ol style="list-style-type: none"> 1. New Global Estimates of Migrant Workers: The Report in Short https://www.youtube.com/watch?v=zqEuTWfOUBc 2. Decent Work and the World Today https://www.youtube.com/watch?v=JHGKyunsZBA 3. Migration – Why do People Migrate? https://www.youtube.com/watch?v=54xM8VlgP7s&t=78s

An example of a weekly on-line learning plan.

Strengths	
Standardised approach to designing and implementing blended learning	<p>For example:</p> <ul style="list-style-type: none"> • the identification of clear learning aims and objectives; • the establishment of a clearly understood learning methodology; • a variety of up to date training resources including the use of a wide range of videos; and • links to videos which involve key individuals and resource persons.
Provides the trainer with real time evidence of participant's progress	<p>For example:</p> <ul style="list-style-type: none"> • active individual and group progress measured against the programmes' learning aims and objectives; • the ability to generate reports for a detailed analysis of the learning process (for internal and external quality reports).

For example, the following generated report was used to assist the Activity Manager to review participant progress on the ***Future of Work Latin America and Caribbean Activity***.



Challenges	
Ensuring participants can successfully participate in any training that contains an online element	<ul style="list-style-type: none"> • Trainers need to be confident that participants have access to technology. • In addition, consideration needs to be given to the type of technology that best supports the learning process, i.e. smart phones, laptops, tablets.
Places greater demands on the trainer in relation to their overall work load	<ul style="list-style-type: none"> • Trainers are constantly immersed in the training cycle; designing, planning, implementing and reviewing. • Time to review and update knowledge and skills can therefore be limited.

Opportunities

To broaden and deepen the learning process	<ul style="list-style-type: none"> • The use of online methods opens up opportunities to focus quickly on specific and current topics and issues.
To create an integrated and collective group of learners before the face-to-face sessions take place.	<ul style="list-style-type: none"> • Participants are encouraged to quickly and systematically form a learning group enabling them to prepare better for the face-to-face element of the training.

Risks

The online offer is sometimes perceived to be in competition to the face-to-face offer.	<ul style="list-style-type: none"> • Need to ensure that online and distance training is complementary to the overall training offer. • No single training element competes in terms of numbers, quality and price. • All elements together need to form a coherent training offer to constituents.
Constant need to update training skills and online techniques.	<ul style="list-style-type: none"> • Participant demands and expectations in terms of the way they receive their online and or distance training can change.

TUTC Members

TUTC members are asked to reflect on the above information when reviewing the proposed ACTRAV Turin strategies for distance and blended learning.

8. Workers Participation in all ITCILO Academies 2015 to 2018

The following section contains information regarding the participation of workers representatives who attended ITCILO Academies in 2018.

For comparison, the data also shows the participation of Employers representatives.

The list of ITCILO Academies is presented by the respective ITCILO Training Programme:

EMLD: Enterprise, Microfinance and Local Development

EPAP: Employment Policy and Analysis Programme

SPGT: Social Protection, Governance and Tripartism

SDP: Sustainable Development Programme

(See table on following page.)

SECTION

B

To enable TUTC members to review key activities implemented in 2018:

9. Future of Work: Achieving the World of Work We Want
10. Promoting Gender Equality and Diversity: Promotion of Wage Equality through Social Dialogue and Collective Bargaining
11. Employment and Decent Work for Peace and Resilience: Recommendation 205
12. Youth Academy for UNI Europa Finance – Developing A Learning Journey for Trade Union Youth
13. Enhancing Protection and Promoting Fair and Effective Governance in Labour Migration
14. Collaboration and Partnerships: Strengthening our Work through the Collective Delivery of Training
15. Supporting Social Dialogue and Harmonious Industrial Relations (SDIR) in the Bangladesh Ready-Made Garment Industry



9. Future of Work: Achieving the World of Work We Want

Background

The world of work is undergoing a major process of change. The forces at work range from the constant march of technology and the impact of climate change to the shifting nature of production and employment. In 2013, the ILO launched the Future of Work Initiative in order to understand and respond effectively to these new challenges.

Following a series of ACTRAV regional and sub-regional events conducted throughout 2016 and 2017, ACTRAV Turin implemented five interconnected regional training events throughout 2018 cumulating in a Global Workers' Academy held at the ITCILO in Turin in November 2018.

Based on the title "*The future of work we want*", the training events delivered in 2018 were focused around the four Centenary Conversations proposed by the Director-General and the results of the regional and sub-regional Future of Work events conducted by ACTRAV globally.

The central aim of the training activities was to support trade unions to respond effectively to changes occurring in the world of work in order to fulfil their mandate for fairness, inclusion, decent work and social justice.

Methodology

Working across the ACTRAV team, all the regional training events shared a similar training methodology. Key standard learning units were designed and incorporated in all the training activities along with additional units to provide a distinct regional focus. The technical content of the regional topics was derived from information gained from previously held ACTRAV regional symposiums and conferences.

The standard learning units were:

- Introducing the Future of Work Centenary Initiative
- The Drivers of the Future World of Work (Globalisation, Technological Change, Climate Change, Inequality)
- Governance of Work
- Communications and Action Planning

With an additional focus on The Role of Trade Unions, Sustainable Development Goals (2030 Agenda), UN Reforms and The Role of Social Dialogue and Tripartism.

The 'one ACTRAV' approach ensured all the training met intended aims and objectives. ACTRAV colleagues based in HQ and in the field worked in collaboration with ACTRAV ITCILO colleagues to design, identify resources and implement all the training activities. The ACTRAV specialist on the Future of Work accompanied all training events and was instrumental in ensuring that the technical content of the training was relevant, appropriate and up to date.

In addition, all regional training events used a blended learning approach; a combination of three weeks online with one week face to face.

Participants, using the ITCILO online environment (e-campus) were exposed to a range of key resources that encouraged information and knowledge sharing leading to online debates and discussions. This blended approach ensured that participants were able to take their online discussions forward during the face to face training when Future of Work experts were present.

The final training event in the series the Global Workers' Academy implemented in Turin, used a similar approach with an additional innovative element, making use of the skills, knowledge and experiences of participants as the key 'expert' resource persons. Two full days were allocated to enable participants to present trade union perspectives on the Future of Work in a 'symposium' style conference arrangement.

The GWA was designed and delivered by the ACTRAV ITCILO team assisted by colleagues from ITCILO ILS and Gender (ILSGEN).

Outcomes

Overall, the Future of Work actions enabled participants to:

- Follow the debates around the Future of Work initiative on the national, regional and international level
- Gain a greater understanding of how macroeconomic trends such as globalisation, technological change, climate change and the growing levels of inequality are affecting the world of work
- Explore a range of specific issues including globalisation, multilateralism, trade, foreign direct investment, global supply chains and labour migration and mobility
- Explore and further understand the scope of digitalization and automation in relation to technology, artificial intelligence and robotics and the use of new technologies in the organization of work and production;
- Develop their understanding that lead to strategies that can tackle the impact of climate change .
- Explore the extent to which globalisation, technological change and pressures on the income labour share affect income inequality, including gender equality
- Consider opportunities offered by the UN 2030 Agenda, Sustainable Development Goals.

- Explore policy responses to counter the profound effects of the drivers affecting the world of work.
- Develop ideas leading to the effective participation of trade unions in social dialogue at international, regional and national levels as an equal partner.
- Reassess innovative ways to effectively organize and extend union membership and collective bargaining to workers outside of formal employment relationship.
- Develop a better understanding regarding the main changes and gaps in the regulation of work by addressing decent work deficits in non-standard forms of employment.

Breakdown of Participants

Total No. Participants*	F	M	AFRICA		ASIA		AMERICAS		EUROPE		ARAB STATES	
			F	M	F	M	F	M	F	M	F	M
142	68	74	17	24	13	17	20	9	15	13	3	11
142	68	74	17	24	13	17	20	9	15	13	3	11

*64 Countries represented



Some of the GWA participants receiving their ITCILO Certificates of Achievement from Inviolata Chinyangarara, ACTRAV Turin and Michael Watt, ACTRAV Geneva.

10. Promoting Gender Equality and Diversity

Promotion of Wage Equality through Social Dialogue and Collective Bargaining

Panama, 8-12 October 2018 (Joint activity with ILO Regional Office)

On 18 September 2017 the ILO, UN Women and the OECD launched an international coalition to achieve equal pay between men and women. The Equal Pay International Coalition (EPIC) is an initiative linked to the 2030 Agenda for Sustainable Development. From the point of view of the ILO, it is particularly relevant in relation to target 8.5: ***“by 2030 achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value”***.

The aim is to empower workers through “a diverse set of partners at the global, regional and national level to support governments, employers, workers, organizations and other stakeholders to make equal pay between men and women for work of equal value a reality”. This is, then, a Coalition to promote equal pay between men and women for work of equal value. The Coalition is an inclusive initiative involving governments, international employers’ and workers’ organizations, regional organizations, United Nations bodies, development agencies, the private sector, organizations in civil society, and academia.

The favourable global and regional environment generated by EPIC should be used to take this experience to other countries. For this reason, this regional activity had the main aim of creating a nucleus of trainers who can facilitate the application of the method in other countries. Therefore, the idea is to work with trade union organizations in countries where an agreement might be reached between actors to carry out the work in question, both in the public and private sectors, based on the influence and impact their participation has at the national level, and instigate an exchange of experiences so that the method can be adapted and improved for future opportunities.

The aim of the event focused on sharing these experiences related to the application of the method, expanding on other initiatives linked to the ILO’s activity, and sharing the experiences of UN Women, UNDP and ECLAC in promoting equality, and of more developed countries involved in certain initiatives, such as Switzerland and Canada. ACTRAV also invited to ILSGEN Programme in Turin for participating in the activity. This regional activity is very useful for next joint work between ACTRAV and ILSGEN Turin, for promoting wage equality through Social Dialogue and Collective Bargaining.

The regional course, comprising eleven (11) countries represented by eighteen (18) trade union leaders (90% women) in order to gain a deeper analysis and understanding of gender pay gap referring to the ILO key instruments on equal pay, adopting non-discriminatory approaches and methods in job evaluation, and

planning how gender-neutral job evaluations will be implemented in their different work centres with a focus on social dialogue.

Today, as the ILO approaches its centenary, the wage gap continues to exist, placing many women at a disadvantage affecting the future of their work. What can be done to ensure that women are no longer left behind? How can this historic debt be repaid? The effective implementation of the Equal Remuneration Convention, 1951 (No. 100) is essential in this respect, as it carries over the concept of equal pay for work of equal value into national legislation. Given the gender segregation of work that exists across sectors and occupations, it is vital that a comparison is made of the value of the different jobs carried out by men and women. But this has not always been taken into account in the legislative sphere, and such short-sightedness regarding the issue of equal work must be overcome.

The figures published by the ILO are a cause for concern since they highlight the patriarchal structures underlying the spheres of culture, education, economy, society and politics. Unpaid work has always disguised the contribution women make to the development of their countries. The time women dedicate to unpaid work has a value that has been omitted from national accounts. Moreover, the time spent on this work has historically prevented women from participating in the paid labour market under equal conditions. How can women's time be freed up so that they can achieve financial independence? Unpaid work disguises a whole wide-ranging set of tasks, duties and competencies that have been made invisible in society but that are essential to the economic and social development of our societies, such as caring for the household; caring for dependant members of the household, the sick and the elderly; or being responsible for children's education and health. Responsibility for all of these services mainly falls to women and girls, and remedying this situation requires placing the issue at the centre of social protection policy, in particular in the spheres of health, education and essential services, and care duties. Society as a whole must respond to its care needs by including them in public policy and setting aside sufficient resources to cover these needs.

How can women be guaranteed opportunities and fair access to work, permanent employment and retirement in the future? Women must be freed up so that women and girls' time use is no longer mortgaged to the burden of care duties. Effective equal opportunity of access to formal, full-time paid work must be made effective so that women can fully develop working careers, facilitating their economic empowerment both during working age and retirement. The inclusion of care duties as a component to be considered when setting minimum wages – beyond the traditional basic basket of products and services – will serve to give a gender perspective to bargaining processes concerning minimum wages in countries.

Meanwhile, we know that important challenges remain in achieving accurate measurements of wage and income gaps. The statistics available only take into account people with an employment contract, and even then, little or nothing is known about the real value of women's work. Insufficient resources have been allocated to establishing methods and creating tools that would enable a fair measurement of the competencies, duties, efforts and working conditions of

women in female-dominated sectors and jobs in comparison with male-dominated sectors and jobs. How public policies and services could help to understand and measure the value of work to prevent wage discrimination? It is crucial that collective bargaining is effectively promoted and includes equality plans that incorporate gender-neutral job evaluation processes. The bipartite work at the heart of collective bargaining requires a joint commitment to implement measures designed to correct inequalities, with a direct impact on the pay scales eventually employed. And when defining policies concerning housing, access to drinking water, health, or the implementation of social protection floors, trade union organizations working through their representatives at the negotiating table must make it a priority to ensure that such policies are capable of transforming the division of care duties.

How can social stereotypes be eliminated and female-dominated jobs be classified so that they are given their fair value? Efforts must be made to create a mechanism for certifying the competencies exercised in unpaid work and required by each care activity: caring for the household, caring for sick or elderly dependants or people with disabilities are tasks that each require different abilities. There are competency standards in vocational training systems that might serve this purpose. Increasing the visibility of these specialized competencies will also help to give a greater social value to this traditionally female-dominated work, breaking down social stereotypes.

Wage gaps cannot be addressed in the future while there are gaps in public care services. It is necessary to provide these services with an adequate budget in line with the value of unpaid work. It is not acceptable that the response employed to resolve this social emergency is limited to the fiscal space or a traditional budget that is known not to be neutral. How can the fiscal space be expanded? How can the national budget be afforded sufficient resources to remedy the causes of the wage gap? How can we respond with fiscal justice in matters of gender? We in trade union organizations must be familiar with our countries' fiscal structures, identifying sources of funding in order to debate a progressive fiscal policy in equal conditions that will allow an effective redistribution of income through public financing for programmes and measures that guarantee the delivery of basic social and care services. Likewise, in application of Workers with Family Responsibilities Convention, 1981 (No. 156), employers must use collective bargaining to promote mechanisms to protect workers in the form of care services.

These and other issues have driven debate during this training activity. Analysis of the specific experiences of the application of a gender-neutral job evaluation method promoted by the ILO in Peru, Chile, Panama and Colombia, as well as the experience in some institutions of some states and Canada and in Switzerland, has confirmed that political will among social actors, social dialogue, freedom of association and collective bargaining can make a significant difference when it comes to adopting laws, and allocating an appropriate budget to strengthen the institutions that are essential to redressing the majority of gender inequalities. A lack of visibility and recognition of the value of the work done by women has been and continues to be the greatest historic violence perpetrated over the years.

11. Employment and Decent Work for Peace and Resilience: Recommendation 205

As a part of the ACTRAV strategy on the promotion of Recommendation No.205 on Employment and Decent Work for Peace and Resilience, ACTRAV organized a series of regional seminars (Burkina Faso, Ethiopia, Kyrgyzstan, Costa Rica, Philippines and Tunisia) as well as a regional academy for Africa in Togo. The activities converged into the *Global Workers' Academy* implemented in a blended modality in English, French and Spanish, from 10 September to 5 October 2018.

The e-learning phase of the *Global Workers Academy* consisted of one preparatory week followed by three weeks of distance learning. It responded to the following objectives: (i) introduce the group to the ILO and international labour standards and familiarize it with the text of the Recommendation 205; (ii) validate the preliminary draft of the Workers' Guide to ILO Recommendation No. 205 and (iii) prepare a SWOT analysis on the implementation of R.205 in the participants' national context.

The Academy gathered thirty-two participants from twenty-nine countries from all over the world. The main achievements of the Academy were:

1. Improved knowledge on the conflict and natural disaster situations and their impact on social, economic, political and environmental development based on new analytical tools and an interregional exchange of experiences and practices;
2. Enhanced knowledge on the ILO's program on jobs for peace and resilience within the context of Recommendation No. 205;
3. Validation of Workers' Guide to ILO Recommendation No.205;
4. Strengthened trade unions' capacity to develop and implement actions towards the implementation of R.205 and
5. Dissemination of newly developed materials via the E-campus.

The Academy also promoted a new ITCILO **self-guided distance learning module** entitled '**Understanding Fragility: A Compass to Orient the World of Work**', developed by the ITCILO Desk for Fragile States team with the support of the Innovation Fund. For the time being the module exists in English and is available free of charge to the workers' organizations.



Global Workers' Academy Ceremony of Distribution of Certificates of Achievement: Wokpata Simala from CNTT, Togo with Mohammad Mwamadzingo, ILO-ACTRAV and Evelin Toth, ITCILO ACTRAV

12. Youth Academy for UNI Europa Finance

Developing A Learning Journey for Trade Union Youth

Innovative Aspects

Empowerment of young people

investing NOW in the FUTURE of the European trade union movement

Learner-centred approach

participants can create their OWN learning PATH from among 5 offered courses

Extensive use of on-line platforms

for LEARNING and social media for NETWORKING



Participant: Jorge Maeso Carmona, CC.OO, Spain

What is it?

Youth Academy for UNI Europa Finance is a new comprehensive multi-disciplinary training programme designed by ACTRAV ITCILO in strategic partnership with UNI Global Union and UNI Europa, funded by the European Union. The project focused on the sector of finance where young employees are highly represented. The Academy gathered over seventy youth representatives from Austria, Belgium, Bulgaria, Croatia, Czech Republic, Estonia, Italy, Malta, the Netherlands, Norway, Poland, Romania, Serbia, Slovakia, Spain and the United Kingdom.

The Academy took the participants on a 3D learning journey for **D**ream, **D**emocracy and **D**evelopment:

- *DREAM* of many young people to find a decent job
- *DEMOCRACY* in trade unions and the society, giving space and voice to young workers
- *DEVELOPMENT* as our common goal, shared by the youth

The Academy consisted of a multistep learning journey composed by stand-alone modules that converged into a final conference. The participants learned about industrial relations, standards and decent work in 5 face-to-face courses in different locations.

Participants were supported to create their own learning path from among five thematic courses on offer:

Track 1: Future of Work and Quality Jobs for Young People (Turin);

Track 2: International and European Labour and Social Rights (Bucharest);

Track 3: Social Dialogue and Collective Bargaining (Krakow);

Track 4: Promoting and Strengthening Gender Equality (Vienna);

Track 5: Communication skills and strategies for organizing youth (Turin). They networked and shared best practices at the European Youth Network Building Conference.

How is it useful?

The achievements of the Academy are:

- More young people in trade union leadership and policy-making
- New ideas and initiatives on the national level
- First steps towards an UNI Europa Finance permanent youth structure
- European youth network



Ms Evelin Toth presents the ACTRAV Learning Journey model to the ILO Director General, Mr. Guy Ryder, on the occasion of the ITCILO Innovation Day, 25th October 2019

Impact

The Youth Academy for UNI Europa Finance was the first ACTRAV project that piloted the new impact assessment modality introduced by the ITCILO, namely *Application of Learning and Most Significant Changes in the Participants' Behaviour*. ACTRAV and UNI selected ten participants who successfully completed three or more tracks of the Academy for an interview on the usefulness of the learning tracks, the improvements in their ability to perform their trade union functions and tasks as well as expected and unexpected positive and negative effects of the training. All ten participants felt to have increased their **self-confidence**, to have improved the **quality of their trade union activity** and to be able to **convert the theory into practice** with effective and concrete positive results.

Finally, the Academy is **sustainable**. Recognizing the importance of giving **voice** and **visibility** to young people in Europe, ACTRAV ITCILO is implementing a European Youth Academy on the Future of Work in 2019, in partnership with the European Trade Union Confederation and in collaboration with the European Trade Union Institute.

The ACTRAV Learning Journey model was presented at the ITCILO Innovation Day on 25th October 2019 to the staff of the Centre and the Members of the Board including the ILO Director General, Mr. Guy Ryder.

13. Enhancing Protection and Promoting Fair and Effective Governance in Labour Migration

Migrant workers make essential contributions towards well-functioning labour markets, growth and development. Yet, the costs and benefits of labour migration are not equitably distributed. The reported abuse and exploitation of migrant workers are all too common and the lack of decent work opportunities has rendered labour migration more of a necessity than a choice.

ILO global estimates show that there were over 150 million migrant workers in 2015. Sixty-six (66) million or 44.3% of whom were women.

In 2018, ITCILO ACTRAV implemented two training courses on labour migration:

1. a regional trade union training in Asia Pacific; and
2. an interregional programme in Turin --aimed at building on the gains of several ACTRAV and ITCILO implemented courses and sustaining trade union initiatives and good practices on labour migration.

The courses enabled **forty-eight (48) trade union leaders** to gain a deeper analysis and understanding of key labour migration issues; affirmed the important role of social dialogue, international labour standards and other instruments; and identified critical trade union strategies and gender-sensitive activities towards better social protection and fair and effective governance of labour migration.

The combined participants represented 41 national labour centres and two sub-regional trade union councils in 32 countries in Africa, Americas and the Caribbean, Arab States, Asia and the Pacific, and Europe. **Fifty-two per cent of the participants were women.**

The participants were performing direct work on labour migration or a substantial part of their union responsibilities deals with migrant workers. They held important positions in their respective national labour centres, i.e. general secretaries, chairpersons of women and youth committees, chiefs of various union units and departments, **labour migration focal points**, and union representatives in national tripartite and social dialogue mechanisms, among others.

ITCILO ACTRAV's labour migration training programme is aligned with the ILO's 2018-2019 thematic priority Outcome 9: *Fair and Effective International Labour Migration*, and the ILO Workers' Group 2017-2020 Priority No. 8 *Developing Pathways, Policies, and Standards for Fair Migration*.

Rights-based Approach

ITCILO ACTRAV's training programme on labour migration is anchored in the ILO Agenda on Fair Migration, international labour standards, and the Sustainable Development Goals.

The purposes are coherent with the objectives of the ILO Agenda on Fair Migration, i.e. making labour migration a choice and not a necessity; respecting the human rights, including labour rights of all migrants; ensuring fair recruitment and equal treatment of migrant workers to prevent exploitation; ensuring that workers' organizations are involved in policymaking on labour migration; fostering genuine cooperation between countries and within regions; and recognizing the positive contributions of migrant works reflected in high remittance flows, transfer of technology, critical skills and investments.

Core labour standards, migrant labour conventions (*C97- Migration for Employment Conventions, Revised, 1949; C143 - Migrant Workers, Supplementary Provisions Convention, 1975; and C189 - Domestic Workers Convention, 2011*), social dialogue, strategic trade union communications, and promotion of gender equality were core themes and featured extensively in the technical content and discussions.

The courses highlighted the clear link between labour migration and the 2030 Agenda and the Sustainable Development Goals --the global sustainable framework for development. Of particular interest in the courses is Goal 8, Target 8.8: *“Protect labour rights and promote safe and secure working environment for all workers, including migrant workers, in particular, women migrants and those in precarious employment.”*

A critical analysis of the content and processes of the Global Compact on Safe, Regular and Orderly Migration was undertaken, enabling the participants to better understand the issues surrounding the Compact and the possible challenges once adopted and implemented.

Participants raised concern over the non-binding character of the Global Compact as compared to core labour standards and ratified conventions. The participants affirmed that ratification and compliance with conventions, coherent national laws, and organizing remain as the better options for trade unions in promoting and protecting the rights of migrant workers.

Constituents' experiences, aspirations, and initiatives

The training courses draw important lessons from trade union initiatives on labour migration; initiatives that are practical, easy to replicate and expand. Among the stand-out initiatives include:

- a. the establishment of fully functioning Migrant Resource Centres (MRCs) managed by trade unions;

- b.** the Information System for Migrant Workers by the ASEAN Trade Union Council (ATUC) --an online database platform to share relevant information and to receive, document, help resolve, monitor migrant's workers' complaints, and generate data;
- c.** the ITUC's "Recruitment Adviser" --a mobile app platform that helps protect migrant workers from abusive employment practices, by providing them with peer-to-peer reviews about private recruitment agencies in countries of origin and destination;
- d.** mobile/roving union service facilities allowing easier access of migrant workers to legal, medical, and other important services;
- e.** national and regional campaigns for better policies on social protection for migrant workers in sending and (at the very least, 'national treatment') in receiving countries, with special attention for migrant workers in vulnerable employment such as domestic workers, construction, fishing, agriculture, and others;
- f.** trade union participation in skills certification (e.g. the ASEAN Qualifications Reference Framework);
- g.** influencing national labour migration policies through union representation in tripartite structures and social dialogue mechanisms;
- h.** organizing migrant workers and collective bargaining, including portability of union membership;
- i.** ratification of CLS and migrant labour ILO conventions; and
- j.** adoption and implementation of bilateral and/or multilateral union-to-union agreements for the protection and promotion of the rights and welfare of migrant workers.

Participatory training methodologies and approaches

The courses used the standard ITCILO ACTRAV blended approach in training, comprised of a three-week online distance learning and a five-day face-to-face residential training.

Over the four-week period, the courses covered three major labour migration themes:

- a.** Fair and effective governance;
- b.** Protection and promotion of the rights of migrant workers; and
- c.** Labour migration and sustainable development.

Interactive training methodologies – brief lectures from experts, participatory discussions (brain writing/brainstorming), group dynamics and small group workshops, knowledge and experience-sharing and reporting – facilitated individual and collective learning.

Participants submitted and posted in the **e-campus** the requisite country reports. The individual country reports described (a) key provisions in national legislation and/or policy regarding (i.) fair recruitment, (ii.) migrant labour rights, including the right to organize and bargain collectively, (iii.) repatriation and reintegration, etc.; (b) trade union policies, actions, and strategies that address the concerns of migrant workers and their families; (c) strategies and practices in organizing migrant workers, with a gender perspective; and (d) collaboration practices and partnerships including national, bilateral and transnational cooperation.

The **e-campus** served as the online distance-learning platform. It was also used during and after the face-to-face training for information sharing and access to resource materials and references. The e-campus is live and accessible for a period of 24 months from the start of the online distance learning phase.

Collaboration with the ACTRAV Desk Officers, Cluster Chairs, regional and field specialists, ACTRAV Turin and trade union experts and practitioners ensured the provision of critical technical input, good practices, lessons and insights on labour migration. ILO GB member Ms. Binda Pandey participated as resource person in the regional training course in Asia Pacific. She discussed *“Addressing Gender Issues in Labour Migration and Trade Union Efforts in Mainstreaming Gender Equality.”*

Idea to action

Brainstorming sessions and small group discussions resulted in priority trade union agenda on enhancing protection and promoting fair and effective governance in labour migration. These priorities cover five outcome areas: (1.) ratification of core labour standards and labour migration-related conventions and concrete strategies for the progressive achievement of the SDGs , (2.) influencing fair recruitment and social protection policies and practices through social dialogue, tripartism, and bilateral/multilateral framework agreements, (3.) organizing, collective bargaining and servicing migrant workers, (4.) capacity-building, awareness-raising, training, and information sharing; and (5) supporting/realizing the objectives of the **multilateral trade union memorandum of understanding on labour migration**.

Preparations are underway for the assessment of training outcomes and evaluation of impact in 2019, in cooperation with the ITCILO Training Department. The planned assessment will look at the application of knowledge gained, positive improvements in policies and structures on labour migration as a result from trade union campaigns, and improvements in union programmes, activities, and practices for migrant workers and their families.

14. Collaboration and Partnerships: Strengthening our Work through the Collective Delivery of Training

The Programme for Workers' Activities at the International Training Centre of the International Labour Organization (ILO) is the training arm of the Bureau for Workers' Activities (ACTRAV). ITCILO Turin delivers training activities with specialists in the Field and from Geneva Headquarters and with the regional specialists on workers' education providing critical technical content and support.

This Programme has a fundamental role to apply an integrated approach to training based on the thematic axes of decent work in strengthening the capacities of trade union organizations to apply an integrated approach to training based on the thematic axes of decent work. These processes are developed in a systematic way according to strategic areas with special links to the agenda of the International Labour Conference to strengthen trade union organizations' capacity to participate in discussions in an informed way.

Collaboration in Europe

ACTRAV ITCILO enjoys a good level of collaboration of activity and information sharing throughout trade union networks across Europe.

In 2018 ACTRAV ITCILO signed a partnership agreement with the training arm of the Europe Trade Union Institute, *etui*. This partnership enables greater collaboration on activities of mutual interest to both organizations. The agreement also facilitates the regular exchange of training expertise across training institutions and trainers therefore potentially creating a richer participant training experience.

Collaboration in the Americas

In 2018, this coordination has continued between Trade Union Confederation of Americas (TUCA-ITUC) and the team at ACTRAV Geneva, Regional Specialists and Turin on different spheres including "Sustainable development and just transition", "Equal pay for work of equal value: C100 implementation", or promotion an "effective transition from the informal to the formal economy".

With respect to Global Union Federations (GUFs), special mention should be made regarding the important collaboration undertaken with the trade union federation Public Services International (PSI), given the exemplary level of respect for standards and the promotion of decent work that must be set by public administrations.

Collaboration in Africa

In Africa, the ITUC-Africa's Labour Research and Education Institute (ALREI) collaborates with ITCILO. Both the institutions see value in working together toward the common objective of providing the much needed, constituency demand driven and better-focused education programs for African workers.

Based on the principles of mutual understanding, respect for and full appreciation of each other's priorities, this partnership is ground-breaking as it also links research to education. From work done in 2018, developments are planned for 2019 and beyond.

Dauids Etyang: Social- Economic Research officer for the EATUC offers the following observation:

Trade Union Confederation (EATUC) and its affiliates in the East African Community (EAC) Partner states would like to commend and thank ITCILO Training Center in Turin, Italy, for the close cooperation we share. Our cooperation culminated into enriching the capacity of the regional labour movement in East Africa over the last decade. Many trade union leaders, educators, youth and women workers in our region have and continue to undertake specialized courses at the Centre, with most of them graduating with diplomas in important course units. Suffice to say that training courses carried out over this last period to date such as; ILO core Labour inspection and administration, the ILO Global Jobs Pact, social security & protection, labour migration, organizing the informal economy, the ILO initiative on the future of work, and many more, have gone a long way to capacitate our trade union members in the region, providing them with the necessary information, skills and knowhow to engage Partner states and Policy makers and influencing policy in the EAC.

On collaboration with ITCILO, David Kwabla DORKENOO, Workers' Specialist. ILO Abuja Office comments:

As Bureau for Workers Activities (ACTRAV) staff in the field, I consider my collaboration with ITCILO Turin colleagues as a very useful collaboration, which enables us to pull human resources together to deliver an effective training to our constituents. I have observed how rich the courses have been due to this collaboration. Hence, participants are able to learn from different colleagues from different departments of the ILO. Thus, this collaboration can be considered as working as one ILO mantra. My participation in this collaboration has also assisted me to learn from participants' perspective and of course through other facilitators of the training course. I am committed to working to sustain this collaborate with ITCILO Turin colleagues.

Collaboration with Partner Organizations in Asia and the Pacific Region

Collaboration with local partners provides a collective framework for the delivery of capacity-building programs for trade unions in the region. Collaborative work demonstrates commitment and shared responsibility of regional partners in building capacities and in creating an enabling environment for workers to exercise their rights towards strengthening workers' organizations, influencing policy, and in participating effectively in tripartite mechanisms and in social dialogue and decision-making structures.

ITCILO ACTRAV has a long history of and continues to sustain collaborative partnership with major organizations in the Asia Pacific region. Among others, the ITCILO Programme for Workers' Activities maintains good working relationships with the:

- Korean Labour Foundation (KLF),
- Japan International Labour Foundation (JILAF),
- National Trades Union Congress of Singapore (NTUC),
- International Trade Union Confederation Asia Pacific (ITUC AP),
- ASEAN Trade Union Council (ATUC),
- South Asian Regional Trade Union Council (SARTUC), and
- All-China Federation of Trade Unions (ACFTU).

Areas of cooperation

Sharing of knowledge and technical expertise is a common and important feature of ACTRAV Turin's collaboration with partners in the region. Last year, such collaboration enabled the successful delivery and implementation of the several tailor-fit and blended regional trade union training courses with the following titles:

- Trade Union Training on Sustainable Development, Green Jobs & Decent Work
- Trade Union Policy and Organizing on Labour Migration
- Trade Union Conference on the SDGs: *"Inclusive Growth, Equitable Development and Decent Work for All"*
- Regional Trade Union Training on the Future of Work (Globalization, ILS, and Agenda 2030)
- Enhancing Trade Union Capacities and Actions on Social Dialogue and Collective Bargaining
- Inter-regional Trade Union Training on Labour Migration: *"Enhancing Protection and Promoting Fair and Effective Governance in Labour Migration"*

Areas and level of cooperation vary from one partner organization to the other. NTUC and KLF act as host organizations and cover the costs of training packages, facilities and other administrative arrangements, while JILAF and ACFTU shared in the cost of the training courses. ITUC AP, ATUC and SARTUC mainly provide technical expertise by serving as resource persons.

TUTC Action Point

Collaboration with partner organizations brings to the programme important technical expertise towards efficient delivery of training courses. Likewise, it allows regional partners to fulfil some level of responsibility and accountability in the development of priority trade union capacities in the region. Fund and resource contributions of partners supplement and help address constraints in training funds.

The Committee is requested to:

- a.** take note of ITCILO ACTRAV collaboration efforts; and
- b.** provide strategic guidance and advice to enhance collaboration.

15. Supporting Social Dialogue and Harmonious Industrial Relations (SDIR) in the Bangladesh Ready-Made Garment Industry

The Ready-Made Garment (RMG) industry in Bangladesh has grown rapidly and has become the major exporting sector in country. The industry constitutes seventeen per cent (17%) to national gross domestic product and provides over four million jobs to locals, most of who are women.

The country and the industry gained international attention after the Rana Plaza garment factory collapse in May 2013 resulting in 1,134 lives lost. Prior to that was the Tazreen Fashion factory fire that killed 117 workers and injured over 200 in 2012.

With international pressure, the ILO country office in Bangladesh, in partnership with government, workers and employers' organizations undertook several initiatives to promote social dialogue, improve working conditions, and to address lingering labour and employment challenges, including labour disputes, anti-union discrimination, illegal terminations, non-payment of wages, and other labour-related concerns among others.

One of the current initiatives is the ILO Project on Promoting Social Dialogue and Harmonious Industrial Relations (SDIR) in the Bangladesh RMG Industry, which started in 2016. Funded by the Governments of Sweden and Denmark, the project aims to establish social dialogue and labour dispute mechanisms at the factory level. It involves the development of sustainable and effective mechanism for conciliation and arbitration, in addition to enhancing the capacities of employers and workers' organizations to engage in dialogue as the preferred modality of resolving workplace concerns.

Outcome 3: Strengthening the capacities of workers' organizations in the RMG Sector

ACTRAV Turin's set of activities contribute to the achievement of the project's Outcome 3.1 Trade unions are better equipped to dialogue with social partners and provides services to affiliates.

ACTRAV contributed in building the knowledge and skills of some one hundred (100) master trainers between 2017 and 2018 through a series of training of trainers on four industrial relations sub-themes, i.e. grievance handling and dispute resolution; collective bargaining and negotiation; trade union leadership and administration; and gender equality and non-discrimination. Master trainers have the primary tasks of supporting the aims of the Workers' Resource Centre (WRC) and undertake outreach labour education activities for RMG workers at the factory level. To date, the master trainers have reached and provided labour education and training in some one hundred twenty-three (123) unionized factories in the RMG sector. Some of these training had participants from employers and management.

ACTRAV Turin implement activities and works with constituents through the WRC, the National Coordination Committee on Workers Education (NCCWE) and the IndustriAll Bangladesh Council (IBC).

The WRC was established as a joint initiative of the NCCWE and the IBC, with support from the ILO. It serves as a central hub to help trade unions operate more efficiently and to provide better services to union members and workers. WRC leadership is shared and rotated among members every six months.

The NCCWE is a united platform of 13 major national trade union federations in Bangladesh, most members of which are affiliated with the ITUC AP. IBC, on the other hand, is composed of national labour federations affiliated with the IndustriAll global union with strong presence in the RMG sector.

Four major activities were implemented in 2018

1. Training of Trainers on Trade Union Leadership and Administration

24-26 April 2018 | Dhaka, Bangladesh

The three-day ToT aimed to contribute to building and strengthening the trade union administration skills and capacities of trade unions in the RMG sector in Bangladesh in order to effectively promote fundamental rights of workers to join unions, bargain collectively, and manage their organizations effectively.

Specifically, at help the participants (a) identify and analyze key issues and challenges in trade union administration; (b) demonstrate trade union administration skills for effective leadership and organizational management; and (c) share good practices and innovative strategies in managing labour organizations at the enterprise and federation levels.

Twenty-two participants representing 19 national labour federations attended the programme. Fifty-nine (59) per cent or 13 of whom were women. NCCWE and IBC had an equal number of participants.

The activity resulted in an indicative **results-based work plan** --to be finalized in consultation with their leaders and the WRC --on labour rights awareness-raising, membership recruitment, and streamlining union functions and administration.

2. Development of trade union training guides and audio-visual aids to support workers' education and capacity-building

ACTRAV Turin helped develop, pre-tested, and validated four (4) factory-level training guides and seven (7) short videos with discussion notes in Bangla to support the outreach education activities of the master trainers. The training guides serve as easy reference in running education activities for workers on various themes, i.e. (1.) gender equality and non-discrimination, (2.) trade union leadership and administration, (3.) Grievance handling, and (4.) collective bargaining.

A two-day pre-testing and validation workshop December 2018, with the participation of 19 master trainers as users, ensured that the design, content, and learning methodologies used in the training materials are adapted to the local context and target publics. It also allowed the trainers to simulate factory-level teaching activities using the training guides.

The short videos are portrayals of actual workplace scenarios that workers experience on daily basis. The videos covered issues such as (1) bipartite dialogue, e.g. on leave and overtime issues, (2) grievance handling and resolution, (3) harassment and termination threats at the workplace, (4) concerted actions, and (5) workers' rights and responsibilities.

3. Trade Union Certificate Paralegal Training Curriculum Development Writeshop 04-06 December 2018 | Dhaka, Bangladesh

A two-day consultation and curriculum development writeshop with trade unions, stakeholders, and practitioners was implemented, in cooperation with the Centre for Advanced Legal Studies of the University of Dhaka, to draft the certificate-training curriculum for trade union paralegals.

Thirty-four (34) participants – representing the SDIR Project Team, the WRC, NCCWE, IBC, Department of Law-University of Dhaka, the Bangladesh Legal Aid Service Trust (BLAST), Centre for Peace and Justice of the BRAC University, Center for Advanced Legal Studies-University of Dhaka, Solidarity Centre Bangladesh, Awaj Foundation, Paralegal Advisory Services (PAS) and Rule of Law Programme of GIZ, Bangladesh Institute of Labour Studies, and the Supreme Court of Bangladesh – attended the consultation.

The consultation resulted in a broad outline of the trade union paralegal training curriculum based on varied in-country experiences and lessons on paralegalism. The draft curriculum covers (a) workers' Rights; (b) industrial Relations; (c) unfair labour practices; (d) industrial dispute; (e) conciliation; (f) arbitration proceedings; (g) sexual harassment; and (i) labour courts process and procedure. It also covers topics to improve the target participants' practical knowledge and competencies on paralegalism and essential skills, including: (a) theories and concepts on paralegalism; (b) roles and functions of paralegals, including workers representation; (c) codes of conduct; (d) inter-personal communications and presentation skills; (e) report writing and record keeping; (f) basic research skills; (g) information, documentation, and evidence collection; (h) basic counselling; and (i) conflict management and negotiation, among others.

ACTRAV Turin is collaborating with the Centre for Advanced Legal Studies of the University of Dhaka for the finalization of the manual and implementation of actual training for paralegals in the first half of 2019.

4. Continuing technical support

One mission was held in 2018 to consult with constituents on the current state of trade union rights in the country and to determine capacity-building needs within and outside the framework of the SDIR project. It also served as an opportunity for ACTRAV Turin to provide policy and programme guidance for workers and trade union trainers.

The mission noted the continuing difficulty in organizing and collective bargaining in the RMG and in other sectors, the multiplicity of labour federations, endless workers' complaints on illegal termination, threats and harassment, low wages, and precarious working conditions, and restrictive labour policies and practices.

Amidst the multiplicity of unions, the mission noted the positive outcome of the establishment of the MRC. Whereas before, various trade unions would decline to attend meetings and refuse to sit in one table, the WRC has become a rallying point for trade union unity in Bangladesh. By setting up the hub, major unions demonstrated that they could go beyond organizational differences. Hopefully, this will result to better outcomes in the future.

In the 2019 pipeline

For 2019, ACTRAV Turing will implement the following SDIR activities:

- Development of a training Manual and training of 25 trade Union Paralegals in the RMG Sector. Trained trade union paralegals are expected to provide paralegal representation, advisory, and support to aggrieved workers towards equitable resolution of work-related complaints and grievances, without resorting to litigious and expensive legal processes;
- Organizational Effectiveness and Sustainability training workshop for WRC officers and staff and selected master trainers to develop a sustainability plan and to set-up administrative mechanisms towards full and effective operations of the WRC;

- Follow-up Course, Coaching and Continuing Education for Trade Union Paralegals to strengthen skills on Case Handling, Monitoring, and Reporting of Labour Cases in the RMG Sector; and
- Knowledge-Sharing and Continuing Education Conference for Master Trainers, with a skills training on innovative approaches and methodologies with IT applications.

In the overall implementation of activities, ACTRAV Turin coordinates and consults with ACTRAV headquarters, ACTRAV New Delhi, ILO Dhaka, and various ITCILO programme units.

TUTC Members

The TUTC is asked to take note on the work done in supporting social dialogue and industrial relations in Bangladesh through the activities of the ITCILO SDIR project.

SECTION

C

To enable TUTC members to consider future strategic elements of the Programme in support of an Outcome Based and Impact Focused Approach

16. Young Women's Leadership – A key to empowerment of trade unions in the world of work
17. Proposal for the Design of a Training Needs Analysis to Inform the Work of the Programme for Workers' Activities
18. Towards Designing an Impact Assessment Methodology for the ACTRAV Programme for Workers' Activities
19. Proposal to Commission and External Evaluation of the Training and Learning Activities of the Programme for Workers' Activities

Strategic Issues for Discussion and Decision

20. Distance learning strategy
21. Blended learning strategy



16. Young Women's Leadership – A key to empowerment of trade unions in the world of work

In 2019 the ACTRAV Turin for Workers' Activities will launch a new training offer entitled ***Young Women's Leadership – A key to empowerment of trade unions in the world of work.***

In current times, given the rapid and profound changes in the world of work, women and young workers are particularly vulnerable when it comes to working conditions and employment. Young women workers are even more vulnerable and affected.

The ILO Women at Work Centenary Initiative aims to better understand and address why progress on delivering decent work for women has been so slow and what needs to be done towards securing a better future for women at work.

With the higher numbers of younger women entering the labour force, it cannot be emphasized enough that young women's leadership is essential to sustain trade unions and social movements. The reality is that young women rarely hold leadership positions in trade unions, an actuality common to workers' organizations globally. Current trends show that a high number of trade union organizations are led by older activists despite a remarkable increase in the numbers of younger women workers entering the labour market and joining trade unions.

Without the involvement of the next generation of leaders, trade unions could become marginalised. Renewing and rebuilding trade unions who are able to effectively tackle future challenges entails developing the leadership of younger generations.

Integration of young women into positions of responsibility and leadership in trade unions is strategic for ensuring their inclusion and visibility in trade union leadership structures. The added value is that trade unions will be gender balanced organizations enhancing union democracy and external union image.

Developing young women's leadership helps change gender stereotypes. They bring new energy and a different set of knowledge and skills relevant for the Future of Work. Their leadership is critical in sustaining the work of trade union organizations and maintaining social movements that adhere to gender equality in line with ILO standards on gender equality, non-discrimination and promotion of diversity.

Empowering young women is a means of ensuring equality of voice at the highest levels. This will contribute to a more gender-balanced representation among social partners. Balanced gender representation assists in ensuring that gender dimensions are mainstreamed in the trade union structures and broader development agenda.

For decades promoting gender equality and empowering women has been on the development agenda. Empowering women, and particularly young women, to make their own choices for active participation in the economy makes a difference on so

many fronts. Goal 8 of the 2030 UN Agenda for Sustainable Development underlines the need “to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value”. SDG 5 further underscores the necessity “to achieve gender equality and empower all women and girls”. Since its foundation in 1919 the ILO has been working for the promotion of gender equality in the world of work. The organization’s focus on gender equality has always constituted an integral part of its mandate. ACTRAV’s experience shows that there are many capable young women who can take up more responsibilities in the trade union movement if they are supported encouraged, trained and given opportunities.

This innovative project aims to contribute towards enhancing trade unions and other labour based organizations efforts to invest consciously in building the leadership of young women in their respective organizations. It further aims to enhance advancement of gender equality in the world of work and strengthening inclusiveness in social dialogue through providing leadership to young women trade union activists.

The young women’s leadership development initiative will also serve as a platform towards providing women with a voice within trade union federations, strengthen women’s networks, increase the visibility of young women in leadership, expand equal access to decent work opportunities for women and raise the profile of gender in the trade unions.

Development objectives

- Increasing representativeness and visibility of young women among trade union leadership;
- Consolidate the role of women’s structures and their capacity to effectively respond to the women workers’ needs;
- Strengthening the capacity of workers’ organizations to promote young women at all levels;
- Providing an empowerment path for a group of women participants to increase their self-awareness, confidence and practical experience in their field.

Specific objectives

- Increasing knowledge and acquiring leadership skills;
- Capacity building and mentorship programme for young women dealing with gender issues;
- Creation of a depository of training materials on women’s leadership
- Report on women’s access to leadership positions in national TUs
- Global outreach to around 200 participants in the online training for leadership
- Completion of the online and face-to-face phases by 50 women trade union representatives, taking into account the geographical balance
- Establishment of an active international trade union women’s network.

Target group

The online distance learning training is open to young women from any level (sectoral, local, national confederation) trade union organizations holding positions of responsibility or those with potential or interest in taking leadership responsibilities. Selection of participants will be made according to the following criteria: all the candidates must be women trade unionists or women working in social movements promoting women' rights under 35 years of age.

Project structure:

Start date - 2019	Duration	Venue	Type of event
First half of the year	10 weeks Scheduled to start 29 April- 5 th July	Online	1 st Distance Learning Phase Open to all regions Target 300 participants Age_35 years
Second half of the year	8 weeks Dates tbc	Online	Depository of existing trade union training and campaign materials on promoting women's leadership Depository of women's leadership material In the first phase of the project, national and international TUs will be asked to share any training or campaign materials aimed at the promotion of women in leadership positions. These materials will be uploaded on E-campus for dissemination to the participants.
September-October	8 weeks	Online	Follow-up online mentoring and support we also discussed the possibility of ending the F2F with each participant developing a project proposal that they can be mentored to implemented in preparation for residential phase in 2020
1 st Q. 2020	2 weeks	Turin	2 nd residential phase - Workers track integrated in the ITCILD Gender Academy 2020? including a presentation of best practices collected throughout the project
May-June 2020	4 weeks	Online	Impact assessment survey six months after the completion of the project

TUTC Members

The TUTC is asked to:

- endorse this approach aimed at the development of young woman union leaders; and
- consider ways in which this activity could be further strengthened.

The following three strategic elements are presented for discussion and decision by the TUTC.

- The implementation of a training needs assessment (TNA) relating to the needs of workers' organizations;
- An impact assessment of training; and
- An independent evaluation of the Workers' Activities Programme

The above topics have been the subject of previous TUTC discussions concerning:

- a focussed intervention to determine the current and future needs of workers organizations;
- obtaining detailed knowledge regarding outcomes of key training activities; and
- ensuring the Programme continues to strengthen workers' organization in relation to the validity of programme design, implementation methodology, training modalities, as well as identifying areas for improvement and identifying good practices.

The three topics are interconnected and if approved by the TUTC, each activity should be implemented sequentially, commencing with the TNA, moving to undertaking an impact assessment before a final evaluation of the Programme. This sequence will enable knowledge and information to pass from one stage of the process to the next.

17. Proposal for the Design of a Training Needs Analysis to Inform the Work of the Programme for Workers' Activities

Introduction

The Programme for Workers' Activities is the training arm of the Bureau for Workers' Activities (ACTRAV) of the ILO. The Programme responds to the training needs of workers' organizations through courses, materials, projects and advisory services.

It is the largest international workers' education programme in the world and offers free training opportunities to leaders, senior activists and technical staff of workers' organizations.

The Programme offers:

- residential training courses in Turin
- follow-up seminars and training activities that assess the impact of its activities, as well as providing further advanced training
- Online workers' education.

Training courses can include:

- international labour standards and the use of the ILO supervisory system
- implementation of the Social Justice Declaration and the Decent Work Agenda
- employment development policies and poverty-reduction strategies
- social protection
- labour migration
- informality and the transition to formality
- decent work for peace and resilience
- social dialogue, collective bargaining and organizing
- gender and women workers' rights
- training of trade union educators and training methodology

The Secretary of the Workers' Group of the ILO Governing Body plays a central role within the Programme in choosing the organizations eligible to send participants to the activities.

The Programme has developed a set of online distance learning tools including e-campus (ITCILO), and SoliComm (Solidarity Communications platform). These tools are intended for pre and post course orientation distance education and delivering online training supporting traditional union training methodologies.

Background and Rational

The Trade Union Training Committee, meeting in May 2018, recommend the use of a Training Needs Analysis to develop a set of recommendations to maximise the impact of the training provided by ACTRAV ITCILO.

This paper sets out a series of inter-related elements of a proposed TNA for use with trade union organizations for the consideration and approval of the TUTC.

The proposed TNA aims to:

- Ensure that the ACTRAV training offer continues to be responsive to the training and capacity building needs of workers' organizations;
- Develop a greater awareness of the emerging training needs of workers organizations around the globe;
- Identify any training gaps relating to the needs of workers' organizations;
- Strengthen a needs-based approach in supporting workers' organizations;
- Help build participant pathways connecting different elements of the training offer;
- Assess the modalities of training in terms of effectiveness and efficiency in providing training for workers' organizations; and
- Identify good practice useful in making further improvements to the training offer.

The TNA is intended to inform:

- The ITCILO Trade Union Training Committee, the body responsible for the strategic direction of the Programme;
- ACTRAV, the Bureau for Workers' Activities, the main link between the International Labour Office and the world of work through one of the ILO's constituents: workers' organizations;
- The BOARD of the International Training Centre of the ILO; and
- Workers' organizations.

Proposed Methodology

Working closely with the ACTRAV team at the ITCILO, an independent evaluator shall be appointed to further develop a TNA methodology based on the following guidelines and principles:

- Data collection shall include the use of a structured online survey drawing information from a range of selected **previous participants**;
- Data collection shall include structured interviews involving selected **ACTRAV HQ and field specialists** and selected **workers' group representatives**.
- The online survey (with previous participants) will seek to gain information regarding organizational training needs; i.e. current and future challenges, what is being done well, what can be improved and what new training programmes should be considered.
- The structured interviews (with ACTRAV specialists and selected workers' group representatives) will seek to gain information regarding the key achievements of the Programme in strengthening workers' organizations at regional and national levels, determining key challenges and opportunities and identifying any gaps.
- The TNA questions to be available in the language most appropriate to the needs of the interviewee.
- The online survey to make use of the ITCILO e-campus.
- The final set of questions used with both the online survey and the structured interviews to be shared and agreed by the TUTC.
- The final report to be presented and shared with the TUTC in time for the October 2019 Board Meeting.

The TUTC may wish to consider the application of this TNA along with the accompanied proposal for conducting an impact assessment of ACTRAV training activities.

Typical question to be considered in the survey

The questions used in both the online survey and the structured interviews will be developed by the consultant in coordination with ACTRAV and members of the TUTC. As an example, for the following questions, the interviewee or survey responder will be offered a number of options to select. The questions may include:

- Does your organization run training activities or event and if so, how many, who is the target group?
- Which of the following areas or activities does your organization require further training?
- Which of the listed training activities are most relevant to your organizations' needs?

- Which of the listed training modalities are the ones most relevant to building your organizational needs? (for example; ITCILO, National Level, Sub, regional, Inter-regional, online, blended).
- When improving the skills level with your organization, who is your target group?
- Which skills does your union officers and representatives need to develop further?
- Which training modalities do you consider the most effective in addressing your organizations capacity building needs?
- In relation to face to face training, which modality would you suggest is more relevant to your organizations capacity building needs? (ITCILO, National Level, Sub Regional Level, Inter-Regional Level, Distance, Blended, or a mix of all of the above)?
- What is the best possible duration for being released from your organization to attend face to face training?
- What is the best possible duration for participating in online training? (online training normally involves 6 to 8 hours per week)

Implementation and Reporting Arrangements

The collection and collation of online data and structured interviews to take place over a short (eight-week period).

The TNA implementation sequence and timetable for submission of the final report to be decided by the TUTC, meeting in May 2019.

TUTC Members

The TUTC is asked to take note and comment on the above.

18. Towards Designing an Impact Assessment Methodology for the ACTRAV Programme for Workers' Activities – a note for the ACTRAV ITCILO Staff Meeting 28 March 2019

This paper has been prepared by Liz Rees, former Head of Trade Union Education (TUC) in the UK and former Director of 'unionlearn', the TUC skills and learning organisation

Trade union training is training with a purpose. It builds skills, attitudes and knowledge but in a collective context and with a purpose in mind – that of building workers' organizations to improve the working lives of members and to influence the policy environment that workers organizations operate in.

Much effort goes into evaluating the experience of workers' representatives who attend training courses; the quality of resources and materials and the effectiveness of the training effort. But most important and often overlooked, is what happens as a result of the training where it counts – back in the union organization and the strengthening of the work of union organizations and their activities.

This note is intended to contribute to a discussion which will shape the design of a methodology for ACTRAV to assess the impact of its work:

- To support a discussion with ACTRAV ITCILO staff about what the key elements of such a process should be;
- To decide on an approach tailored to the Programme for Workers' Activities;
- To suggest a repeatable methodology that can build a sustainable database of information for multiple uses in the future; and
- To report to the TUTC with clear recommendations.

What is an Impact Assessment?

Impact assessments are formal, evidence-based procedures designed to assess the outcomes or effects of particular policies or services.

Impact Assessments are frequently used by public bodies and can range from a national scale root and branch assessment (such as for example, the introduction of a universal basic income for workers in Finland) to a small project assessment such as the impact of funding to enable trade union 'roving' health and safety representatives improve OSH in the construction industry.

Deciding on **why** and for **whom** you are assessing impact is important – for example, if an assessment is targeted primarily at funders, to show the benefits of funding provided, this must be factored in at the design stage. And, in any impact assessment, it is vital to capture 'the ripple effect', that is the secondary beneficial consequences of

the intervention. For trade union education purposes, any assessment must capture the results and issues important to union organizations and to their collective interests in promoting and defending the rights of workers. The assessment must therefore capture information useful to workers organizations and possibly any funding providers as well as the participants themselves. In addition, the ripple effect might extend to the wider economy and society itself, for example in terms of union engagement in dealing with crises arising from conflicts and disasters, etc.

Methodologies

Government agencies, business schools and international bodies have developed a range of methodologies to attempt to determine impact.

For large scale impact assessment, organizations such as Cranfield Business School <https://www.cranfield.ac.uk/som/case-studies> carry out extensive and varied projects.

On a smaller scale, City & Guilds (the largest UK awarding body) carried out work to determine the impact of their Skills Development Fund on the recipients of grant funding. <https://cityandguildsgroup.shorthandstories.com/Skillsdevelopmentfundimpact/index.html>

And the ITCILO itself offers a programme which seeks to train social analysts in impact assessment <https://www.itcilo.org/en/areas-of-expertise/social-protection/impact-assessment-for-social-protection-analysts>

Most studies use a mix of the following methodologies:

- Working with focus groups to determine quality and experience
- Life-cycle assessment for quantitative analysis
- Cost-benefit analysis to determine added value
- Gender and other forms of diversity impact
- Survey and analysis of results (including follow-up telephone research)
- Repeat studies to examine trends.
- Use of checklists to determine scope.

Crucially, a vital component to capture in any assessment process is to ask; **how outcomes would have changed had the intervention not happened?** This involves counterfactual analysis, which is a comparison between what actually happened and what would have happened in the absence of the intervention.

Impact studies look for the changes in outcome that are directly attributable to a programme. In size and scope as well as in shared values and in terms of appropriate methodologies, there are a number of useful models and practices such as the experience of TUC Education in the UK, which can be a starting point for ACTRAV when considering the design of impact assessments following trade union training interventions.

About TUC Education

TUC Education has an unrivalled reach into Britain's workplaces in providing education and training for representatives and paid trade union officers. At its peak in 2012, more than 52,000 union participants successfully completed a range of high quality courses, mostly classroom-based, designed for union representatives, delivered by dedicated trade union tutors, and accredited through all the UKs national adult learning frameworks.

This reflects the huge demand for union reps' training and their thirst for learning, but also the growing needs as the participants' union roles became increasingly more complex and sophisticated. In response to shifts in the economy, funding arrangements for further education as well as for TUC Education itself and growing demand from participants for more accessible and flexible learning, a large- scale online learning project was launched in 2016, and this will be the subject of a future TUC led UK wide impact assessment.

The quality of trade union education across the UK is rated very high – independent Government inspectors have consistently graded TUC Education at outstanding and union education officers are closely involved in maintaining relevance and accessibility.

Participants come from a wide range of industries, sectors and unions – union reps are 'everyone' – and methodologies for training tutors and for designing and implementing programmes have been carefully constructed to enable all participants to learn together, whether they hold postgraduate or other professional qualifications or no qualifications at all. In spite of this huge diversity, it is possible to investigate the TUC provision because it is built on a solid foundation of shared values, approaches and methods.

TUC Education and Impact Assessments.

Two large-scale impact assessments have been carried out by TUC Education to date and an ongoing programme of developing an innovative offer for online learning will be evaluated shortly.

The impact assessments aimed to:

- understand better who the course participants were;
- identify what union roles and functions participants performed;
- find out how TUC Education training activities helped them develop the skills they need for their union role; and
- determine whether there had been any evidence of changes in workplaces and in the union as a result of their learning.

Integral to the assessment, particular emphasis is placed on:

- Locating stories of real outcomes to show the impact of the training not just on the development of skills but on workplaces in the UK.

- Identifying examples that demonstrate the application of problem-solving and information-finding skills, using a systematic trade union approach. The survey asked about respondents' rating of problem-handling skills, and how far the courses had helped to develop them. Free mobile phone text replies also commented on systematic ways of working as a union rep.
- Exploring issues around improving working and collaboration across the union team. The survey asked about time spent working with small groups on courses. Many free text comments pointed to the confidence-building aspects of working collaboratively with others, reducing the sense of isolation that many newly appointed representatives often report.
- Developing active and relevant learning approaches. Similar to the 'Turin Training Approach', TUC training courses are designed to address real problems and issues arising out of participants' workplace and trade union setting. Throughout all TUC training activities there is a system of *workplace reports*. In this system topics are introduced on courses through an investigation by the course participants of issues arising in their workplace and trade union. *The survey asked how far respondents had been able to develop strategies to tackle their workplace issues on the training courses.*

Impact assessments included questions to investigate developments that have emerged in recent years, including:

- the continued expansion of certification and qualifications for TUC courses;
- the growing use of online courses;
- issues over release from 'normal' work environments; and
- how participants developed their union and solidarity networks following a course.

The methodology used with each Impact Assessment targeted previous participants who attended a TUC training courses of any type over the previous five years.

The Assessment included newly elected (or appointed) reps with little (or no) experience and some very senior reps with several roles and years of experience.

The sample, randomly drawn from thousands of participant-s email addresses harvested from TUC databases. Methods used for the research were both quantitative and qualitative in scope.

Data collection was through an online survey, using SurveyMonkey, distributed by email. The survey also included free text answers on *how respondents had been able to apply the lessons of the course in their workplace and union*. In order to assist in maximising returns, TUC Education offered a motivational incentive open to all eligible returned surveys with prizes of iPads. This along with innovative promotion of the survey, this innovative approach generated an added degree of excitement and interest in survey.

Using online methodologies conducted by TUC staff, the assessment was conducted independently from the training team responsible for the delivery of the training activity therefore ensuring the objectivity of the information gained.

Respondents were asked to volunteer for a follow-up phone interview. The aim of these was to elicit further detail and concrete examples of changes resulting from attendance at courses, allowing short case studies to be written. The interview sample was selected to cover, as far as possible, different types of training, trade unions and UK country or region. The follow-up phone interviews were semi-structured and designed to take no more than 10 minutes to complete. Internal TUC staff across the education department signed up to carry out these phone interviews.

Almost 2,400 representatives returned the surveys online, a response rate of 13.4 per cent, an above average response rate for a survey. Of these, over 1,500 – almost two out of three – wrote in a free text response to a question asking what changes they had made as a result of attending a TUC training course. This is critical element when assessing impact.

Women and Leadership

Assessing individual development is important when the purpose of the programme is to develop the next generation of union leaders. In assessing the impact of the annual Women Officers' Summer School, TUC Education carried out a short study of past participants to mark its tenth anniversary.

The aim was to find out from the women participants themselves whether the course had helped them make progress in their union. Sixty-six per cent said that since the training course, they had taken on greater responsibility in their union and of those, 88 per cent said the course had been “very helpful” or “of some help”.

From Evaluation to Impact

Linking evaluation squarely with impact is part of establishing the purpose of the training from the outset. TUC Education programmes focus on bringing the training room to the workplace and the workplace to the training room. The practical achievement of results and outcomes is embedded throughout union training activities. The primary aim of all programmes is the building of confidence, skills and technical knowledge in union representatives to be able to achieve identifiable results.

Participants are encouraged to understand how to use elements of law in collective bargaining situations. Developing confidence is vital, and using a *Distance Travelled* tool assists in getting union reps to thinking about how confident they feel in representing their union and members in a variety of setting including a multitude of bargaining activities and scenarios. *Distance Travelled* is designed to self-evaluate the progress made during a course or activity and can be as complex or as simple

as appropriate. Government programmes across Europe routinely employ complex assessment measures as part of project evaluations, for example as in the Institute for Employment Studies report:

<http://www.employabilityinscotland.com/media/83581/guide-to-measuring-soft-outcomes-distance-travelled.pdf>

When bridging evaluation and impact for union representatives' training, it is useful to ask participants simply to identify their confidence level before the course and returning to this at the end of the course, to measure the distance travelled during the activity. This almost always acts as a measure of increased confidence – and, occasionally, can be a measure of the course' failure which needs to be addressed.

See the final TUC report at

<https://www.unionlearn.org.uk/publications/still-making-difference-continuing-impact-trade-union-education-britains-workplaces>

This paper identifies a series of elements which when combined, may offer the basis of a practical structure that has the ability to assess impact. It was discussed and amended at a meeting with the ACTRAV training team to identify issues and elements from their perspective.

Recommendations

The Trade Union Training Committee is invited to discuss and approve the following recommendations:

- to ensure a systematic and sustainable approach, the Impact Assessment will be managed and run internally by ACTRAV and should be designed to be repeatable;
- allocation of a small budget for external support where necessary;
- the system will be designed with emphasis on clarity and simplicity but ensuring it captures intended outcomes;
- methodology to involve a straightforward survey system, following up with selected structured interviews via Skype or telephone to enrich the data;
- secure multiple perspectives through individual short interviews with key external partners and stakeholders;
- undertake periodic, focused impact assessments on technical, regional and partnership elements of the programme as necessary; and
- build awareness of assessing impact in pre-course documentation and course materials, encouraging participants to plan for making a difference back at their union or workplace setting.

19. Proposal to Commission an External Evaluation of the Training and Learning Activities of the Programme for Workers' Activities

Background and Rationale

In parallel with strategic developments to implement a systematic and integrated impact assessment as part of specific training activities and drawing on information gained by conducting a training needs assessment, the TUTC is requested to recommend to the Director of the ITCILO the commissioning of an independent evaluation of the Programme for Workers' Activities.

The Objectives of the Evaluation

In relation to strengthening workers' organizations, the evaluation will provide all key stakeholders with evidence, data and greater knowledge that:

- Considers the relevance, validity of design, the implementation, the impact and sustainability of activities within the Programme;
- Makes an assessment of training modalities, including the efficiency and effectiveness of resources
- Detects any areas for improvement; and
- Identifies good practices.

Existing ILO tools on evaluation may be found at:

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

Stakeholders of the Evaluation

An external evaluation of the Programme for Workers' Activities will inform:

- The Board of the International Training Centre of the ILO;
- The ITCILO Trade Union Training Committee; and
- ACTRAV, the Bureau for Workers' Activities;
- Workers' organizations; and
- Other social partners.

Methodology

Working with all stakeholders, a suitable, experienced and knowledgeable evaluator will be identified and commissioned to carry out an independent evaluation of the Programme for Workers' Activities.

Acting independently but closely with the ITCILO Programme Manager for Workers' Activities and the ACTRAV team, the external evaluator will take into consideration the activities of the 2019 core programme and in addition, select six activities that offer a wider technical evaluation of the programme.

Specifically the employed methodology shall enable the evaluator to consider:

- The relevance of the Programme
- The validity of Programme design
- The implementation of the Programme including the modalities used to deliver training
- The effectiveness and efficiency of the Programme including maximising the use of available resources
- The impact of training activities,
- The sustainability of the Programme

The general methodology will draw on several evaluation methods including, desk research, interviews with ITCILO staff, ACTRAV ILO staff (and HQ and in the regions), representatives of workers' organizations and former participants.

Suggested Timescale

The External Evaluation should take place after the implementation of associated developments regarding designing and piloting a TNA and developing a sustainable methodology for conducting an Impact Assessment for the Programme.

This would suggest the optimum time to conduct the evaluation would be from November 2019 to February 2020. The Final Report being available to the Director of the ITCILO and other stakeholders thereafter.

TUTC Members

The TUTC is requested to recommend to the Director of the ITCILO the commissioning of an independent evaluation of the Programme for Workers' Activities.

Innovation in Training Methodologies: Diverse Approaches to Trade Union Training

In this Section of the Report, the TUTC is asked to consider two key elements of the training modality offered by ITCILO ACTRAV:

- 1.** Distance learning; and
- 2.** Blended learning.

20. Distance learning strategy

1. Why is distance learning important for Trade Unions?

Traditional classroom based face-to-face education has been the cornerstone of trade union education and will remain a key method for delivering trade union education. However, it is also necessary to explore other innovative strategies. Getting study leave from work for structured classroom based training, especially for women and young workers as well as other workers in vulnerable types of work such as “platform workers”, agriculture; domestic, retail etcetera is becoming extremely difficult given the insecure nature of their work arrangements.

Given the changing nature of work and the rise in technological innovation trade union organizations are therefore expected to pioneer innovative ways of providing education relevant for workers and their needs and diversity. On the other hand, trade unions need to development new ways of organizing education structures so that they are not left on the side-lines in the technology revolution. Otherwise, lack of access to education means there is no opportunity to gain the skills and knowledge needed to organize and represent workers in the complex world of today’s industrial relations systems and laws.

The approach that is adopted for union education is very different from the top-down control of management training and the academic approach of universities. The main reason is that it is based on the principles of solidarity and is implemented within a political context. This requirement reflects the need to advance in the construction of participation spaces where workers can present not only their demands, but also the educational concepts that reflect their desire to advance in the achievement of more inclusive and just societies with distribution of the wealth generated by work.

Distance learning should not be understood only as a mere training strategy, but as a strong tool closely related to the communication strategy and campaigning of the trade union organization. Training and communication are increasingly integrated into union structures which in turn has a greater role in trade union management. One of the main roles of union education is making unions relevant and accessible. It is not a simple or short process and it requires different stages and speeds regarding the previous experience in every region. In this regard, we should consider distance learning or online education as a complementary process to face to face training, that should strengthen the trade union organizations.

2. Why distance learning is important for ACTRAV?

As the issues of a changing world, climate crisis and the 4th industrial revolution are explored, the need for an approach that embraces a more integrated conception of union education with the broader nature of workers education becomes apparent. An institutional development that spans the different groupings and is both simultaneously part of action (organizing) and learning, and which serves to establish

and affirm working class knowledge through all levels and forms of an education framework. There is a critical need to reconstruct union education in tandem with a significant shift in union organizational practice. However, the number of workers receiving union education is in decline.

One of the key components of the fourth Industrial revolution is the interconnectedness and fast internet speeds, which increase the access to information. However, the information is not processed and value added. Opinion and populism become easily manipulated.

The result is the definition of different training routes, each one with at least three levels and with the definition of conceptual, attitudinal and procedural objectives for each level. This training proposal must be adapted to the reality and priorities of every region. In any case special attention should be paid to “gender mainstreaming” in every route and every level.

Distance learning on Decent Work promotion consists of various calls by level of specialization, the necessary training courses to consolidate the teaching-learning processes that can be replicated by trade unions. In this regard, this training will be complemented by a specific training of trainers, this way the autonomy of the organizations regarding their own trade union training offer linked to the DW agenda will be strengthened.

It is important to enhance the training of union trainers on promoting Decent Work that encourages a multiplier effect in disseminating knowledge internally in the Organizations.

The different courses will have expert tutors on the topic, ensuring guidance, support and accompaniment throughout the entire training process.

3. Methodology and distance learning tools

Union education is offered great opportunity by digital innovation, there can be no doubt. Technologies such as online learning, video conferencing over broad band and digital repositories and knowledge management platforms offer tremendous potential for overcoming the physical and cost barriers to union education. Of course, these need to be embraced but this needs to be done in a way that we guard against simplification, retaining creativity, reflection and continue to embrace the core nature of union education.

Given the need, identified by trade unions, to plan and organize the processes of union training on decent work to define the interrelationship between its four components (standards, employment, social protection and social dialogue), it appears convenient to structure distance learning in ACTRAV Turin, as a complementary training tool, according to training routes by levels and areas, linked to the strategic components of decent work.

Distance learning methodology is constantly growing and allows for new ways of interaction with adult learners, offering a genuine training experience for many

workers' representatives and provides union members an effective solution to enable them to develop their knowledge and skills in key topics and subject areas at a place and a time that suits them best.

The distance courses are conducted via “SoliComm¹” distance education platform designed by ACTRAV Turin. “Solicomm” is also a methodology based on collective building of knowledge, coherent with the goal of strengthening trade union organizations. Indeed a group always holds much more knowledge than a single person does. In any discussion, a host of perspectives and a variety of experiences come into play, which can be used to create new useful knowledge for both: single person and trade union organization. The second stage is the time when everyone internalizes the findings of the group and succeeds in assimilating the new knowledge or the new skill. This is achieved through reflection on the group's findings and conclusions, which undergo judgement in the light of each person's previous knowledge, leading to assimilation and putting into practice.

The study circle methodology involves problem identification, problem analysis and problem solving, thus becoming action oriented. This approach ensures a close link between the learning process and the participants' expressed desires. The participants exchange experiences collectively, democratically address issues of common interest and chart out possible ways of obtaining solutions. The method ensures variety for everyone; brings to the surface new ideas; creates room for just-in-time learning and improvement.

In order to do Solicomm methodology operational and to develop it properly, “a virtual space for lifelong learning” is required, which provides content and nurture of inputs for training. This environment is the Decent Work Schools².

The Union organizations can, free of charge, organize and manage their own online training courses, which will considerably strengthen them in their promotion of decent work. They will be able to use the same methodology and the same platform for their own distance-learning offer, linked to decent work agenda.

In addition, with the “Decent Work Schools”, as “a virtual space for lifelong learning”, ACTRAV Turin can maintain our network of participants and with their union organizations, in a common learning space.

Both training tools (Decent Work Schools and Solicomm) have served to generate synergies with face-to-face training, and we have many experiences that can demonstrate it.

1 <http://solicomm.itcilo.org/>

2 <https://etd.itcilo.org/>

Results achieved by SOLICOMM, among others, are:

- The knowledge and promotion of decent work has been strengthened in trade unionists who for various reasons cannot participate in face-to-face training.
- The feminine leadership has been concretized in that women have designed most of the training projects implemented in the organizations.
- Working with new and ex participants gives effectiveness to training routes.
- The adaptability and quality of the materials and activities have helped a true dissemination of training and the exchange of experiences between trade unionists from different countries and organizations.

ACTRAV Turin is leading key distance education results across the ITCILO. ITCILO ACTRAV recognizes the importance of the distance education in reaching and addressing our constituents' needs, as a complementary modality in trade union training.

It is ITCILO ACTRAV's objective to strengthen the link with this modality of training with virtual "space for lifelong learning" around Decent Work, including a specific library for every Decent Work component. These libraries are important for strengthening participation of unions in the design, implementation and evaluation of the Decent Work Country Programmes (DWCPs), and within the United Nations Development Assistance Framework (UNDAF) and Development National Strategies.

In addition, with the "Decent Work Schools", as "a virtual space for lifelong learning", ACTRAV Turin maintains a network of participants and with their union organizations, in a common learning space.

Optimizing distance-learning tools that are required and ensuring the interphase between this online space for lifelong learning (Decent Work Schools) and our current distance education platform (SoliComm), both elements are available in Moodle, being technically compatible and coherent with ITCILO e-campus.

The main goal in 2019 is to consolidate an ACTRAV distance education offer for all regions, using English as a common tool. This will involve developing the use of SoliComm as a "distance education brand for unions from different regions" and "Decent Work Schools" offering a "space for lifelong learning". As a outcome we can mention the availability on the platform of an integral union training proposal with relevant materials on every decent work component and adapted for use on Moodle, in both languages: Spanish and English, and soon, in French.

Recommendations

The TUTC is asked to endorse a distance learning approach:

- that continues to reach out to constituents
- that can be used selectively to strengthen awareness and knowledge on specific thematic areas of the Programme
- that builds confidence with participant to encourage them to take part in deeper training activities
- that makes use of the three ITCILO ACTRAV distance learning platform
- that contributes to providing information applicable for the TUTC report
- that produces data useful for the TUTC in making strategic decisions and choices.

21. Blended learning strategy

What do we mean by blended learning?

Blended learning means supporting participants through a part of their learning journey using technology-based resources and activities combined with traditional face to face activities. This process involves support and direction provided at all time by the activity tutor or trainer.

This online process is normally accessed through a virtual learning environment. In the ITCILO, this virtual environment is normally the ITCILO e-campus and in the case of ACTRAV ITCILO, SoliComm and the Decent Work Schools platforms can be used in addition to e-campus.

Why blended learning is important for Trade Unions?

Over the last few years and especially in 2018 with an online approach being applied to support the core Programme, ACTRAV Turin has increasingly developed experience and built skills in using online training tools and techniques. This experience has been invaluable in providing confidence to make increased use of online techniques to strengthen the ACTRAV training Programme.

Following concentrated activities undertaken during 2018, ACTRAV ITCILO now has a model of good practice enabling ACTRAV to propose a Blended Learning strategy that will create further opportunities for participants and the trade union organizations they represent.

This strategic proposal needs further discussion and will of course be refined through experience, however, the key elements are:

Aims of a blended learning offer

- to secure increased participation from high-level union officers
- to enhance the participant experience and better prepare participants for face to face training.

Objectives of blended learning

Key objectives for further developing an ACTRAV blended learning offer are:

- to make the online training element flexible in terms of the speed of learning, the place where learning occurs and the modality
- to establish quality assurance across all the Programme irrespective of the training modality
- to create an evidence-based learning pathway
- to enable participants to access open source training and learning resources useful and relevant for trade union organizations

- to use blended learning tools and techniques to optimise and enhance face-to-face training activities.

Benefits for Participants

Blended learning allows participants to:

- access training opportunities that better suits workloads, lifestyles and responsibilities
- enhance engagement by exposing participants to technical information and content before face-to-face trainings and discussions, and
- provide a training experience that reflects current methods in the use of technology
- obtain recognition for their efforts by the award of an 'ITCILO Certificate of Achievement'.

Benefits for Trainers

Blended learning allows trainers to:

- develop opportunities based on up to date and flexible training methodologies
- avoid time spent on repetitive activities and to focus time on developing standardised materials on ILS, CB and SD, gender, useful across a range of activities
- collate data and information on participants progress in training activities
- make use of a wide range of resources that support participants' development and progression.

Benefits for ACTRAV and the ITCILO

Developing and making use of blended learning modalities:

- builds capacity within the team and the wider ITCILO
- ensures ACTRAV inclusion in wide network of Community of Practice trade union education practitioners
- enables ACTRAV to tap into skills and knowledge developed across the ITCILO and wider trade union education network.

The TUTC is asked to endorse a blended learning approach:

- applicable across the core programme
- that can be decided selectively on other training elements of the Programme
- that makes use of the three ACTRAV distance learning platforms
- that build further skills and experience across the ACTRAV ITCILO team
- that contributes to providing information applicable for the TUTC report
- that produces data useful for the TUTC in making strategic decisions and choices.

SECTION

D

22. Programme for Workers' Activities – Planned and implemented Activities for 2019

23. Programme for Workers' Activities – Proposed Core Courses 2020

24. Programme for Workers' Activities – Suggested Indicative Core Courses 2021



22. Programme for Workers' Activities – Planned and implemented Activities for 2019

The shaded activities denote 'core' activities.

Coord code	Oracle code	Status	Title	Venue	Probability	Dates	Duration	Language	Total dot	Total pax	Total days
C3511857	190292	NOAA	Development of certificate training manual for trade unions paralegals - linked to P3511025	F	90%	01-Jan-19 17-Mar-19	11 w	EN	0	0	0
A4712078	190085	NOAA	Ensuring Protection of Workers' Rights in "New" Jobs	B-C	100%	11-Feb-19 08-Mar-19	4 w	EN RU	8	28	224
A9712295	190187	NOAA	Formación a distancia para la promoción del trabajo Decente	D	50%	18-Feb-19 26-Apr-19	10 w	EN ES	10	60	600
A4012227	190186	Final	Global framework agreement EDF	C	100%	19-Feb-19 20-Feb-19	0.5 w	EN FR PT IT	2	24	48
A4712327	190163	NOAA	European Youth Academy on the Future of work - linked to P4512265	B-C	50%	25-Feb-19 17-May-19	12 w	EN	12	50	600
A1712247	190160	NOAA	The evolving world of work: new learning methodologies and technologies for enhanced trade union training and education in Africa (Lomé, Togo)	B-F	50%	04-Mar-19 05-Apr-19	5 w	EN	9	15	135
A1712084	190171	NOAA	Trade Union Training on Social Security (Lomé, Togo)	B-F	50%	18-Mar-19 12-Apr-19	4 w	EN FR	8	25	200
A3712115	190226	NOAA	Trade Union Training on the Future of Work: Shaping a Human-Centred Agenda for a Future of Work: The Role of Trade Unions (Singapore)	B-F	50%	01-Apr-19 30-Apr-19	4.5 w	EN	8	20	160
A9712255	190188	NOAA	Distance learning for promotion of Decent work	D	50%	29-Apr-19 05-July-19	10 w	EN ES FR	10	100	1,000

Coord code	Oracle code	Status	Title	Venue	Probability	Dates	Duration	Language	Total dot	Total pax	Total days
A2712083	190277	NOAA	Formación sindical sobre Tripartismo, Diálogo Social y Negociación Colectiva (Lima, Peru)	B-F	50%	06-May-19 31-May-19	4 w	ES	10	20	200
A2510571	190276	NOAA	Formación profesional y desarrollo de competencias para la promoción del trabajo Decente (Buenos Aires, Argentina)	F	25%	13-May-19 17-May-19	1 w	ES	5	20	100
A3712082		Concept	Regional Trade Union Training on Labour Migration: "Enhancing Trade Union Capacities and Actions Towards Fair Labour Migration" (Kuala Lumpur, Malaysia)	B-F	50%	20-May-19 14-June-19	4 w	EN	8	25	200
A4012291	190287	NOAA	International Labour Standards for Trade Unions in New independent states	C	50%	27-May-19 31-May-19	1 w	EN RU	5	20	100
A1712081		Concept	Promotion of Labour Migration Standards for Sustainable Development (Maputo, Mozambique)	B-F	50%	03-June-19 28-June-19	4 w	EN PT	8	25	200
A9712085		Concept	Trade Union Training on International Labour Standards with a focus on Freedom of Association and Collective Bargaining	B-C	50%	24-June-19 19-July-19	4 w	EN ES FR	8	30	240
A9712079		Concept	Tripartism, Social Dialogue and Collective Bargaining	B-C	50%	24-June-19 19-July-19	4 w	EN ES FR	8	30	240
A3712300		Concept	Certificate Training for Trade Union Paralegals in the RMG Sector - linked to P3511025 (Dhaka, Bangladesh; Dhaka, Bangladesh)	B-F	50%	30-June-19 09-Aug-19	6 w	EN	14	25	350

Coord code	Oracle code	Status	Title	Venue	Probability	Dates	Duration	Language	Total dot	Total pax	Total days
A3712086		Concept	Regional Trade Union Training on Tripartism, Social Dialogue and Collective Bargaining (Seoul Korea)	B-F	50%	01-July-19 26-July-19	4 w	EN	8	25	200
A3512301		Concept	Trainers and WRC Staff Skills Upgrading: Organizational Effectiveness and Sustainability - linked to P3511025 (Dhaka, Bangladesh)	F	50%	08-July-19 10-July-19	0.5 w	EN	3	25	75
A2512296		Concept	Migraciones Laborales en la Región (Mexico)	F	50%	15-July-19 19-July-19	1 w	ES	5	20	100
A1512250		Concept	ILO Centenary Ratification Campaign: Enhancing role of workers' organizations (Sao Tome)	F	50%	05-Aug-19 09-Aug-19	1 w	EN PT	5	20	100
A2712087		Concept	Formación sindical en Seguridad Social / Formação sindical em Segurança Social (Santiago de Chile)	B-F	50%	12-Aug-19 06-Sep-19	4 w	ES PT	8	20	160
A3712287		Concept	Training on FoA, CB, and ILO's Supervisory Mechanism for Young Trade Union Leaders (Bangkok, Thailand)	B-F	50%	02-Sep-19 27-Sep-19	4 w	EN	8	25	200
A1712249		Concept	The role of trade unions in national employment policy formulation	D	50%	02-Sep-19 25-Oct-19	8 w	EN	8	60	480
A1712251		Concept	The role of social dialogue in strengthening the Horn of Africa, Recommendation 205, Trade union alliance (Kenya)	B-F	50%	09-Sep-19 27-Sep-19	3 w	EN	7	25	175
A9712088		Concept	Trade Union Training on Social Security	B-C	50%	09-Sep-19 04-Oct-19	4 w	EN ES FR	8	30	240

Coord code	Oracle code	Status	Title	Venue	Probability	Dates	Duration	Language	Total dot	Total pax	Total days
A3512302		Concept	Follow-up Course, Coaching and Continuing Education for Trade Union Paralegals: Case Handling, Monitoring, and Reporting of Labour Cases in the RMG Sector - linked to P3511025 (Dhaka, Bangladesh)	F	50%	13-Oct-19 15-Oct-19	0.5 w	EN	3	25	75
A1512252		Concept	The role of social dialogue in fostering Decent employment for peace and resilience (Bamako, Mali)	F	25%	14-Oct-19 18-Oct-19	1 w	EN FR	5	25	125
A3512134		Concept	Knowledge-Sharing (and Continuing Education) Conference for Master Trainers - linked to P3511025 (Dhaka)	F	50%	15-Oct-19 17-Oct-19	0.5 w	EN	3	60	180
A9712089		Concept	Trade Union Training on Decent Work and Care economy	B-C	50%	21-Oct-19 15-Nov-19	4 w	EN ES FR	8	30	240
A1512253		Concept	Towards implementation of the ILO MNEs through social dialogue: ECOWAS Workers and Employers organizations (Ouagadougou, Burkina Faso)	F	25%	04-Nov-19 08-Nov-19	1 w	EN ES	5	24	120
A379360		Concept	Distance learning course on Labour and Social Dimensions of FTAs, IIAs, etc	D	25%	04-Nov-19 06-Dec-19	5 w	EN	5	30	150
A379362		Concept	Distance learning course on Educating for Union Strength	D	25%	04-Nov-19 06-Dec-19	5 w	EN	5	30	150
A4012330		Concept	European Youth Empowerment Conference - linked to P4512265	C	50%	10-Dec-19 12-Dec-19	0.5 w	EN	3	100	300
A5511496		Concept	Decent work for youth (TBC)	F	50%	30-Dec-19 31-Dec-19	0.5 w	EN AR	5	25	125

Coord code	Oracle code	Status	Title	Venue	Probability	Dates	Duration	Language	Total dot	Total pax	Total days
A4512290		Concept	Labour Education (Uzbekistan)	F	50%	30-Dec-19 31-Dec-19	0.5 w	EN RU	3	20	60
A4512289		Concept	Minimum wages (Moldova)	F	50%	30-Dec-19 31-Dec-19	0.5 w	EN RU	3	20	60
A4512288		Concept	Revised MNC Declaration and ACTRAV guide (Azerbaijan)	F	50%	30-Dec-19 31-Dec-19	0.5 w	EN RU	3	20	60
A2712299		Concept	Formación a distancia para la promoción del trabajo Decente II	D	50%	30-Dec-19 31-Dec-19	0.5 w	ES	0	60	0
A1512246		Concept	Capacity building on Recommendation 205 and its potential for promoting youth employment (Abuja, Nigeria)	F	50%	30-Dec-19 31-Dec-19	1 w	EN FR	5	25	125

23. Programme for Workers' Activities – Proposed Core Courses 2020

Topic: Global Workers' Academies	When	Pax	Lang.	Venue
Ending Violence and Harassment at Work (Follow up from ILC and deferred from 2019)	2 nd Quarter	30	EN/SP/FR	ITCILO
Just Transition	3 rd Quarter	30	EN/SP/FR	ITCILO
Future of Work (follow up from ILC)	1 st Quarter	30	EN/SP/FR	ITCILO
Educating for Union Strength: Developing the role of trade union training to support Decent Work and Social Justice	4 th Quarter	30	EN/SP/FR	ITCILO
Africa				
Ending Violence and Harassment at Work		20	EN/PT	
Tripartism, Social Dialogue and Collective Bargaining		20	EN/FR	
Americas and the Caribbean				
Ending Violence and Harassment at Work		20	SP	
Decent work deficits in the rural economy: challenges for the promotion of organizing and collective bargaining for both wage earners and non wage earners; or The promotion of Decent Work for Rural workers in GSCs. The TUTC to decide		20		
Arab States				
Ending Violence and Harassment at Work		20	AR/EN	ITCILO
Asia and the Pacific				
Ending Violence and Harassment at Work		20	EN	
Tripartism, Social Dialogue and Collective Bargaining		20	EN	
Europe				
Ending Violence and Harassment at Work		25	EN	ITCILO
GUFs				
Selected GUF participants to attend core courses		20		

TUTC Members

The TUTC members are asked to endorse the above programme for 2020.

24. Programme for Workers' Activities – Suggested Indicative Core Courses 2021

At the time of publishing this report, discussions were ongoing on the composition of an indicative programme for 2021. At the TUTC meeting, members will be given a draft list of suggested areas for their consideration.

