



EVALUATION REPORT | ITCILO

EVALUATION OF THE TRAINING ACTIVITIES OF THE CENTRE TO STRENGTHEN WORKERS' ORGANIZATIONS

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List of Abbreviations

ACTRAV	Bureau for Workers 'Activities
F2F	Face-to-face
ILO	International Labour Organization
ILS	International Labour Standards
ITCILO	International Training Centre of the International Labour Organization
ITUC	International Trade Union Federation
M&E	Monitoring & Evaluation
SDT	social dialogue and tripartism
TUTC	Trade Union Training Committee

1 INTRODUCTION

This report reflects the evaluation of the ITCILO-ACTRAV training activities implemented in 2023. The report consists of 10 chapters of which the executive summary (chapter 2), findings (chapter 7), conclusions (chapter 8) recommendations (chapter 9) and the case studies (chapter 10) are probably the most important. The other chapters mainly cover the evaluation framework, methodology and background information

The evaluator has tried to keep the text as readable as possible. Consequently, we have utilized brief summary paragraphs in instances where the chapter encompasses a substantial number of pages or presents numerous tables. A considerable number of tables are displayed in the report. These have been included to support the analysis. Readers who prefer not to delve into the tables in detail may directly refer to the summary paragraphs for a concise overview.

The text does not mention names of individuals and avoids as much as possible references that could refer to specific individuals. We apply this principle in all our evaluation reports to ensure the anonymity of interviewees and stakeholders, thus protecting their privacy. The additional reason is that we also promise to do this as a principle which makes respondents more willing and able to talk freely.

I would like to thank everyone who contributed to this external evaluation exercise. A lot of stakeholders were involved in this review. Some participated very intensively, others participated through online tools and online meetings. We were impressed by the commitment, engagement, and passion for ITCILO Staff and ITCILO ACTRAV stakeholders to create relevant, inclusive, effective and high-quality training activities.

I would like to extend my special thanks to Eiman Elmasry (*Quality Assurance, Data and Learning Analytics Officer, Office of the Director of Training*) for her invaluable support throughout the evaluation process. She was consistently available to provide further explanations and additional information whenever needed. My deepest gratitude is due for her excellent support.

It is my sincere wish that this review will be of help to all stakeholders as to realize the strategic and operational objectives within the ILO mandate.

The ACTRAV ITCILO training activities

The ITCILO ACTRAV training program has several unique features. It offers training modules free of charge, funded by contributions from ACTRAV and support from ITCILO, aiming to support unions in countries where resources for training are limited. The program consists of a core program and additional activities, structured around the needs and challenges of workers and their organizations. The core program is developed annually and requires approval from the Trade Union Training Committee, which plays a significant role in the governance of ITCILO. Financially, the program is supported by ACTRAV Geneva and can access various funding sources within the ILO for additional activities, including tailored partnerships with regional and national organizations. The programme furthermore receives substantial indirect and direct financial support from the Centre to pay staff costs and grant fellowships for participants. The selection process for participants is distinctively managed, involving a list of organizations proposed by ITCILO ACTRAV, which is then vetted and approved through a structured process ensuring representation and gender balance. Overall, the program is a collaborative effort that involves detailed planning and governance, reflecting the priorities of the workers' groups within the ILO.

Purpose and Scope of the evaluation.

The evaluation aims to assess the relevance, validity, coherence, effectiveness, efficiency, impact, and sustainability of training activities provided by the Workers Activities Programme. It focuses on evaluating different training modalities used to enhance Workers Organizations and gathers insights into best practices and lessons learned.

The evaluation covers a selection of training activities designed for Workers' organizations, including a variety of training formats and up to 20 specific activities from 2023. These activities, which include online, face-to-face, and blended learning methods at various locations, are chosen to represent a broad spectrum of methodologies and regional diversity. In some cases, however, the evaluator included all 40 training activities organized by the ACTRAV Unit in 2023 in the evaluation.

The main stakeholders of this evaluation are the Board of ITCILO, the Training Department, and other internal units of the Centre. An evaluation matrix, which lists specific questions for each criterion, frames the study and structures the presentation of findings.

Methodology

The desk review for the ITCILO ACTRAV Training program in 2023 involved a detailed examination of 20 selected trainings from a total of 40. This evaluation phase utilized the software atlas.ti to code various documents according to specific evaluation questions. The analysed documents included course materials, survey results from participants, timetables, information notes, course descriptions, resource materials, and PowerPoint presentations. Institutional documents from both ITCILO and ILO were also part of the analysis, providing a comprehensive overview of the training program's documentation and helping to shape the subsequent phases of data collection.

Data collection for the evaluation was multifaceted, incorporating both qualitative and quantitative methods. Interviews and focus groups were conducted between May and July 2024, involving ITCILO directors, management, ACTRAV teams, training participants, and some sponsors. A total of 32 individuals were interviewed to gain in-depth insights into the training's impact and effectiveness. Additionally, an online survey was deployed using the ITCILO CRM tool to 1152 training participants across four languages, achieving a response rate of 29% after data cleaning. This survey aimed to assess the representativeness of the training participants, revealing discrepancies in gender, age, and regional distributions between the overall participants and the respondents.

The data analysis stage leveraged data triangulation, combining findings from surveys, interviews, focus groups, and document reviews to enhance the reliability and validity of the conclusions. Quantitative data was managed and analysed using software like STATA and Excel, while qualitative data utilized Atlas.ti.

Relevance-Coherence-Outreach

The relevance-coherence-outreach analysis highlights the International Training Centre of the International Labour Organization (ITCILO) as strategically aligned with the ILO's objectives, notably the 2019 Centenary Declaration and the 2021 Call to Action for post-COVID-19 recovery, focusing on lifelong learning, gender equality, and social protection. The 2022-25 strategy involves capacity development via combined face-to-face and online training, supported by advisory services and an emphasis on digital transformation.

The ITCILO's 496 trainings included 40 by ACTRAV, making up 8% of total offerings. The majority of ITCILO training activities in 2023 was distance learning and blended training. These modalities were the most engaging, attracting 68.2% of the total 1,771 participants. The shift towards online platforms reflects a broader approach to making training accessible globally, particularly in regional or global initiatives.

Survey results show high relevance of the training to participants' needs, with 98% reporting applicability of learned skills and 93% foreseeing institutional benefits. Training evaluations focused on gender issues, labour standards, and social dialogue, indicating strong integration of these themes.

Geographically, training participation of the ACTRAV training activities was highest from Africa and the Americas, with notable contributions from specific countries like Argentina and Uzbekistan, often due to targeted training programs. The demographic data shows a slight female majority among participants, predominantly in the 25-54 age range, highlighting broad and inclusive engagement across different demographics.

Validity of Training activities

The validity of the training activities is highly valued by the participants. There is a positive reception of a course's organization, where a substantial majority of participants praised its logical and consistent structure. Feedback indicated that over 95% of the respondents were satisfied with how the course was structured. Similarly, participants felt well-supported, with approximately 89% reporting that they received adequate support when needed and were satisfied with the learning resources, which they found relevant and of high quality. Despite some participants experiencing issues with internet connectivity, the overall technical support was viewed positively. The e-Campus online learning system was noted for its ease of access and navigation. The use of various educational technologies like discussion forums, video conferencing, and content was deemed appropriate by most learners, and the delivery modes of the courses were effective in meeting the participants' schedules and learning preferences. The courses were flexible, provided ample opportunities for participation, and were conducive to understanding and applying content effectively. In terms of the Community of Inquiry framework, there were improvements in teaching presence, social presence, and cognitive presence, with no significant differences noted between face-to-face and distance learning modalities, underscoring the effectiveness of both. Based on these findings, there is a recommendation to expand distance learning offerings. By increasing the number of distance training programs and participants, the organization can leverage the scalability of distance learning to efficiently accommodate more learners, maintaining or even enhancing the high satisfaction rates observed (*see Recommendation 3. Enlarge the number of Distance participants*).

Effectiveness

The analysis of the effectiveness and operational dynamics of training programs, specifically those managed by the ACTRAV-ITCILO are evaluated positively as well. These training programs exhibit consistent effectiveness across various modalities, including both face-to-face and online formats, despite facing logistical challenges such as accommodating different time zones and ensuring stable internet access. Survey data reveals a high approval rating for these programs, with a significant majority of respondents acknowledging improved competencies and performance.

The organizational structure of the ACTRAV-ITCILO unit comprises senior program officers, a program assistant, training assistants, and a program manager, all integral to the unit's operations. Training programs are developed methodically through a collaborative process involving multiple stakeholders, aligning closely with trade union priorities and global labour issues. This careful planning extends to the adaptation of online training, which requires interactive tools to maintain engagement and the development of new skills to manage online environments effectively.

However, the unit faces challenges in inter-unit collaboration within ITCILO after the institutionalized tripartite peer review mechanism for the Centre's training activities had to be set aside during the Corona Pandemic to accelerate the crisis response at programme level. Recent managerial changes aim to improve this by enhancing coordination through regular consultations and initiatives like the Catalyst Program. Still, differences in operational approaches - particularly between market-driven units and the non-fee-based ACTRAV unit - complicate these efforts. Despite these challenges, instances of successful individual cooperation suggest potential for improved institutional collaboration, highlighting the need for enhanced inter-unit cooperation to optimize training effectiveness and resource utilization (*see Recommendation 4. Enhance collaboration between units*).

Efficiency

The ACTRAV unit advantage is having a stable and secure funding base, contrasting sharply with other ITCILO units that depend on more market driving funding sources. This financial security allows ACTRAV to plan and execute its core training programs well in advance, facilitating more structured and predictable training schedules. In contrast, other units often must manage ad hoc programs with much shorter lead times.

Despite the structural and financial readiness for distance learning programs, their utilization remains sometimes low, with participation rates not meeting potential. The effectiveness of these programs, in terms of knowledge and skills acquisition, matches that of face-to-face training, suggesting that learning outcomes are comparable across different delivery modes. However, there is a clear preference among trainees for face-to-face interactions, which are highly valued for the networking and cultural exchanges they facilitate. This underscores a significant aspect of learning that extends beyond mere knowledge acquisition, emphasizing the human need for interaction. The evaluation suggests a potential efficiency improvement by separating training from networking objectives, proposing that training could be predominantly conducted online with networking reserved for specific activities. This could help manage costs more effectively while still meeting the diverse needs of participants. Furthermore, the current model's scalability is limited by staff workload and the necessity for high-quality internet access among participants, indicating that strategic adjustments are needed to expand program reach and impact without compromising quality (*see Recommendation 3. Enlarge the number of Distance participants*).

Impact

The evaluation has revealed that the current focus of the Workers Activities Programme is on individual capacity development activities (i.e. training) while the ILO capacity development approach followed by the Centre is more holistic, with a triple emphasis on individual capacity development, institutional capacity development and system-level capacity development. Also, in cases where the Workers Activities Programme has carried out institutional capacity development activities (i.e. advisory services), it appears that it is yet to fully internalize the related Centre's monitoring and evaluation processes and tools. It might therefore be important to invest in staff development activities to further systematize the current approach to institutional capacity development followed by the unit.

An additional element for consideration is that at the level of individual capacity development, the emphasis of the evaluation activities of the Centre is on the verification of out-takes and outcomes, where attribution confidence is high. In turn, the validation of long-term impact of the Centre's activities on the world of work is taking place under the umbrella of higher level ILO impact evaluations (like the 2024 evaluation of long-term impact of the ILO development cooperation activities and the 2023 evaluation of the ILO Covid response). It is important to more

clearly accentuate the link between ITCILO inputs and ILO impact along a multi-year results chain, possibly by further elaborating on the Theory of Change, as outlined in the Quality Management Document.

The impact of the program can also be assessed based on the high-level indicators, Immediate Outcome 2, as outlined. The results are presented in the table below, demonstrating that the ACTRAV training program has met the targets set for 2023.

Table 1. High level indicators, Immediate Outcome 2.

Dimension	Technical Performance		
High-Level Indicator of organization performance	Results (2022)	Target 2022-23	Results Training Activities ACTRAV Programme 2023
Immediate Outcome 2			
The Centre has further increased its service impact			
Outcome indicator 2.A: Percentage of participants in training activities who agreed or strongly agreed that the courses were relevant to their needs.	95 % (Source: External evaluation Survey)	75%	99 % (Source: External evaluation Survey 2024)
Outcome indicator 2.B: Percentage of participants in training activities who agreed or strongly agreed that the courses translated theory into practice	90% (Source: External evaluation Survey)	75%	94 % (Source: External evaluation Survey 2024)
Outcome indicator 2.C: Percentage of participants in training activities who agreed or strongly agreed that they can apply the knowledge in their work setting.	90% (Source: External evaluation Survey)	75%	97 % (Source: External evaluation Survey 2024)
Outcome indicator 2.D: Percentage of participants in training activities who provided concrete knowledge application examples	52% (Source: External evaluation Survey)	50%	53% (Source: External evaluation Survey 2024)

Five Case studies:

Based on five case studies significant applications of acquired competencies by trainees from various training programs, emphasizing practical outcomes across different areas could be identified. The key outcomes include enhanced integration of Sustainable Development Goals (SDGs) in organizational activities and improved communication strategies, which have facilitated greater engagement and inclusion within workplace practices, notably increasing trade union membership. Additionally, the review and enhancement of Collective Bargaining Agreements have supported the inclusion of younger and female workers, alongside a developed reporting matrix for workplace accidents and a manual for Occupational Health and Safety. Moreover, the case studies could identify broader union

activities in advocating for political stability, tackling health issues like antimicrobial resistance, and supporting disadvantaged groups. In the realm of education and research, there is a noted integration of climate change and sustainability into curriculums, promoting gender equality and addressing rural transportation needs. Lastly, the leadership and engagement of youth within unions have been strengthened through adapted leadership strategies and legal frameworks, underscoring a dynamic approach to organizational and community challenges.

Sustainability

The evaluation found that while it is too soon to assess the long-term effects, early indications suggest that trainees are actively applying their newfound skills in various professional settings.

From ITCILO sustainability point of view, the survey data suggest high loyalty with the training activities. A substantial 92.43% of the 317 survey respondents expressed a definite interest in enrolling in additional courses, signifying strong ongoing engagement with the training institution. Moreover, the survey facilitated the calculation of the Net Promoter Score (NPS), a key metric for gauging customer loyalty and satisfaction. With the majority of respondents rating their likelihood to recommend the training highly, the NPS reached a commendable 54.89. This figure reflects a dominant percentage of promoters (64.04% of respondents), who are enthusiastic about the training and likely to advocate for it, versus a minor fraction of detractors (9.15%), who were less satisfied. This blend of quantitative data and anecdotal evidence suggests that the training programs not only meet immediate educational needs but also establish a foundation for sustained engagement and endorsement among participants.

Four Recommendations

Recommendation 1. Build Consensus on the expected outcomes & impact

Based on the findings that there are different perspectives on what outcomes and impacts training programs should deliver, it seems advisable to clarify these aspects and align everyone behind a unified vision. According to the Centre's Strategic Plan for 2022-25, the approach suggests that individual training primarily generates outcomes and impacts at the individual level, while institutional outcomes and impacts are mainly achieved through other forms of services (such as setting up platforms and software systems, membership management systems, etc.). Both types (training and service delivery at the institutional level) can naturally go hand in hand and are likely desirable in many forms to ensure the outcomes and sustainable impact on both individual performance and institutional strengthening.

Recommendation 2. Support to Workers Activities Programme to apply M&E processes

Support the Workers Activities Programme to more systematically apply the monitoring and evaluation processes and tools governing institutional capacity development. A comprehensive understanding of the holistic ILO capacity development approach at the unit level, along with full proficiency in utilizing the monitoring and evaluation tools, is essential. This necessity arises because the current practices at the unit level do not appear to be streamlined. ITCILO might also want to more clearly articulate the link between its capacity development services (inputs) and longer-term positive change assessed by ILO as part of its organization-wide impact evaluations.

Recommendation 3. Enlarge the number of Distance participants

The main findings of this evaluation research are that in terms of validity (across a wide range of dimensions) and effectiveness, there are no significant differences between the modes of delivery (F2F trainings, blended learning, distance learning). The assessments by participants across various dimensions do not differ significantly. This is, of course, an important finding. On the other hand, participants do indicate a preference for blended and F2F trainings if they are offered (88% of the respondents). As suggested in the

text, it appears that participants in the training programs are looking for additional benefits such as networking, social contact, and multicultural experiences. These are not insignificant aspects within the international trade union community.

However, we believe that different objectives should not be conflated. If training and education are the objectives, distance learning proves to be a very good and high-quality offering. **Therefore, it seems advisable to certainly retain and, if possible, expand number the digital training activities.** This could be achieved by offering even more distance learning programme instead of blended learning with F2F components or exclusively F2F learning environments. If networking is an objective, and again, this is a very important aspect to strengthen the international trade union community, it seems better to develop other types of activities that explicitly foster networking. Other, possibly better, criteria can then be developed to select participants for networking activities.

Another significant finding of the evaluation study is that the number of participants in the distance learning programs varies greatly and, on average, has a low reach. **Therefore, it is recommended to increase the number of participants per distance learning program to achieve greater inclusivity and reach.** This can be accomplished without significant additional costs (only the hiring of tutors). Increasing the number of enrolments per distance module would thus drastically enhance both effectiveness and efficiency.

Recommendation 4. Enhance collaboration between units

The final recommendation is based on the observation that the structural and intensive collaboration between different units within ITCILO is rather limited, despite initiatives taken to achieve this. The main reason for this lies in the fact that the ACTRAV-ITCILO unit should not strictly regarded as a technical unit but as a multidisciplinary team that primarily serves workers and trade unionists as its target audience. In this sense, they operate multidisciplinary within the ILO mandate. Additionally, there is a significant difference in the client-driven approach of the training programs of the ACTRAV unit compared to most other units. Participants in the ACTRAV programs do not pay for their registrations. Furthermore, the selection of participants undergoes a multi-layered process. The different approaches thus hinder collaboration.

The current situation will not enhance collaboration in the future unless actions are taken. There is a need for greater structural collaboration between different units within the organization. Therefore, it is recommended that management and leadership seek creative ways to foster collaboration. Given the specific context of ACTRAV and from ACTRAV's perspective, this likely means that any established collaboration (such as e.g. a new joint training program) should allow trade union participants to participate without fees. It could be considered to reinstate the tripartite peer review mechanism in place before the Corona pandemic and to further expand the work done since the beginning of 2024 by the ITCILO CATALYST team. Creative strategies should be pursued to encourage interdisciplinary collaboration and to allow trade union participants to engage without financial barriers. This could involve developing joint training programs that waive fees for these participants

3 BRIEF GLOBAL BACKGROUND ON ITCILO TRAINING PROGRAMMES

The Strategic Plan for the period 2022-2025, as outlined by the ITCILO, emphasizes the significance of adopting a quality-centric, data-informed methodology for monitoring and evaluation. It affirms the commitment to advancing excellence in training and learning through ongoing quality enhancement initiatives and external assessments. To this end, the Centre commits to commissioning annual external evaluations focusing on a cluster of activities associated with one of its specialized thematic domains.

Since 2014, the Centre has initiated evaluations encompassing various aspects of its operations. These evaluations have targeted its academies in 2014, training endeavours aimed at promoting gender equality and diversity in 2015, activities focused on bolstering employers' organizations in 2016, endeavours dedicated to promoting International Labour Standards in 2017, initiatives aimed at fostering Social Dialogue and Tripartism in 2018, efforts geared towards facilitating fair migration in 2019, and activities pertaining to skills development with a particular emphasis on employability skills in 2020. Subsequently, in 2021 and 2022, the evaluations concentrated on the Centre's training activities conducted exclusively through online modalities. In 2023, the evaluation expanded its scope to encompass a sample of face-to-face, blended, and online training activities alongside a Diploma program. The reports stemming from these evaluations are accessible through the ITCILO website. For 2024, The ITCILO decided to evaluate training activities run by the Workers' Activities Programme and which is the focus of this evaluation report.

Prior to 2018, the Centre primarily prioritized capacity development at the individual level, predominantly through face-to-face training initiatives. However, the strategic framework for 2018-2021 marked a pivotal shift towards broadening the service portfolio to effectively leverage digital learning tools and collaboration technologies. This strategic evolution was prompted by the International Labour Organization's heightened emphasis on institutional capacity development. Throughout the 2018-2019 biennium, the Centre made significant strides in extending its reach through distance learning channels and crafting a range of advisory services to complement its training endeavours.

Following the onset of the COVID-19 pandemic in the first half of 2020, the Centre experienced an accelerated transformation of its service portfolio. This transformation was characterized by a notable shift from traditional face-to-face training to online learning modalities, alongside a heightened emphasis on delivering institutional-level and system-level capacity development services.

Additionally, the Centre introduced Augmented and Virtual Reality (AVR) technologies as part of its service offerings. Recognizing the increasing significance of online activities, it is essential to assess the impact of these assets within the overall service mix. Significant investment was directed towards learning innovation, including the implementation of digital credentials utilizing blockchain technology. Furthermore, the Centre introduced new training products focusing on future foresight techniques, big data mining, and artificial intelligence.

In 2021, the Centre operated within a dynamic environment marked by significant pressures from political, economic, social, environmental, and technological factors. Notably, learners increasingly demonstrate technological proficiency, seeking round-the-clock access to learning services and desiring the ability to co-create their own learning experiences. Advances in digital technology present new opportunities for learning service providers to broaden their outreach, offer fully immersive experiences, and decrease unit costs. Within this context, distance learning activities continued to occupy a pivotal position in the Centre's service portfolio.

By 2023, the total number of learners witnessed a further increase of 7 percent, rising from 92,600 to 98,600. This growth was primarily driven by a substantial increase in the number of distance learners, supported by the resurgence of face-to-face training activities both on campus (3,085 individuals) and in the field (3,731 individuals). These figures reflect the Centre's strategic plan, illustrating a gradual rebuilding of its face-to-face training initiatives while simultaneously advancing the expansion of its online learner base through the introduction of new online learning services.

4 LOGIC OF ACTRAV'S TRAINING ACTIVITIES

The ITCILO ACTRAV training program differs from the other training modules established by other units of ITCILO in several ways.

The main distinguishing feature is that the training modules are offered free of charge to the participants. In other words, the cost of the core training programs is borne entirely by ACTRAV contributions and ITCILO support. The main argument for offering the training offer free of charge is that unions in a large number of countries do not have sufficient resources to pay for a training offer for their members and leaders.

The ITCILO ACTRAV Programme is a complex balance between the priorities of the Bureau for Workers Activities of the ILO, the ITCILO Programme and Budget, and the challenges of the Workers and their organisations. It is composed in two main parts: a core programme and additional activities.

The core Programme is designed and proposed annually for consultation and approval to the Trade Union Training Committee (TUTC). This Committee is composed by 6 members (+6 substitutes) of the members elected in the Workers' group of the Governing Body of the ILO. The TUTC members are members of the Board of the ITCILO and participate directly in the governance process of the ITCILO. The ITCILO Core Programme is formally part of the documents of annual meeting of the ITCILO Board.

ITCILO ACTRAV receives a budget allocation of ACTRAV Geneva to cover its core programme. It receives funds to finance activities and participation of workers in ITCILO activities from the ITCILO Fellowship Fund and its staff costs are subsidized through CFC generated by other Technical Programmes. The unit also has access to various sources of financing coming from Programmes and Units of the ILO. This permits to develop other additional activities. Tailor-made activities are also developed for specific partnership with regional organisations (like JLAF) or National organisations.

The selection of training participants is also rather unique. Whereas in other training programs participants can individually register (and pay), the selection process for participants in the ACTRAV training program is conducted in a more complex manner. ITCILO ACTRAV proposes a list of organisations (depending on the scope of the activity) to the Desk Officers of ACTRAV. Their revised list is sent for approval to the Secretariat of the Workers' Group of the governing body of the ILO. ITCILO ACTRAV send the invitation to those nominated organisations. Gender balance is a requirement. The participation of workers in any activity of the ITCILO needs to have an approval from the ITCILO ACTRAV. ITCILO ACTRAV seeks approval of these workers to the Secretariat of the Workers' Group of the governing body of the ILO.

5 PURPOSE, SCOPE AND CLIENTS OF EVALUATION

The purpose of the evaluation has been clearly defined in the ToR on page 3 (*see Annex 1: Terms of Reference*) The evaluation aims to furnish the Centre with evidence pertaining to the relevance, validity, coherence, effectiveness, efficiency, impact, and sustainability of its Workers' Activities Programme training activities. Additionally, it seeks to assess the efficacy and efficiency of different training modalities provided by the Centre in reinforcing Workers

Organizations. Furthermore, the evaluation endeavours to derive insights into good practices, lessons learned, and recommendations for enhancing or expanding the Centre's training activities aimed at Workers' organizations. Subsequently, the findings of the evaluation will inform pertinent decisions regarding the future programming of the Centre, particularly concerning its training services.

Scope. The evaluation will address a selection of training activities tailored for Workers' organizations, encompassing diverse formats of design and delivery. Additionally, the evaluation will encompass a subset of up to 20 activities orchestrated by the Workers' Activities programme in 2023. The chosen subset has been deliberately curated to encompass a spectrum of training methodologies, venues, and approaches. This selection comprises various online, face-to-face, and blended courses conducted either in the field or at the Turin Campus. The activities have been chosen to ensure representation across different regions, with most of the chosen activities boasting enrolments exceeding fifteen participants.

The **main clients** of the evaluation will be:

- ❖ The Board of ITCILO
- ❖ The Training Department of the Centre
- ❖ Other internal ITCILO units

The objective of the evaluation was subsequently translated into an evaluation matrix listing the evaluation questions for each evaluation criterion (see *Annex 4: Evaluation Matrix*). This evaluation matrix served as the framework for this evaluation study. The chapter presenting the findings of the evaluation (see *findings*) is structured according to the evaluation criteria.

6 METHODOLOGY & REVIEW OF IMPLEMENTATION

6.1 DESK REVIEW

In 2023, forty trainings were organized within the framework of the ITCILO ACTRAV Training program of which 20 trainings were sampled for this evaluation in a representative manner. The available documentation for these 20 trainings were coded using atlas.ti according to the evaluation questions. This documentation consisted of course materials offered, the results of the end of activity surveys completed by the participants, timetables, info notes, course description, resource materials and PowerPoint presentations.

ITCILO and ILO institutional documents were also analysed (for an overview of these documents see *Annex 5: List of Documents*).

Based on the content analysis conducted during the desk phase, the subsequent step involved additional data collection, which is discussed in the following section.

6.2 DATA COLLECTION

6.2.1 INTERVIEWS AND FOCUS GROUPS

In total, 32 individuals were interviewed at least once, either in individual or group settings. We were able to contact some respondents' multiple times to clarify certain issues. Meetings, interviews, focus group discussions have been organized with ITCILO directors and management, ACTRAV teams, training course participants and some sponsors of specific training programs. These interviews and focus groups took place between May 2 and July 2, 2024. Topic lists were developed for these interviews and focus groups and can be found in *Annex 2: Topic lists*.

6.2.2 ONLINE SURVEY

A survey questionnaire was also developed (which can be found in *Annex 6: Survey Questionnaires*). It was sent out via the ITCILO CRM tool to 1152 participants from the 20 selected ITCILO-ACTRAV training programs. The survey was launched in four languages (English, French, Spanish and Arabic) on May 21 and ran through June 9. Two reminder emails were also sent out during that period. Of the 1152 participants, 385 responded. After data cleaning in which the respondents who answered only the background characteristics (the A-questions) were removed, 334 usable respondents remained. Thus, the actual response rate was 29 percent.

The central question is whether the realized response rate can be considered representative. To check for representativeness, we compared some background characteristics from the population of 1552 participants in the 20 training programs with the 334 respondents from the online survey.

The table below (see *Table 2. Background variables compared (Population & survey distributions)*) shows the distribution of gender, age group and region of the participants in the 20 courses (population figures) and the respondents of the online survey. The table can be used to assess the representativeness of the survey sample.

There are some discrepancies in the gender composition of the participants and the survey respondents. The participants in the 20 courses had a more even gender ratio, with 52 percent female and 48 percent male. The survey respondents, however, were more female dominated, with 57 percent female and 43 percent male. Therefore, the survey sample may not fully reflect the gender diversity of the population.

Similarly, there are some differences in the age group distribution of the participants and the survey respondents. The age group 25-34 is slightly underrepresented in survey respondents while the groups over 45 are slightly overrepresented. However, it is important to mention that the age group of 25 percent of the participants of the 20 courses (i.e. of the population data) is not known. So, the comparison of age groups should therefore be used with utmost caution.

The regional distribution of the total population of training participants and survey respondents shows noticeable disparities. Africa had the highest proportion of training participants at 42%, and this proportion increased to 56% among survey respondents, indicating a higher response rate from this region. In contrast, the Americas saw a decrease from 26% of the training participants to 23% of the survey respondents, suggesting a lower response rate. The Arab States had a small increase from 2% to 4%, reflecting a relatively higher response rate compared to their participation rate. Asia and the Pacific participants decreased from 18% to 14% in the survey respondents, indicating a slight underrepresentation in the survey. Europe and Central Asia had 12% of the training participants, but their representation dropped significantly to 4% among the survey respondents, showing the most substantial decrease in participation versus survey response rate among all the regions.

Table 2. Background variables compared (Population & survey distributions)

Gender	Participants 20 courses	Survey Respondents
Female	52%	57%
Male	48%	43%

Age Group	Participants 20 courses	Survey Respondents
18-24	2%	2%
25-34	24%	18%
35-44	37%	35%
45-54	26%	30%
55 and above	11%	15%

Region	Participants 20 courses	Survey Respondents
Africa	42%	56%
Americas	26%	23%
Arab States	2%	4%
Asia and the Pacific	18%	14%
Europe and Central Asia	12%	4%

The question that arises is whether we should reweight the survey data to align it more closely with the population data, specifically the total number of participants in the 20 training programs. The fundamental issue with reweighting is that we must have sufficiently accurate population data across various variables. In this case, it means we should at least know the distribution of gender by age category. However, this is not the case; for 25 percent of the population data, we do not know the age distribution. We could consider reweighting based on regional distribution and gender distribution, but since we do not know the age distribution, reweighting on these two variables does not guarantee better representativity. Reweighting on these two variables could lead to undesirable biases in terms of age distribution. Therefore, it has been decided not to reweight. Moreover, all regions, age groups, and gender groups are sufficiently represented. Consequently, when interpreting the analytical tables, the percentages should not be viewed as absolute figures but rather as trends and indications. Additionally, the survey data have been triangulated with data obtained from interviews, focus groups, and document analyses. This triangulation of different data sources should enable us to draw valid and reliable conclusions.

6.2.3 FIVE CASE STUDIES DOCUMENTING GOOD PRACTICES

To identify five best practices (case studies) as mentioned in the reference terms, survey respondents were asked if they were willing to participate in online focus group discussions. Based on their responses to the questions regarding how and to what extent they applied their acquired skills and knowledge in their work environment, a selection of participants was made. Subsequently, approximately ten individuals participated in the two online focus groups conducted on Friday, June 21, 2024. The primary topic of these focus group discussions was exploring the scope of the implementation of the learned knowledge and skills in the respondents' professional contexts. The description of the five case studies can be found below in the report (see *Case Studies and Good Practices*)

6.3 DATA ANALYSIS

The findings and conclusions addressing the evaluation questions were naturally based on various data and information sources (data triangulation). Significant attention has been paid to the reliability and validity of the developed data collection instruments and techniques (such as survey questionnaires, topic lists).

Furthermore, the validity and reliability of the analyses was ensured by employing software packages that enable replicability and client oversight, both for quantitative data (e.g., through the utilization of STATA and Excel) and qualitative data (via the application of Atlas.ti).

7 FINDINGS

7.1 RELEVANCE, COHERENCE & OUTREACH

This chapter on Relevance, Coherence, and Outreach is divided into four major parts. The relevance section discusses the alignment of ITCILO's strategic and programmatic plans with broader ILO mandates, emphasizing capacity development, the protection of workers, and sustainable economic growth. Subsequently, an overview of the "numbers by mode of delivery" is presented. This is followed by a discussion on the relevance to the needs of the participants, providing an overview of the perceived relevance of the training programs based on participant feedback, survey results, and the integration of key ILO markers. The final section (outreach) presents the geographical distribution of participants, gender and age demographics, and engagement levels across various regions.

7.1.1 RELEVANCE: STRATEGIC AND PROGRAMME & BUDGET PLANS

The ITCILO mission and vision is guided, according to the Strategic Plan 2022-25 (p.3) by the provision of the 2019 Centenary Declaration for Future Work and 2021 Call to Action for human-centred recovery from the Covid-19 pandemic. The ILO Centenary Declaration is a document that outlines the vision and principles for the future of work. It was adopted by the International Labour Organization (ILO) in 2019 to mark its 100th anniversary. The declaration calls upon all ILO member states to work individually and collectively, based on tripartism and social dialogue, to develop a human-centred approach to the future of work. The key elements of the ILO Centenary Declaration are:

- ❖ **Strengthening capacities for a changing world of work:** The declaration emphasizes the need to strengthen the capacities of all people to benefit from the opportunities of a changing world of work. This includes promoting gender equality, lifelong learning, comprehensive social protection, and effective measures to support people through transitions in their working lives.
- ❖ **Protecting workers and ensuring decent work:** The declaration highlights the importance of strengthening the institutions of work to ensure adequate protection for all workers. It reaffirms the relevance of the employment relationship as a means of providing certainty and legal protection to workers. It emphasizes respect for fundamental rights, the establishment of an adequate minimum wage, limits on working time, and safety and health at work.
- ❖ **Promoting inclusive and sustainable economic growth:** The declaration calls for sustained, inclusive, and sustainable economic growth that promotes full and productive employment and decent work for all. It emphasizes the need for macroeconomic policies, trade and industrial policies, investment in infrastructure and strategic sectors, and policies that promote sustainable and inclusive economic growth and the transition from the informal to the formal economy.
- ❖ **Addressing challenges and opportunities of digital transformation:** The declaration recognizes the challenges and opportunities presented by the digital transformation of work. It calls for policies and measures that ensure appropriate privacy and personal data protection and respond to the challenges and opportunities of digital transformation, including platform work.

The 2021 Call to Action for Human-Centred Recovery from the COVID-19 Pandemic is a document that calls for a recovery from the crisis that is inclusive, sustainable, and resilient. It was issued by the International Labour

Organization (ILO) in 2021 to guide the response to the COVID-19 pandemic and its impact on the world of work. Key elements of the 2021 Call to Action are:

- ❖ Foundation in the ILO Centenary Declaration: The Call to Action emphasizes that the recovery efforts should be based on the principles and objectives outlined in the ILO Centenary Declaration for the Future of Work. It recognizes the ILO's mandate for social justice and decent work and calls for the ILO to play a leadership role in advancing a human-centred recovery.
- ❖ Inclusive, sustainable, and resilient recovery: The Call-to-Action calls for a recovery that is inclusive, sustainable, and resilient. It emphasizes the need to leave no one behind and to address the inequalities and vulnerabilities exposed by the pandemic. The recovery should prioritize the well-being and rights of workers, promote social protection, and ensure access to comprehensive and sustainable social protection for all.
- ❖ Strengthening support for member states' recovery efforts: The Call to Action highlights the role of the ILO in supporting member states' recovery efforts. It calls for the ILO to use all its means of action to support the design and implementation of recovery strategies that promote inclusive and sustainable economic growth, employment, and social development. This includes support for employment-intensive investment, active labour market policies, entrepreneurship, sustainable enterprises, and skills development opportunities.
- ❖ Protecting workers and promoting decent work: The Call to Action emphasizes the importance of protecting all workers during the recovery process. It calls for strengthening policy advice, capacity-building, and technical assistance to support sound labour relations and the promotion of legal and institutional frameworks based on international labour standards. It also highlights the need to address the informal economy and insecure forms of work, preserve jobs, and increase the resilience of labour markets to crises and pandemics.
- ❖ Universal access to social protection: The Call-to-Action stresses the need for universal access to comprehensive, adequate, and sustainable social protection. It calls for income security and health protection for all, including the self-employed and workers in the informal economy. Social protection measures should enable people to cope with challenges in life and work, including those precipitated by the COVID-19 crisis.
- ❖ Strengthening labour administrations and labour inspectorates: The Call to Action emphasizes the importance of strengthening the capacity of labour administrations, labour inspectorates, and other relevant authorities to ensure the implementation of rules and regulations. This includes ensuring social protection and occupational safety and health, addressing the informal economy, and preserving workers' rights.
- ❖ Social dialogue and recovery strategies: The Call to Action highlights the role of social dialogue in designing and implementing recovery strategies. It calls for strengthening the capacity of employers' and workers' organizations to engage in national recovery strategies and support their members in the recovery process. The International Training Centre of the ILO and its training partners are mentioned as important actors in providing guidance, training, and employment services to support recovery efforts.

Building on this, the key elements of the Center's vision and mission are described as follows (*p.3-4 of the Strategic Plan 2022-25*):

Centre's Vision:

- ❖ To be the global centre of excellence for ILO constituents to source capacity development services on social justice for decent work.

Centre's Mission:

- ❖ To provide people across the world of work directly and via ILO constituents with access to digitally enhanced capacity development services to successfully manage their Future Work transitions.

These elements emphasize the Centre's focus on social justice, decent work, and capacity development services that are digitally enhanced. The vision highlights the Centre's goal of being a global leader in providing capacity development services related to social justice for decent work.

Subsequently, the International Training Centre of the ILO (ITCILO) has developed a strategy to implement the Broader ILO Strategy and the Centre's vision and mission. The Centre's strategy is outlined in its Strategic Plan for 2022-25. Here are the key elements of the Centre's strategy to implement the ILO Strategy:

- ❖ **Focus on capacity development:** The Centre's primary function is to provide capacity development services. It aligns with the ILO's capacity development strategy and focuses on both individual capacity development and institutional capacity development. The Centre offers a diversified portfolio of training activities, blending face-to-face training and online learning, and complementing it with advisory services for institutional clients. The aim is to strengthen the capacity of individuals and organizations to promote decent work and social justice.
- ❖ **Leveraging core expertise:** The Centre leverages its core expertise in innovation, digital learning, and collaboration to support the implementation of the ILO Strategy. It promotes learning innovation and digital transformation in the field of capacity development. The Centre is recognized as a learning innovation leader and actively engages with partners, including employers' and workers' organizations, universities, research institutions, and other UN agencies, to enhance learning innovation in higher education and promote systemic capacity development solutions.
- ❖ **Partnerships and collaboration:** The Centre emphasizes working in partnership and blending its expertise with the expertise of partners. It collaborates with ILO constituents, employers' and workers' organizations, and other training organizations to deliver capacity development services. The Centre also engages with units at ILO Headquarters responsible for innovation and business improvement to leverage in-house capacity and support ILO constituents in their learning innovation transitions.
- ❖ **Digital transformation:** The Centre recognizes the importance of digital transformation in delivering capacity development services. It focuses on expanding its digital platform, the e-Campus, to provide online learning and collaboration opportunities. The Centre invests in information and communication technology infrastructure, analytics, and data management to improve service delivery and decision-making. It also upskills its staff to embrace digital technologies and fosters a culture of innovation and quality that embraces digital learning technology and applications.
- ❖ **Performance measurement framework:** The Centre has developed a performance measurement framework with three dimensions: technical, financial, and organizational. It sets specific outcome statements and key performance indicators (KPIs) for each dimension and result area. The framework ensures that the Centre's performance aligns with its mission and strategic objectives, and it enables monitoring and evaluation of the implementation of the strategy.

By aligning its vision and mission with the ILO Strategy, focusing on capacity development, leveraging core expertise, fostering partnerships, embracing digital transformation, and implementing a performance measurement framework, the Centre aims to effectively implement the ILO Strategy and contribute to the promotion of decent work and social justice.

The above strategic documents were then operationalized in the Programme and Budget Proposals of the ITCILO for 2022-23. The main characteristic of this document is a transitioning from the traditional focus of the Centre on face-to-face (F2F) training towards a more diversified portfolio of training activities. This shift involves blending

face-to-face training with online learning and complementing it with non-training services for organizations representing the ILO core constituency constituents. The implications of this shift include a reduction in face-to-face training on the Turin campus, an increase in F2F training delivered in partnership with local organizations in the field, more online training, the use of Augmented and Virtual Reality, and enhanced institutional capacity development services for ILO constituents and partners.

To enhance participant benefits, the Centre is accelerating its digital transformation along six paths. These include expanding the e-Campus digital platform, building external platforms for institutional clients, strengthening the operational backbone by digitalizing internal processes, upskilling staff to embrace change and digital literacy, scaling up the use of digital learning analytics and AI to gather stakeholder insights, and fostering a culture of innovation and quality that leverages digital learning technologies and AI to evaluate service quality. This culture of innovation is intended to connect the Centre with other training organizations and academic bodies in the global learning innovation ecosystem.

Below, we will further elaborate on the relevance, coherence, and outreach of the ACTRAV ITCILO training program. The specific decision-making process of the core program and the selection of participants (*see Logic of ACTRAV's Training activities*) ensure that, despite its complexity, the training program closely aligns with the mission and mandate that the ITCILO has set for itself. This is also discussed in various chapters of this evaluation, particularly in the chapters on effectiveness, efficiency, and impact.

7.1.2 NUMBERS BY MODE OF DELIVERY

The *Table 3* below provides a breakdown of different types of training programs offered by ITCILO (all trainings 2023) and ACTRAV as responsible unit within ITCILO. For ITCILO, the largest share of training programs is Distance training, comprising 52.8% of all offerings. This is followed by Face-To-Face (F2F) trainings in the Field (17.7%), at Turin Centre (14.1%), Blended at the Centre (8.7%), and Blended in the field (6.7%). ACTRAV, responsible for a subset of these trainings, shows a different distribution: Distance training is still the most prevalent at 50%, but Blended-F and In the Field trainings each represent 20% of the total. Blended-C and Turin Centre trainings are the least common for ACTRAV, each constituting 5% of the total. Overall, ITCILO conducted 496 trainings, while ACTRAV was responsible for 40 trainings, or 8 percent of all ITCILO trainings.

The table also presents the distribution of the ACTRAV Core program by type of training. Notably, for the Core program, no less than 72 percent of the training programs are distance learning programs. This proportion is significantly higher than the ratios for all ITCILO programs combined and the ACTRAV global training program. It is also noteworthy that blended learning programs with a face-to-face component in countries/regions are more prevalent than in the global ITCILO training program but are comparable to the global ACTRAV training program. This table illustrates, on the one hand, that ACTRAV has successfully transitioned to distance learning, thereby operating in alignment with its strategic and operational plan. During the various interviews conducted, it was evident that several stakeholders of the ACTRAV training program showed a preference for blended learning with a face-to-face component. The rationale is that a training program that begins with online learning modules allows the staff to select the best trainees based on their performance during these online modules. Subsequently, the top performers can engage in more in-depth face-to-face content work.

Table 3. Type of Training, ITCILO versus ACTRAV ITCILO Trainings 2023

Type of Trainings	ITCILO (All Trainings 2023)		ACTRAV (All Trainings 2023)		ACTRAV (Core Programme 2023)	
	#	%	#	%	#	%
Blended-C	43	8,7	2	5,0	1	5,6
Blended-F	33	6,7	8	20,0	3	16,7
Distance	262	52,8	20	50,0	13	72,2
F2F trainings In the field	88	17,7	8	20,0	1	5,6
F2F training at the Turin Centre	70	14,1	2	5,0	0	0,0
	496	100,0	40	100,0	18	5,6

Table 4 below provides detailed statistics on the number of participants in various types of ACTRAV trainings, along with their respective percentages and average number of participants per training. Distance learning emerges as the most popular format, engaging 1,207 participants, which accounts for 68.2% of the total participants. This format also boasts the highest average number of participants per training session, with an average of 60 participants. Blended-Field trainings are the second most attended, with 223 participants (12.6% of the total), and an average of 27 participants per session. Similarly, F2F (Face-to-Face) in the field trainings attracted 218 participants, also representing 12.3% of the total, and shared the same average number of participants per session as Blended-Field, which is 27. Blended-Centre trainings had 63 participants, constituting 3.6% of the total, and an average of 31 participants per training. Lastly, F2F at the Turin Centre was attended by 60 participants, making up 3.4% of the total, with an average of 30 participants per session. Overall, these training programs collectively engaged 1,771 participants across different formats, each with varying degrees of popularity and participant engagement levels.

The table also presents the distribution for the Core training program (*highlighted in grey and italicized*). Notably, the number of participants who engaged in training through distance learning rises to no less than 84.5 percent, compared to 68.2 percent for the global ACTRAV training program. This indicates that the shift towards distance learning is more pronounced for the Core program than for the additional training programs. The primary reason for this is that the additional programs are often highly focused on specific countries (such as Argentina) or particular country groups (such as Tunisia, Morocco, and Egypt), whereas the Core program focuses more on regional or global initiatives. Because these additional programs are considered more context-specific, it was deemed necessary to include face-to-face components in the program.

Another significant observation is that the number of participants in the distance learning programs is relatively low. The average number of participants per distance learning program was 60 for all 39 programmes (62 for the core programme), with a significant variation (a minimum of 15 and a maximum of 124). What is surprising, however, is that the average number of participants for the distance learning programmes rather low is, with some training pathways involving a very limited number of participants. More than seven distance learning programs had fewer than 50 participants. It is evident that the potential is not being fully utilized here, and that greater inclusivity and mobilization are possible (see *Recommendation 3. Enlarge the number of Distance participants*).

Table 4. Number of Participants by training type, ACTRAV global & Core programme

Type of ACTRAV Trainings 2023	Number of Participants	%	Average number of participants per training
Blended-Centre (all ACTRAV trainings)	63	3,6	31,5
<i>Blended-Centre (core training activities)</i>	<i>21</i>	<i>2,2</i>	<i>21</i>
Blended-Field (all ACTRAV trainings)	223	12,6	27,9
<i>Blended – Field (core training activities)</i>	<i>101</i>	<i>10,5</i>	<i>33,6</i>
Distance learning (all ACTRAV trainings)	1207	68,2	60,3
<i>Distance learning (core training activities)</i>	<i>808</i>	<i>84,4</i>	<i>62,1</i>
F2F in the field (all ACTRAV trainings)	218	12,3	31,1
<i>F2F in the field (Core Training activities)</i>	<i>27</i>	<i>1,5</i>	<i>27</i>
F2F at the Turin Centre (all ACTRAV trainings)	60	3,4	30
<i>F2F at the Turin Centre (Core Training activities)</i>	<i>0</i>	<i>0</i>	<i>0</i>
Grand Total (all ACTRAV training activities)	1771	100	45
<i>Grand Total (Core Training activities)</i>	<i>957</i>	<i>100</i>	<i>53,1</i>

7.1.3 RELEVANCE TO NEED OF THE PARTICIPANTS

In this paragraph, we delve deeper into the relevance as perceived by the participants of the ITCILO ACTRAV training programs. The data below are based on survey responses and corroborated by the opinions of the participants in the focus groups. The figures are not divided between core and additional programs, as the results are consistently similar for both types of programs. Where relevant, a distinction is made according to the type of training/training modality.

Table 5 below presents the survey results regarding the relevance of the course to the needs of the participants. As shown in the table, all respondents agreed or strongly agreed with this statement. We also analysed whether there is a difference according to the type of training (not shown below). We found that the degree of relevance is equally high across all types of training modalities.

Table 5. Relevance to need of training participants of the 20 sampled training activities

Row Labels	The course was relevant to my needs.
Disagree	0,32%
Neither agree nor disagree	0,32%
Agree	39,75%
Strongly agree	59,62%
Grand Total (N=317)	100,00%

Moreover, the survey findings seem to be confirmed by the data obtained from the ITCILO ACTRAV end-of-training participants surveys of the sampled 20 ACTRAV activities. To the question “How likely is it that you will apply some of what you have learned?”, 98 percent of the respondents answered with a 4 or 5 on a five-point scale

(from 0 very unlikely to 5 certain). No significant differences could be identified according to the type of training (see *Table 6*).

Table 6. Application of what training participants have learned (20 sampled activities ACTRAV 2023)

Row Labels	Blended-C	Blended-F	Distance	In the field	Turin Centre	Grand Total
3	0%	1% (1)	2% (19)	0%	3% (2)	2% (22)
4	17% (13)	17% (21)	28% (162)	41% (13)	31% (18)	26% (227)
5 (certain)	83% (51)	82% (81)	70% (328)	59% (15)	67% (31)	72% (506)
Grand Total	100% (n=64)	100% (n=103)	100% (n=509)	100% (n=28)	100,00% (n=51)	100,00% (n=755)

To the question “How likely is it that your institution/employer will benefit from your participation in the activity?”, 93 percent of the respondents answered with a 4 or 5 on a five-point scale (from 0 very unlikely to 5 certain). Here we do see some variation by training type. What is particularly striking is that 1 in 5 participants gives a rating of 3 for face-to-face training in the field. One explanation is that the number of participants in face-to-face training is rather limited, and it relates only to 1 training program that was organized in Morocco (*A1516524 Strengthening TU capacities on Climate Change and Just transition for Morocco*), so small variations in responses immediately have relatively large impact on percentage distributions (see *Table 7*).

Table 7. Benefits for the institution of the trainee (20 sampled activities ACTRAV 2023)

Row Labels	Blended-C	Blended-F	Distance	In the field	Turin Centre	Grand Total
1 (very unlikely)	0%	1% (1)	0%	0%	0%	0% (1)
2	0%	1% (1)	1% (3)	0%	0%	1% (4)
3	2% (1)	4% (4)	6% (31)	19% (5)	6% (3)	6% (44)
4	18% (11)	25% (25)	30% (150)	22% (6)	37% (19)	28% (211)
5 (certain)	81% (50)	70% (71)	63% (315)	59% (16)	57% (29)	65% (481)
Grand Total	100% (n=62)	100% (n=102)	100% (n=499)	100% (n=27)	100% (n=51)	100% (N=741)

Another way to assess the relevance of the program is to evaluate the training programs according to the classification of three crucial markers. The ITCILO uses three markers - Gender Marker, ILS Marker (International Labour Standards), and SDT Marker (Social Dialogue and Tripartism) - to evaluate the integration of these key subjects into their training activities. These three markers are directly related to the ILO mandate, namely the promotion of social dialogue and tripartism, and the promotion of international labour standards. The gender marker, which aims to promote gender equality and address gender-related issues, is a cross-cutting theme that has always been prominently featured in all policy plans of ILO and ITCILO. These markers are, therefore, a significant measure of the relevance of the training programs on these central themes.

The markers are scored on a scale from 0 to 3, with 0 indicating no attention to the subject, 1 signifying some attention but as an isolated element, 2 showing significant integration of the subject into the activity without it being the primary focus, and 3 indicating that the primary purpose of the activity is to address the subject comprehensively. Specifically, the Gender Marker tracks gender-sensitive training, the ILS Marker measures the inclusion of International Labour Standards learning tools or sessions, and the SDT Marker assesses the incorporation of Social Dialogue and Tripartism. A score of 2 or higher on any of these markers reflects substantial incorporation of the

respective subject into the training activity, ensuring that these important themes are effectively addressed and promoted within ITCILO programmes. Marker 3 indicates that the topic is the main thematic area of the training activity.

From *Table 8* below, it can be deduced that 19 out of the 20 training programs in the sample achieved at least a score of two on both the Gender Marker and the ILS marker. This indicates that in these training programs, the themes of gender and ILS were substantial components of the curriculum. Gender was also the central theme of one training program (*specifically Advancing Women and Youth Leadership in Trade Unions - A5716448*). Regarding the SDT marker, the table shows that in 13 out of the 20 training programs, this was one of the main components of the program, while in three other programs it constituted an essential part. These high scores on the three markers illustrate that nearly all the offered training programs closely align with the mandate of the ILO, with a corresponding strong focus on gender.

Table 8. Scores on Gender Marker, ILS Marker and SDT marker (20 sampled activities ACTRAV 2023)

Marker Scores	Gender Marker	ILS Marker	SDT Marker
0	1	1	4
1			
2	18	19	3
3	1		13
No Training activities	20	20	20

7.1.4 OUTREACH

7.1.4.1 GEOGRAPICAL DISTRIBUTION

Table 9 below presents the distribution of a total count of 1771 participants across various regions globally, providing both the absolute numbers and their respective percentages. Africa accounts for the largest share with 839 participants, representing 47.4% of the total. The Americas follow with 427 participants, making up 24.1% of the total. Asia and the Pacific hold 310 participants, contributing 17.5%, while Europe and Central Asia have 155 participants, constituting 8.8%. The Arab States have the smallest share with 40 participants, which is 2.3% of the total. This data indicates a significant concentration of participants in Africa and the Americas, which together comprise over 70% of the total, whereas the Arab States, Europe and Central Asia, and Asia and the Pacific have relatively smaller shares. Even when we separate the data into core and additional programs, we observe no fundamentally different proportions.

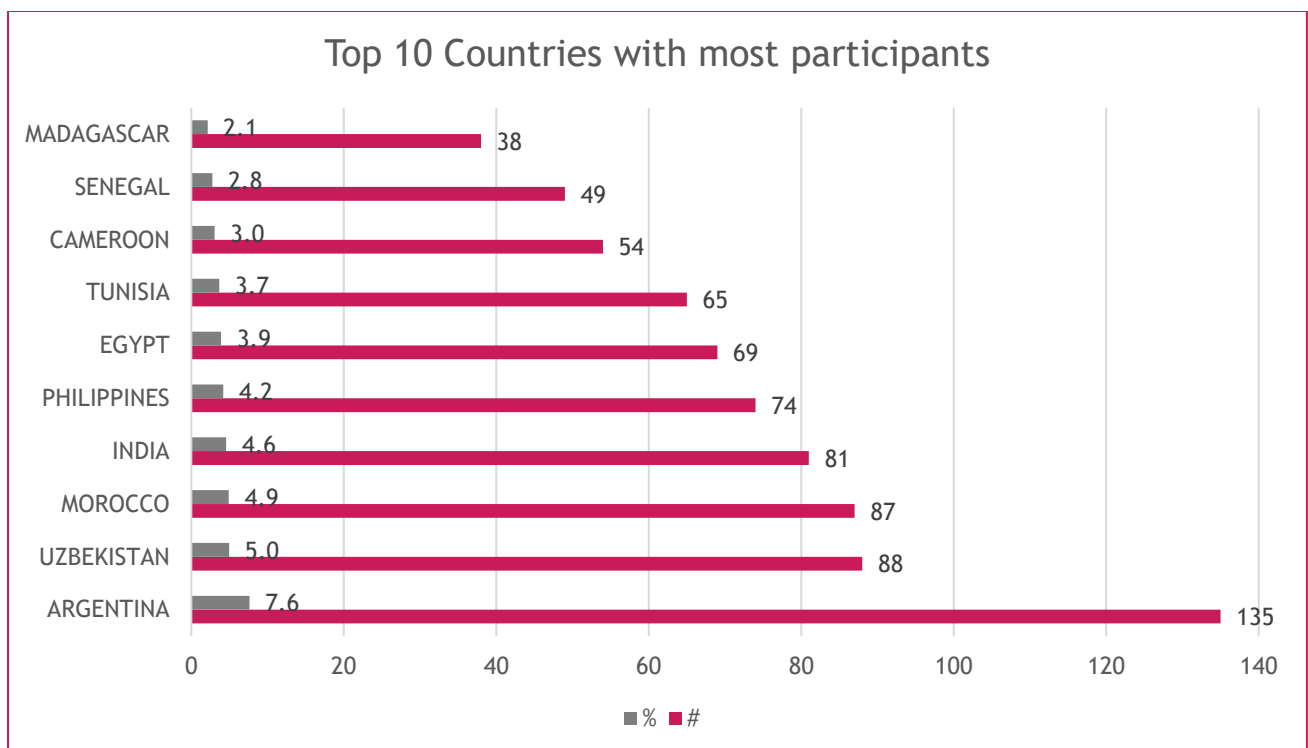
Table 9. Geographical distribution of training participants (all 40 ACTRAV training activities 2023)

Region	Count	%
Africa	839	47,4
Americas	427	24,1
Arab States	40	2,3
Asia and the Pacific	310	17,5

Europe and Central Asia	155	8,8
Grand Total	1771	100,0

The graph below lists the 10 most frequent nationalities of individuals in a dataset, along with their counts and corresponding percentages. The top five nationalities are Argentina (7.6%), Uzbekistan (5.0%), Morocco (4.9%), India (4.6%), and the Philippines (4.2%). These five nationalities make up a significant portion of the dataset, collectively accounting for approximately 26.3% of the total. Other notable nationalities include Egypt (3.9%), Tunisia (3.7%), Cameroon (3.0%), and Senegal (2.8%). The distribution is heavily skewed towards a few countries, with the top ten nationalities alone comprising 41.6% of the total, while the remaining 88 nationalities account for the rest.

Figure 1. Top 10 Countries with most participants (all 40 ACTRAV training activities 2023)



If we distinguish between core and additional programs, we see that only minor shifts occur in the top 10. Morocco, Tunisia, and Egypt then disappear from the top 10.

The reason why some countries appear to be overrepresented or, in other words, seem to participate more actively in the trainings is, of course, related to the specific target audience in certain countries that the program aimed to reach. For example:

- ❖ A2716063: La salud y la seguridad en el trabajo como derecho fundamental: implicaciones para las políticas y estrategias sindicales. This was blended Core training activities, with F2F component in Argentina, which explains the overrepresentation of Argentina the figures. Besides that, Argentinian nationals also participated intensively in an additional distance learning programme (A2716430: *Formacion Profesional, cambios en el mundo de trabajo de hoy y aplicación práctica de nuevas tecnologías*). An additional explanation for Argentina's extensive participation in training activities, stems from its strong focus on the construction industry (which was

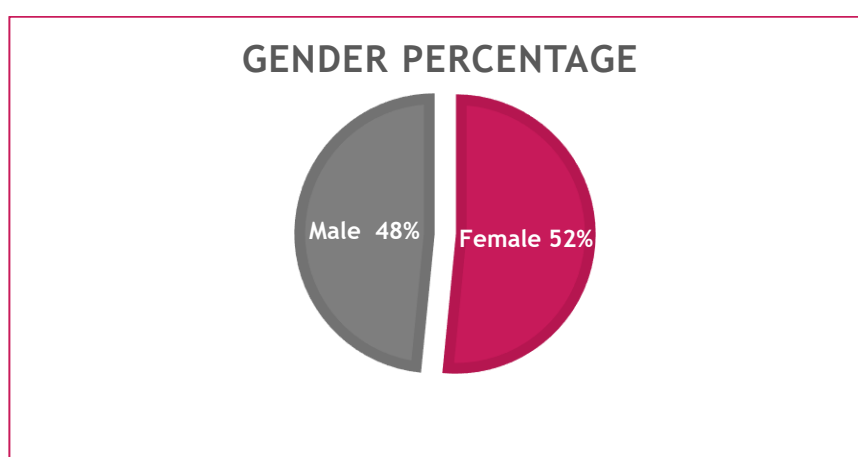
targeted) and vocational education (with strong links to the ILO). Over the years, Argentina has engaged in multiple projects, including the use of virtual reality tools to enhance occupational health and safety in the construction sector. This long-term collaboration highlights Argentina's active participation)

- ❖ A1016527: Strengthening TU capacities on Climate Change and Just transition for Egypt, Tunisia and Morocco (an Additional programme 36 participants, F2F Turin) and A1716526: Strengthening Trade Union Capacities on Climate Change and Inclusive Just Transition for Egypt, Morocco Tunisia, Distance learning 72 participants, additional programme), which explains largely the overrepresentation of participants from these three countries
- ❖ A4716285: Protection and Empowerment of Vulnerable Groups, Distance learning, counts for 100 participants of which 84 from Uzbekistan (core programme, organized in Russian language) with a strong engagement of [SFPU] Federation of Trade Unions of Uzbekistan, which explains the extensive number of Uzbek participants.

7.1.4.2 NUMBERS BY GENDER

Female participants slightly outnumber males, constituting 52% of attendees in the 20 sampled ACTRAV training activities 2023. This trend persists across continents, albeit with some variation (see *Figure 2*.) Notably, in Europe and Central Asia & the Arab States regions, female participation hovers around 42%. Conversely, the highest proportion of female participants emanates from the African region, comprising 54% of the total. When examining gender distribution across types of training, no significant differences emerge. There is an equal distribution of training modalities among both men and women. According to various respondents, the ACTRAV training program has a long tradition of achieving a balanced distribution of men and women in its training sessions. It has been reported by several sources that the selected trade unions are asked to enrol an equal number of men and women for each organized program.

Figure 2. Gender Distribution (20 sampled ACTRAV training activities 2023)



7.1.4.3 NUMBERS BY AGE GROUPS

The graph below (*Figure 3*) presents demographic data categorized by age groups, indicating the number of respondents and their respective percentages within each age group (for participants of the 20 sampled training activities of ITCILO ACTRAV 2023). Among the surveyed individuals, the age group 35-44 comprises the largest proportion, with a count of 499 respondents, constituting 35.9% of the total sample. Following this, the 25-34 age cohort accounts for 328 respondents, representing 23.6% of the total. The age groups 45-54 (25.3%) and 25-34 (23.6%) follow closely. In contrast, the older age groups exhibit smaller proportions, with 154 respondents (11.1%) falling within the 55-64 range and only 20 respondents (1.4%) aged 65 and above. These figures collectively sum up to a grand total of 1389 respondents. This data delineates a distribution where the majority of respondents are within the 25-54 age range, with a progressive decline in representation as age increases beyond this range. It is important to mention that we only have age data for 1389 out of 1771 participants of all ACTRAV training activities in 2023. This accounts for approximately 78.4% of the total participants. Nevertheless, the ACTRAV-ITCILO unit appears to be committed to engaging not only older age groups in the training programs but also to actively involving young people. It has also been reported that with the steep rise of distance learning, there is greater tolerance for participation, in the sense that the age criteria are monitored less strictly than was previously the case with face-to-face training sessions.

Figure 3. Participants by age group (20 sampled training activities of ITCILO ACTRAV 2023)

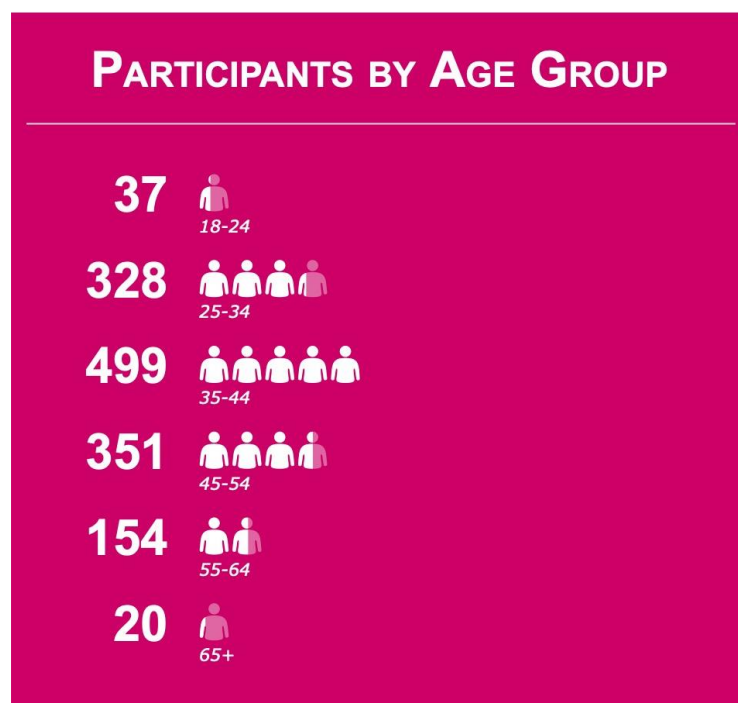


Table 10 below presents demographic data on age groups segmented by gender, detailing the number and percentage distribution of respondents within each category. Across all age cohorts, there's a notable predominance of females, except in the 55-64 and 65+ brackets where males slightly outnumber females. In the 18-24 age range, females comprise a significant majority, constituting 62.2% of respondents, while males represent 37.8%. Similarly, in the 25-34 age group, females account for 60.7% of respondents, though the gap with males is narrower, with males comprising 39.3%. As age increases, the gender distribution remains skewed towards females, particularly evident in the 35-44 and 45-54 brackets, where females constitute 50.9% and 53.3%, respectively. However, in the two older

age groups (55-64 and 65+), males surpass females, with 54.5% and 65.0%, respectively. Overall, the data underscores a demographic trend where females are more prevalent across most age groups, except in the older cohorts, where males show a slight predominance. In summary, the gender distribution by age category largely confirms the overall pattern of equal participation between men and women, with a slight predominance of female participation.

Table 10. Gender by age group (20 sampled training activities of ITCILO ACTRAV 2023)

Age group & Age group by gender	Number	Percentage
18-24	37	2,7
Female	23	62,2
Male	14	37,8
25-34	328	23,6
Female	199	60,7
Male	129	39,3
35-44	499	35,9
Female	254	50,9
Male	245	49,1
45-54	351	25,3
Female	187	53,3
Male	164	46,7
55-64	154	11,1
Female	70	45,5
Male	84	54,5
65+	20	1,4
Female	7	35,0
Male	13	65,0
Grand Total	1389	

7.1.5 SUMMARY ON RELEVANCE, COHERENCE & OUTREACH

The analysis of the ITCILO's relevance, coherence, and outreach reveals a strategic alignment with the broader goals of the ILO, particularly the 2019 Centenary Declaration for the Future of Work and the 2021 Call to Action for a human-centred recovery from COVID-19. The strategic focus includes capacity building, emphasizing lifelong learning, gender equality, and social protection. The ITCILO's strategy for 2022-25 includes providing capacity development through a blend of face-to-face and online training complemented by advisory services. It also focuses on digital transformation by enhancing digital platforms. Operationally, the Programme and Budget for 2022-23 marked a shift towards a more diversified training portfolio, emphasizing digital and blended learning.

The ACTRAV ITCILO training program is closely aligned with the ITCILO's mission. In 2023, the ITCILO conducted a total of 496 trainings, with ACTRAV responsible for 40 trainings or 8 percent of all ITCILO trainings. The largest share of training programs for ITCILO was distance training, comprising 52.8% of all offerings, followed by face-to-face (F2F) trainings in the field (17.7%), at the Turin Centre (14.1%), blended at the Centre (8.7%), and blended in the field (6.7%). For ACTRAV, distance training also dominated at 50%, with blended-F and in the field trainings each representing 20%, and blended-C and Turin Centre trainings each constituting 5%. The core program had an even higher proportion of distance learning at 72%. Overall, these training programs engaged 1,771

participants, with distance learning being the most popular format, engaging 1,207 participants (68.2%). Blended-field trainings followed with 223 participants (12.6%), and F2F in the field attracted 218 participants (12.3%). The core program's shift towards distance learning was more pronounced, with 84.5% of participants engaged in distance learning, indicating a stronger emphasis on regional or global initiatives compared to the context-specific additional programs.

Survey results indicate that the training programs are highly relevant to participants' needs, with 98% of respondents likely to apply what they learned, and 93% believing their institutions will benefit, although face-to-face training showed some variability. The training programs were evaluated on three markers: gender, International Labour Standards (ILS), and social dialogue and tripartism (SDT). The programs showed a high integration of gender-related issues, a strong focus on labour standards, and a significant emphasis on social dialogue and tripartism. These findings have also been confirmed by sponsors of some of the training programmes.

In terms of outreach, the geographical distribution of ACTRAV training participants in 2023 is primarily concentrated in Africa (47.4%) and the Americas (24.1%), followed by Asia and the Pacific (17.5%), Europe and Central Asia (8.8%), and the Arab States (2.3%). The most represented nationalities are Argentina, Uzbekistan, Morocco, India, and the Philippines.

Some countries are overrepresented in the ITCILO training programs due to the specific target audiences the programs aim to reach. For example, Argentina's overrepresentation is attributed to its participation in blended core training programs focused on occupational health and safety in the construction industry and vocational education, which have strong links to the ILO. Similarly, the overrepresentation of participants from Egypt, Tunisia, and Morocco is explained by their involvement in specific training programs addressing climate change and just transition. Additionally, Uzbekistan's extensive participation is due to the strong engagement of the Federation of Trade Unions of Uzbekistan in a core program organized in Russian, focused on protecting and empowering vulnerable groups. These targeted initiatives in specific countries or regions contribute to their higher representation in the training programs.

The demographic data from the ITCILO ACTRAV training programs reveals a slightly higher number of female participants overall, constituting 52% of attendees. This trend is consistent across most regions, though there are some variations. For instance, in Europe, Central Asia, and the Arab States, female participation is around 42%, whereas in Africa, it is higher at 54%. Regarding age distribution, the majority of participants (of the 40 ACTRAV training activities 2023) fall within the 25-54 age range. The largest group within this range is the 35-44 age group, which makes up 35.9% of the total respondents. This data, collected from 78.4% of the total 1,771 participants, shows that while there is a slight predominance of female participation, the age distribution is balanced, with a noticeable decline in representation in the older age groups.

7.2 VALIDITY OF TRAINING DESIGN

This section will assess the extent to which the design of the online training activities was logical, coherent, and effective. We will approach this from the perspective of the participants based on the survey they completed as part of this evaluation. The staff's perspective will be discussed in the efficiency section, as it is more logical to address this topic there.

In a subsequent section of this chapter, we will delve deeper into the analysis of the end-of-activity participants' satisfaction questionnaire.

It is important to note that some findings presented below are closely linked to the chapter on effectiveness. We mention them here because they reflect the logical structure of the text. In the chapter concerning effectiveness, relevant sections will refer to pertinent parts in the chapter on validity.

7.2.1 DESIGN OF TRAINING ACTIVITIES

Table 11 below presents the responses to the statement "The course was organised in a logical, consistent and sensible manner" from the survey. The majority of respondents, 161 individuals (53.85%), "Strongly agree" with the statement. A substantial portion, 123 respondents (41.14%), "Agree" with the statement, indicating that overall, a large majority (95%) had a positive perception of the course's organization. A small number, 13 participants (4.35%), neither agreed nor disagreed, showing neutrality. Only 2 respondents (0.67%) disagreed with the statement, suggesting that dissatisfaction with the course organization was minimal. This data indicates that the course was generally well-received in terms of its logical and consistent structure, for all training types.

Table 11. Design of the course

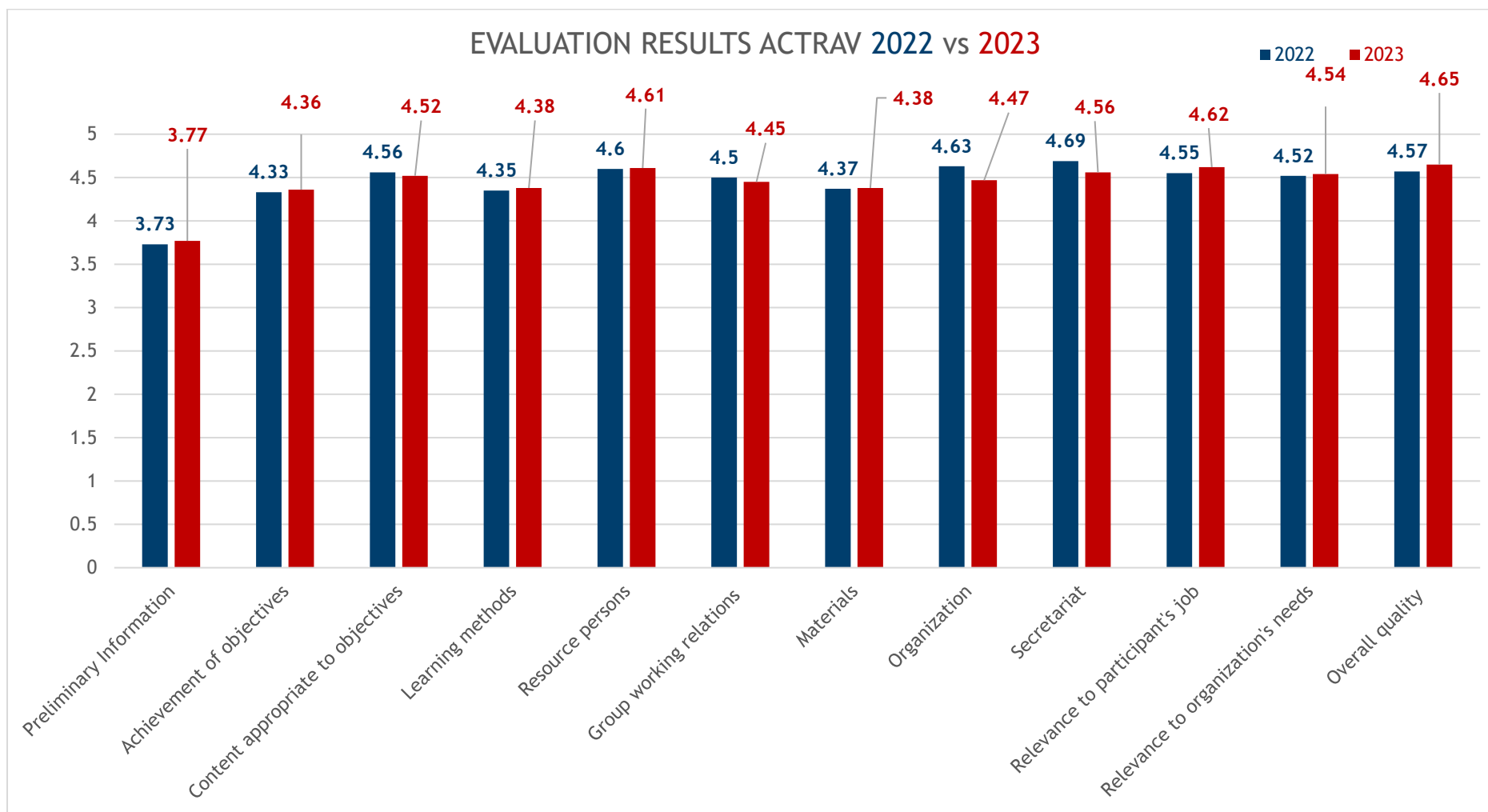
D1.1 The course was organised in a logical, consistent and sensible manner.	N	%
Strongly agree	161	53,85%
Agree	123	41,14%
Neither agree nor disagree	13	4,35%
Disagree	2	0,67%
Grand Total	299	100,00%

Another way to assess the design of the programs is to analyse the end-of-training surveys. These surveys are completed immediately after the conclusion of the training programs, and as such, they can provide an insight into how participants evaluated various components of the program while the course was still fresh in their minds.

In general, we observe very high scores on the end-of-programme survey, with all ratings equal to 4.33 or higher, except for the dimension of providing preliminary information. Furthermore, the ACTRAV training programs have improved on 8 out of 12 criteria compared to 2022. These criteria include achievement of objectives, learning methods, resource persons, materials, relevance to participants' jobs, and relevance to organizational needs. We will

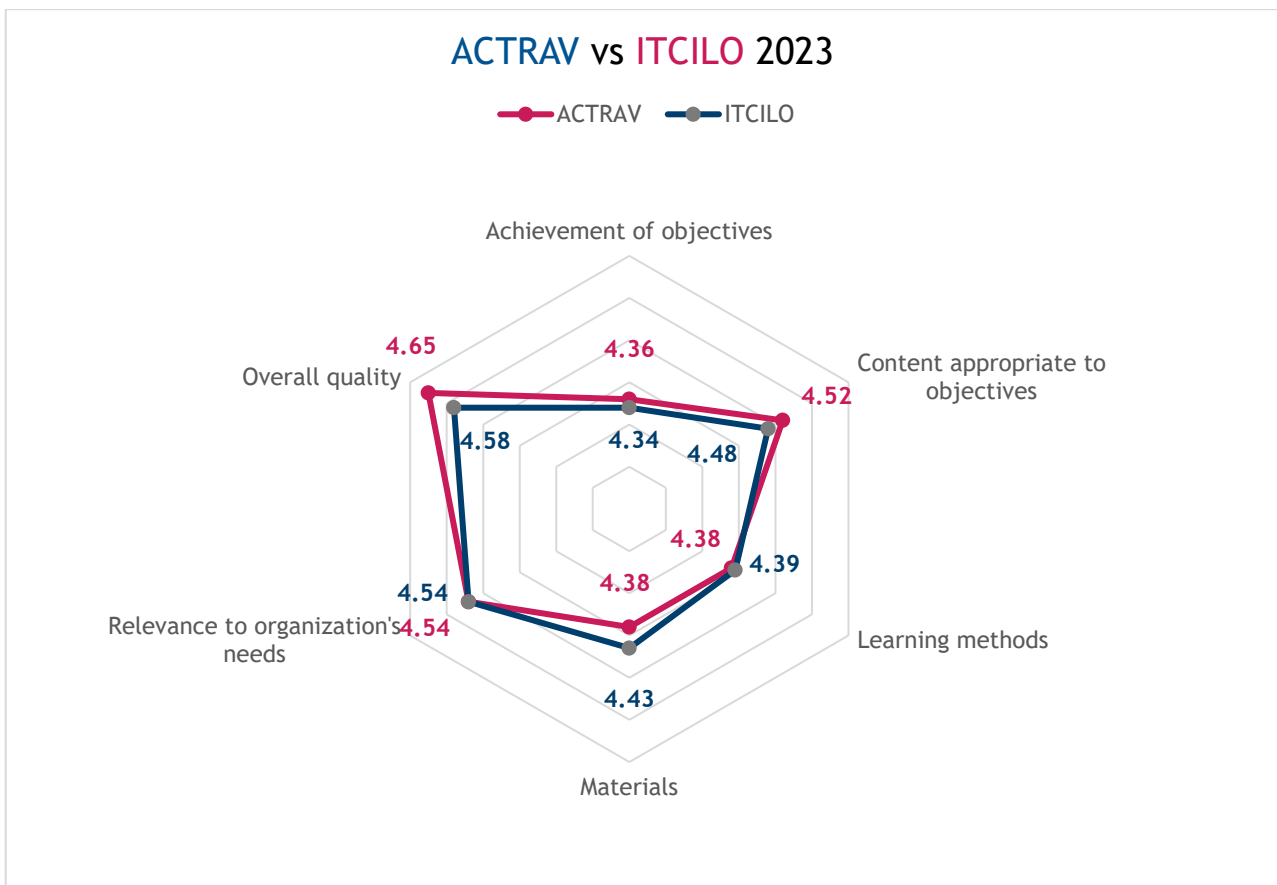
discuss these various components in more detail in the following sections. It is relevant to mention here that, based on these end-of-programme surveys, the programs were, overall, rated better than in 2022.

Figure 4. End-of-programme survey results



When benchmarking several key dimensions against all training programs of ITCILO, we find that ACTRAV programs perform well. They surpass the ITCILO benchmark on dimensions such as overall quality and relevance to organizational needs. However, on the dimension of materials used, ACTRAV scores slightly lower than the ITCILO benchmark.

Figure 5. ACTRAV VS ITCILO Global 2023



7.2.2 LEARNING SUPPORT

Table 12 presents the responses to a question regarding the level of support learners received when they had questions or needed assistance in various aspects of the learning process, such as interacting with course materials, understanding content, and studying. Out of 299 respondents, the majority indicated a positive experience, with 43.14% (129 individuals) strongly agreeing and 45.48% (136 individuals) agreeing that they received the necessary support. A smaller proportion of respondents, 7.36% (22 individuals), neither agreed nor disagreed, suggesting a neutral stance. Very few respondents, 0.67% (2 individuals), disagreed, indicating dissatisfaction with the support

provided. Additionally, 3.34% (10 individuals) found the question not applicable to their situation. Overall, the data suggests that most learners felt adequately supported in their learning process.

Table 12. Timely and effective help

D1.2 When I had questions or needed support in any aspect of the learning process (e.g. interacting with course materials, understanding the content, studying individually...), I was able to receive timely and effective help from tutor(s)/ facilitator(s).	N	%
Strongly agree	129	43,14%
Agree	136	45,48%
Neither agree nor disagree	22	7,36%
Disagree	2	0,67%
Not Applicable	10	3,34%
Grand Total	299	100,00%

Similar results could be found on the availability of necessary resources. *Table 13* presents data on participants' perceptions regarding the provision of necessary learning resources (e.g., literature, tools, software) for completing their training course successfully. A total of 299 students responded to this survey item. The majority of the students had a positive perception, with 46.82% (140 students) agreeing and 40.80% (122 participants) strongly agreeing that they were provided with the necessary resources. This indicates that a combined 87.62% of the respondents felt adequately supported with learning materials. A smaller portion of students, 8.70% (26 students), neither agreed nor disagreed, reflecting a neutral stance. Very few students expressed dissatisfaction, with only 1.00% (3 students) disagreeing. This data suggests that the provision of learning resources was generally well-received by the majority of the students.

Table 13. Necessary resources.

D1.3 I was provided with all the necessary learning resources (e.g. literature, tools, software...) for completing the course successfully.	N	%
Strongly agree	122	40,80%
Agree	140	46,82%
Neither agree nor disagree	26	8,70%
Disagree	3	1,00%
Not Applicable	8	2,68%
Grand Total	299	100,00%

The final table presented below also confirms the very positive perception that respondents have regarding the learning support provided during the training programs. *Table 14* provides a detailed analysis of students' perceptions of the learning resources provided in a course, specifically their relevance and quality. Out of 299 respondents, a significant majority, 154 individuals (51.51%), strongly agree that the learning resources are relevant and of high quality. Additionally, 130 respondents (43.48%) agree with this statement, making a combined total of 95% of the respondents who have a positive view of the learning resources. Only a small fraction of respondents, 13 individuals (4.35%), neither agree nor disagree, suggesting a neutral stance. Notably, there is minimal disagreement, with only

1 person (0.33%) disagreeing. Overall, the data indicates a high level of satisfaction with the learning resources provided in the course.

Table 14. Relevance & Quality of learning resources

D1.4 The learning resources provided in the course are relevant and of high quality.	N	%
Strongly agree	154	51,51%
Agree	130	43,48%
Neither agree nor disagree	13	4,35%
Disagree	1	0,33%
Not Applicable	1	0,33%
Grand Total	299	100,00%

Summary Learning Support

Based on the data from the three tables above, the conclusion is that most learners felt adequately supported throughout their learning process. The majority of respondents experienced a positive level of support when they had questions or needed assistance, with a combined total of 88.62% agreeing or strongly agreeing to the adequacy of support. In terms of the provision of necessary learning resources, 87.62% of the participants felt well-supported with the materials provided. Additionally, a significant majority, 95% of respondents, positively perceived the relevance and quality of the learning resources. Overall, the data indicates a high level of satisfaction among learners with the support and resources provided in their courses.

7.2.3 TECHNICAL SUPPORT

In this paragraph, we provide an overview of the key findings regarding the technical support received by trainees and their experiences with this support.

Table 15 below presents the responses of participants to the statement "I was sufficiently supported in using the learning facilities necessary to successfully complete the course," (only applicable only to face-to-face and blended courses). Out of 89 respondents, 40 students (44.94%) strongly agreed with the statement, while 41 students (46.07%) agreed, indicating that a significant majority (91.01%) felt adequately supported. A small percentage, 7.87% (7 students), neither agreed nor disagreed, suggesting some ambivalence. Only 1 student (1.12%) disagreed, reflecting a minimal level of dissatisfaction with the support provided. Overall, the data suggests that most participants felt they received the necessary support to utilize learning facilities effectively for course completion.

Table 15. Support in using learning facilities (F2F & blended learning)

D2.1 (only applicable for face-to-face and blended courses) I was sufficiently supported in using the learning facilities necessary to successfully complete the course	N	%
Strongly agree	40	44,94%
Agree	41	46,07%

D2.1 (only applicable for face-to-face and blended courses) I was sufficiently supported in using the learning facilities necessary to successfully complete the course	N	%
Neither agree nor disagree	7	7,87%
Disagree	1	1,12%
Grand Total	89	100,00%

The majority of 276 respondents (to the statement " I had many technical issues in this course") disagreed with the statement, with 32.97% disagreeing and 15.22% strongly disagreeing, indicating that a significant portion of the participants did not experience many technical issues. Conversely, 24.64% agreed and 9.06% strongly agreed, suggesting that a smaller but notable group did face technical difficulties. Meanwhile, 18.12% of respondents were neutral, neither agreeing nor disagreeing with the statement. This distribution highlights a mixed experience among students regarding technical issues, with a lean towards fewer reported problems overall (see *Table 16* below). The primary explanation for this can be found further in the course, specifically the issue of a sufficiently powerful and stable internet connection. This was also confirmed during the focus group discussion organized with the participants.

Table 16. Technical issues

D2.2 I had many technical issues in this course.	N	%
Strongly agree	25	9,06%
Agree	68	24,64%
Neither agree nor disagree	50	18,12%
Disagree	91	32,97%
Strongly disagree	42	15,22%
Grand Total	276	100,00%

Table 17 presents the responses to the statement " I knew where to ask for help when I had any technical or practical issues" from a survey with a total of 281 participants. The majority of respondents, 50.53% (142 individuals), agreed with the statement, indicating a strong awareness of where to seek help for technical or practical issues. Additionally, 38.08% (107 individuals) strongly agreed, further emphasizing that a significant portion of the participants felt confident in knowing where to find assistance. Meanwhile, 8.19% (23 individuals) neither agreed nor disagreed, suggesting some uncertainty or neutrality on the matter. Only a small fraction, 3.20% (9 individuals), disagreed, indicating a minimal level of dissatisfaction or lack of awareness. Overall, the data reflects a generally positive sentiment regarding the availability of support for technical or practical issues among the participants.

Table 17. Knew where to ask for help in case of

D2.3 I knew where to ask for help when I had any technical or practical issues.	N	%
Strongly agree	107	38,08%
Agree	142	50,53%
Neither agree nor disagree	23	8,19%
Disagree	9	3,20%
Grand Total	281	100,00%

The table (see below *Table 18*) titled "Technical support responded to my issues in a timely manner" presents survey results regarding the responsiveness of technical support. Out of a total of 278 respondents, a significant majority had a positive perception of the timeliness of the technical support. Specifically, 93 respondents (33.45%) strongly agreed, and 142 respondents (51.08%) agreed that technical support was timely, cumulatively accounting for 84.53% of the respondents. A smaller portion, 37 respondents (13.31%), neither agreed nor disagreed, indicating neutrality. Only a minimal number of respondents had a negative view, with 4 respondents (1.44%) disagreeing and 2 respondents (0.72%) strongly disagreeing. This data suggests that the technical support team is generally effective in responding to issues promptly, as reflected by the high percentage of positive feedback.

Table 18. Technical support responded to my issues in a timely manner.

D2.4 Technical support responded to my issues in a timely manner.	N	%
Strongly agree	93	33,45%
Agree	142	51,08%
Neither agree nor disagree	37	13,31%
Disagree	4	1,44%
Strongly disagree	2	0,72%
Grand Total	278	100,00%

In a fifth table below on learning support (*Table 19*) data on respondents' opinions regarding the effectiveness of Technical Support in resolving their issues is presented. Out of a total of 276 respondents, 102 (36.96%) strongly agreed that the technical support was effective, while 133 (48.19%) agreed. This indicates that a significant majority (85.15%) had a positive perception of the support provided. A smaller portion, 37 respondents (13.41%), neither agreed nor disagreed, reflecting a neutral stance. Only a minor fraction, 4 respondents (1.45%), disagreed, showing dissatisfaction with the technical support. Overall, the data suggests that the technical support was well-received by the majority of the respondents.

Table 19. Effective technical support

D2.5 Technical support was effective in resolving my issues.	N	%
Strongly agree	102	36,96%
Agree	133	48,19%
Neither agree nor disagree	37	13,41%
Disagree	4	1,45%
Grand Total	276	100,00%

Summary Technical Support

The analysis of the five tables above indicates a generally positive perception of technical support among participants in training programs, with most respondents feeling well-supported in using learning facilities and resolving technical issues. A significant majority reported knowing where to seek help and found the support both timely and effective. However, there is a notable minority that experienced technical difficulties, specifically unstable and slow

internet connection). Despite these challenges, the overall sentiment is one of satisfaction, with most participants appreciating the support provided during their courses.

7.2.4 USABILITY E-CAMPUS

The survey also included four questions regarding the usability of the E-campus. These questions were applicable to trainees who experienced distance learning or various types of blended learning. It should be noted that the research was conducted online, reaching only those who were able to participate via the internet. This implies that individuals with limited or no internet access are underrepresented or not represented at all in the study. Although we can assume that the potential target audience without internet access did not participate in a blended or distance learning activity, it is likely that there were also participants who, despite participating, were unable to complete the survey because of limited internet access.

Table 20 below presents the results of the survey question regarding the ease of accessing the online learning system e-Campus. Out of 231 respondents, 114 (49.35%) strongly agree that it is easy to access e-Campus, and 102 (44.16%) agree with this statement. Combined, this indicates that a significant majority (93.51%) of respondents find the system easy to access. A small portion of the respondents, 13 (5.63%), neither agree nor disagree, showing neutrality or uncertainty. Only 2 respondents (0.87%) disagree, indicating difficulty in accessing the system. Overall, the data suggests that the online learning system e-Campus is generally perceived as accessible by most students.

Table 20. Accessibility e-Campus

D3.1 (only applicable for online and blended courses)I found it easy to access the online learning system e-Campus.	N	%
Strongly agree	114	49,35%
Agree	102	44,16%
Neither agree nor disagree	13	5,63%
Disagree	2	0,87%
Grand Total	231	100,00%

Table 21 illustrates the responses to the statement "I knew where to ask for help when I had any technical issues with the online learning system e-Campus," applicable to online and blended courses. A significant majority of respondents, comprising 91 individuals (39.57%), strongly agreed with the statement, while 113 respondents (49.13%) agreed, indicating that nearly 89% of participants felt confident about knowing where to seek help for technical issues. On the other hand, a small minority, 5 respondents (2.17%), disagreed, and 21 respondents (9.13%) neither agreed nor disagreed. This data suggests that most participants had a clear understanding of where to obtain technical support for the e-Campus system.

Table 21. I knew where to go when I had technical issues

D3.2 (only applicable for online and blended courses) I knew where to ask for help when I had any technical issues with the online learning system e-Campus	N	%
Strongly agree	91	39,57%
Agree	113	49,13%
Disagree	5	2,17%
Neither agree nor disagree	21	9,13%
Grand Total	230	100,00%

Table 22 presents the results of the survey question regarding the ease of navigation in the online learning system, e-Campus, for students enrolled in online and blended courses. Out of 231 respondents, a significant majority, 100 students (43.29%), strongly agreed that the system was easy to navigate, while 106 students (45.89%) agreed. This indicates that nearly 89% of the participants found the navigation of the e-Campus platform to be straightforward and user-friendly. A small fraction, 18 students (7.79%), neither agreed nor disagreed, suggesting neutrality or indifference towards the navigation experience. Only 7 students (3.03%) disagreed, highlighting that a very small percentage of users experienced difficulty navigating the system. Overall, the data suggests that the e-Campus online learning system is well-received in terms of ease of navigation by the vast majority of its users.

Table 22. Navigating e-Campus

D3.3 (only applicable for online and blended courses) I found it easy to navigate in the online learning system e-Campus.	N	%
Strongly agree	100	43,29%
Agree	106	45,89%
Neither agree nor disagree	18	7,79%
Disagree	7	3,03%
Grand Total	231	100,00%

Finally, Table 23 presents data regarding the experiences of participants in online and blended courses with respect to Internet connectivity issues. Out of 221 respondents, 32 students (14.48%) strongly agreed that they had regular issues with Internet connectivity that disrupted their online learning. A larger portion, 64 students (28.96%), agreed with the statement. On the other hand, 57 students (25.79%) disagreed, and 31 students (14.03%) strongly disagreed, indicating they did not face significant Internet connectivity issues. Additionally, 37 students (16.74%) neither agreed nor disagreed. This distribution suggests that a considerable number of students experienced connectivity problems, potentially impacting their online learning experience.

Table 23. Internet connectivity

D3.4 (only relevant for online & blended courses) I had regular issues with Internet connectivity that disrupted online learning.	N	%
Strongly agree	32	14,48%
Agree	64	28,96%
Neither agree nor disagree	37	16,74%
Disagree	57	25,79%

D3.4 (only relevant for online & blended courses) I had regular issues with Internet connectivity that disrupted online learning.	N	%
Strongly disagree	31	14,03%
Grand Total	221	100,00%

Summary Usability of e-Campus

The analysis of the survey data on the usability of the e-Campus online learning system indicates overall positive feedback from participants regarding its accessibility, navigation, and technical support, although internet connectivity issues remain a concern for some.

A significant majority of respondents found e-Campus easy to access, with 93.51% agreeing or strongly agreeing with this statement. Similarly, ease of navigation was highlighted, with nearly 89% of participants affirming that they could navigate the system without difficulty. This reflects a generally user-friendly design and effective interface of the e-Campus platform. Regarding technical support, almost 89% of students felt confident about knowing where to seek help when encountering technical issues, suggesting that support resources are well-communicated and accessible. However, internet connectivity issues posed a challenge for a notable portion of students, with 43.44% experiencing regular disruptions. This indicates that while the system itself is user-friendly and well-supported, external factors such as internet access can significantly impact the overall user experience.

In conclusion, the e-Campus system is largely considered accessible, easy to navigate, and well-supported by most students, though attention to improving internet connectivity for all users is essential to enhance the overall learning experience.

7.2.5 EXPERIENCES WITH ONLINE INTERACTION, COMMUNICATION & CONTENT DELIVERY (ONLINE & BLENDED LEARNING)

Table 24 presents the row percentages for different types of educational technology use and their perceived frequency of use among 231 respondents.

For "Asynchronous discussion forums" (E.2.1), the majority (65.42%) believe these are used "just enough," while 17.63% think they are used "too often," and a smaller portion (8.14%) feel they are "not often enough." A similar sentiment is seen for "Synchronous video conferencing" (E.2.2), with 65.42% indicating "just enough" use, though a slightly higher percentage (22.71%) consider it "too often" compared to asynchronous discussion forums.

In the case of "Asynchronous video content" (E.2.3), a significant majority (62.37%) also feel the use is "just enough," while 16.61% think it's "too often," and 14.24% say "not often enough," showing a relatively balanced distribution of opinions.

Lastly, "Simulations in virtual environments" (E.2.4) have the highest percentage of respondents with "no opinion" (16.27%), which can be most probably explained by the fact that most participants did not experience virtual learning. More than half (58.98%) believe the usage is "just enough," but 13.22% feel it's "not often enough," and a smaller percentage (11.53%) think it's "too often."

Table 24. Appreciation of online learning tools

	Too Often	Just enough	Not often enough	No opinion
E.2.1. Asynchronous discussion forum.	17,63%	65,42%	8,14%	8,81%
E.2.2: Synchronous video conferencing (e.g., a webinar via Zoom).	22,71%	65,42%	7,46%	4,41%
E.2.3: Asynchronous video content (e.g., a recorded guest lecture or video presentation).	16,61%	62,37%	14,24%	6,78%
E.2.4: Simulations in virtual environments (virtual reality).	11,53%	58,98%	13,22%	16,27%

(N=231)

Finally in the survey respondents were asked to agree or not to agree with various statements regarding the mode of delivery for a course (see Table 25). The statements explore different aspects of the course delivery's effectiveness and suitability.

Regarding the alignment of the course's mode of delivery with the schedule and availability of the respondents, 89.83% felt it aligned well, while 10.17% disagreed. It should be noted that for the global training programs, some participants would have preferred the synchronous and live events to be better aligned with their time zones. When asked if the mode of delivery effectively addressed their learning needs and preferences, 94.24% agreed, with only 5.76% disagreeing. Similarly, 93.90% of respondents felt that the mode of delivery provided the necessary flexibility or structure required for their learning style, and 6.10% did not. In terms of opportunities for participation, collaboration, and discussion, 89.15% of respondents felt there were sufficient opportunities, whereas 10.85% disagreed. Lastly, 95.59% of respondents felt that the mode of delivery enhanced their understanding and application of the course content, with only 4.41% disagreeing.

Table 25. Appreciation of mode of delivery

	No	Yes
E3. Did the mode of delivery of this course (i.e. online, face-to-face or blended) align with your schedule and availability?	10,17%	89,83%
E4. Did the mode of delivery of this course (online, face-to-face or blended) effectively address your learning needs and preferences?	5,76%	94,24%
E5. Did the mode of delivery of this course (online, face-to-face or blended) provide the necessary flexibility or structure required for your learning style?	6,10%	93,90%
E7. Were there sufficient opportunities for participation, collaboration, and discussion?	10,85%	89,15%
E11. Did you feel that the mode of delivery (online, face to face or blended) enhanced your understanding and application of the course content?	4,41%	95,59%

(N=295)

7.2.5.1 COMMUNITY OF INQUIRY (COI)

To assess participants' learning experiences in ITCILO's training activities, an instrument was utilized to measure three dimensions of the Community of Inquiry (CoI) framework: teaching presence, social presence, and cognitive presence. An educational Community of Inquiry is described as a collaborative group of individuals engaging in purposeful critical discourse and reflection to construct personal meaning and foster mutual understanding. This process of meaningful learning is facilitated through three interdependent elements: Teaching Presence, which involves designing, facilitating, and guiding cognitive and social processes to achieve personally meaningful and educationally valuable learning outcomes; Social Presence, which refers to participants' ability to identify with the learning community, communicate purposefully in a trusting environment, and develop interpersonal relationships by expressing their personalities; and Cognitive Presence, which represents the extent to which learners can construct and confirm meaning through sustained reflection and discourse. Using a 5-point scale (1 = strongly disagree, 5 = strongly agree, and not applicable), the three dimensions with their respective sub-dimensions were measured.

These three dimensions were addressed in the survey with a total of 29 statements presented to the participants of the online survey (see the table below). These statements are identical to those used in the previous evaluation, which were completed by a sample of participants from all ITCILO training programs. In this context, the 2023 results can be used as a form of "ITCILO Benchmark." Below, we discuss the various dimensions based on the survey responses.

Analysis: Comparing Survey 2024 with Survey 2023.

When comparing the scores from Survey 2024 with Survey 2023, there is a slightly higher score across all three dimensions. Teaching Presence in Survey 2024 received a score of 4.45, which is higher than the 4.38 recorded in Survey 2023. This indicates a better facilitation and design of the educational experience for the ITCILO ACTRAV training compared to the ITCILO benchmark. Social Presence also showed a slightly higher of 4.41 in Survey 2024 compared to 4.13 in Survey 2023. This suggests that participants felt a stronger sense of community and better interpersonal communication in the latest survey. Cognitive Presence also scores higher (4.29 in 2023 & 4.39 in 2024), indicating that participants felt better engaged in reflective and meaningful discourse in the more recent survey. Overall, these figures suggest that ITCILO ACTRAV participants have positively impacted the learning experiences of participants and that they are scoring the different dimensions at least at the same level as the participants of all ITCILO training courses in 2022.

Analysis: Comparing Different Training Modalities in 2024.

When examining the different instructional modalities in 2024—DL (Distance Learning), Blended, F2F (Face-to-Face) Regular, and F2F Turin—the results vary only marginally across the three dimensions.

The most important conclusion is that there are no significant differences between various learning modalities. This implies that for the three different dimensions, there are no notable distinctions between, for example, face-to-face training in Turin and blended learning or distance learning. This is a remarkable and counter-intuitive finding. One would expect that face-to-face training would score better on all dimensions. This indicates that the e-Campus and the modalities within this platform, as previously established, effectively cater to the different dimensions and needs of the participants.

Table 26. Community of Inquiry survey results

	Survey 2024 (N=310)	DL 2024 (N=172)	Blended 2024 (N=57)	F2F Reg 2024 (N=6)	F2F Turin 2024 (N=15)	Survey 2023 (N=596)
Teaching Presence	4,45	4,45	4,44	4,47	4,40	4,38
Design and Organization						
The tutor(s)/facilitator(s) clearly communicated expected learning achievements after course completion	4,45	4,45	4,47	4,00	4,53	4,42
The tutor(s)/facilitator(s) provided clear instructions on how to participate in course learning activities	4,53	4,55	4,51	4,17	4,47	4,51
(Only relevant for blended courses)The integration of online and face-to-face activities in the blended course helped me successfully complete the learning activities			4,51			4,27
Facilitation						
Λ The tutor(s)/facilitator(s) provided clear instructions on course obligations and assessment methods	4,50	4,52	4,46	4,17	4,40	4,40
The tutor(s)/facilitator(s) clearly communicated important due dates/time frames for learning activities	4,52	4,52	4,47	4,33	4,47	4,46
The tutor(s)/facilitator(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking	4,50	4,50	4,50	4,17	4,36	4,46
The tutor(s)/facilitator(s) maintained high levels of engagement and active participation among course participants	4,48	4,48	4,46	4,17	4,50	4,40
The tutor(s)/facilitator(s) facilitated the development of a sense of community among course participants	4,39	4,38	4,54	4,00	4,14	4,29
The tutor(s)/facilitator(s) were helpful in guiding the course participants towards understanding the topic	4,54	4,54	4,59	4,67	4,50	4,44
Direct Instruction						
The tutor(s)/facilitator(s) helped to focus discussion on relevant issues in a way that helped me to learn	4,40	4,36	4,38	4,83	4,43	4,35
The pace and clarity of the presentations delivered by the tutor(s)/facilitator(s) was right for me to understand the key points	4,34	4,32	4,32	5,50	4,43	4,30
The tutor(s)/facilitator(s) provided feedback in a timely fashion	4,37	4,38	4,30	4,50	4,36	4,18
The assessment/examination within this course (e.g. tests, reports, portfolios, papers...) is connected to and reflective of the learning activities in the course	4,41	4,44	4,16	5,17	4,21	4,33
Social Presence	4,41	4,35	4,32	4,33	4,31	4,13
Affective Presence						
Getting to know other course participants gave me a sense of belonging in the course	4,50	4,45	4,63	4,67	4,50	4,26

	Survey 2024 (N=310)	DL 2024 (N=172)	Blended 2024 (N=57)	F2F Reg 2024 (N=6)	F2F Turin 2024 (N=15)	Survey 2023 (N=596)
(only applicable for online and blended courses)The online learning platform/system provided adequate tools for social interaction between participants		4,14	4,18			4,00
Open Communication						
(only applicable for online and blended courses)I felt comfortable conversing through the tools provided in the online learning platform		4,22	4,16			4,12
I felt comfortable participating in the course discussions and interacting with other course participants	4,39	4,41	4,34	4,67	4,21	4,24
Group Cohesion						
I felt comfortable disagreeing with other course participants while still maintaining a sense of trust	4,36	4,37	4,21	4,00	4,21	3,97
I felt that my point of view was acknowledged by other course participants	4,32	4,37	4,18	4,00	4,29	4,08
Discussions with other course participants helped me to develop a sense of collaboration	4,48	4,49	4,54	4,33	4,36	4,27
Cognitive Presence						
	4,39	4,38	4,32	4,67	4,31	4,29
Triggering Event						
Problems presented by other course participants increased my interest in course-related topics and issues	4,44	4,46	4,32	4,50	4,29	4,27
The talks and presentations in this course were thought provoking	4,36	4,33	4,32	4,67	4,29	4,14
I felt motivated to explore content-related questions	4,48	4,45	4,39	4,50	4,50	4,40
Exploration						
I utilized a variety of information sources to explore problems or assignments posed in this course	4,32	4,30	4,25	4,50	4,36	4,27
Brainstorming with other participants and finding relevant information together helped me resolve content-related questions	4,40	4,39	4,27	5,17	4,21	4,20
Discussions were valuable in helping me appreciate different perspectives	4,46	4,47	4,48	4,67	4,36	4,34
Integration						
I was able to combine information learned from different sessions to answer questions raised in course activities	4,35	4,36	4,21	4,40	4,36	4,33
Learning activities helped me construct explanations/solutions for the problem I wanted to solve	4,30	4,27	4,27	4,80	4,21	4,34
I was able to reflect on course content and discussions to understand fundamental concepts in this course	4,38	4,35	4,32	4,80	4,21	4,34

7.2.6 SUMMARY ON THE VALIDITY OF THE TRAINING ACTIVITIES

The organization of the course was well-received, with a substantial majority of respondents expressing positive feedback. Specifically, 53.85% of participants "strongly agreed" and 41.14% "agreed" that the course was logically and consistently structured. Only a minimal percentage (0.67%) disagreed, indicating general satisfaction with the course organization across all training types.

The majority of learners felt adequately supported throughout their training. A combined 88.62% of respondents agreed or strongly agreed that they received sufficient support when needed. Additionally, 87.62% felt well-supported with the provided learning resources, and 95% positively perceived the relevance and quality of these resources. Overall, the data suggests a high level of satisfaction with the support and resources provided.

Participants generally had a positive perception of technical support, with most feeling well-supported in using learning facilities and resolving technical issues. Although a notable minority experienced technical difficulty, particularly with internet connectivity, the overall sentiment remained one of satisfaction. Most participants appreciated the timely and effective support provided.

Feedback on the e-Campus online learning system was largely positive. A significant majority (93.51%) found it easy to access, and 89% indicated ease of navigation. However, internet connectivity issues were a concern for some, with 43.44% experiencing regular disruptions. Despite these issues, the system was considered user-friendly and well-supported, though improvements in internet connectivity are essential to enhance the overall experience.

Regarding the use of educational technology, most respondents felt that the frequency of asynchronous discussion forums, video conferencing, and video content was appropriate. Specifically, 65.42% felt discussion forums were used "just enough," and similar sentiments were observed for video conferencing (65.42%) and video content (62.37%). Opinions on simulations in virtual environments were more varied, with 16.27% having no opinion, likely due to limited exposure to this mode of learning.

The mode of delivery for courses was generally effective and suitable for most respondents. Approximately 89.83% agreed that the delivery mode aligned with their schedules, and 94.24% felt it addressed their learning needs and preferences. Additionally, 93.90% believed it provided the necessary flexibility, and 89.15% felt there were sufficient opportunities for participation and collaboration. The mode of delivery was perceived to enhance understanding and application of course content by 95.59% of respondents.

The survey measured three dimensions of the Community of Inquiry (CoI) framework: teaching presence, social presence, and cognitive presence. Comparisons between Survey 2024 and Survey 2023 showed slight improvements across all dimensions, indicating better facilitation, a stronger sense of community, and more meaningful engagement in the recent survey. Scores for teaching presence, social presence, and cognitive presence in 2024 were 4.45, 4.41, and 4.39, respectively, all higher than the previous year's scores. An analysis of different instructional modalities in 2024 revealed no significant differences across the three dimensions (teaching, social, and cognitive presence). This finding suggests that both face-to-face and distance learning modalities effectively cater to the diverse needs of participants, demonstrating the effectiveness of the e-Campus platform in delivering training.

It is highly significant that the analysis above indicates that almost all participants greatly appreciate the mode of delivery, regardless of whether it included face-to-face components or was entirely distance learning. Furthermore, no significant differences can be identified across all dimensions outlined above between the modes of delivery of the training sessions. This finding leads to the recommendation to increase the number of distance training programs and to raise the number of participants per distance training program (see *Recommendation 3. Enlarge the number of Distance participants*)

7.3.1 EFFECTIVENESS – ACHIEVEMENTS

As thoroughly described in the previous chapter and supported by the survey results confirmed during the online focus groups, the effectiveness of the training programs is highly valued. Even more remarkable is that there are virtually no differences observed between the various training modalities. This is counterintuitive, as it is often assumed that effectiveness is greater with face-to-face training or blended learning formats that include a face-to-face component. The only concerns for global programs are the need to accommodate different time zones, making it challenging for some trainees to participate in synchronous online activities, and the access to stable and fast internet, which posed a problem for many trainees, often causing interruptions in their activities on the e-Campus. While this cannot be directly addressed by the programs themselves, it could be highlighted in the preliminary information provided to participants, advising them to seek an environment with a stable internet connection.

The high effectiveness of the training programs is further supported by the responses received from survey respondents on their assessment of the program's effectiveness. These responses addressed the level of agreement or disagreement with several statements related to the application of learned knowledge and the motivation to continue personal development. Additionally, the extent to which they were able to improve their competencies and on-the-job performance was evaluated. All responses indicate a very high level of effectiveness. Below, we provide detailed responses to these survey questions.

It should be noted that these responses are based on self-reporting, and the participants' concrete situations could not be verified. Chapter 5 presents five detailed case studies of concrete applications. These case studies are described in greater detail in the chapter on impact.

Table 27 presents the results of the survey question regarding the effectiveness of a training format. A total of 317 respondents were asked to rate the effectiveness, with the following results: 135 respondents (42.59%) rated the training as "Very Good," 146 respondents (46.06%) rated it as "Good," and 36 respondents (11.36%) rated it as "Acceptable." Notably, there were no responses indicating "Poor" or "Very Poor" effectiveness. Overall, the data shows a high level of effectiveness (from participants point of view), with a combined 88.65% of respondents rating the training format as either "Very Good" or "Good," indicating a generally positive reception of the training format. An important observation is that of the participants who attended a training program in Turin and of those who attended distance learning program, about the same number of respondents indicated that the program was acceptable. Also, no major differences could be identified by gender or age category, for example.

Table 27. Effectiveness of Training format - participants point of view

B5. The effectiveness of the training format was...	N	%
Very Good	135	42,59%
Good	146	46,06%
Acceptable	36	11,36%
Poor	0	0,00%
Very Poor	0	0,00%
Grand Total	317	100,00%

Table 28 summarizes the survey responses regarding the effectiveness of a training program, focusing on how well the course translated theory into practice, the applicability of the knowledge gained, the application of skills in a work setting, and the course's impact on motivation for further competence development. The majority of participants (94.01%) agree or strongly agree that the course provided many examples that translated theory into practice, with 43.22% strongly agreeing and 50.79% agreeing. Only 5.05% neither agree nor disagree, and a negligible 0.95% disagree. Similarly, 97.16% of participants believe they can apply the knowledge from the course to their work or other activities, with 45.74% strongly agreeing and 51.42% agreeing. A small percentage (2.52%) neither agree nor disagree, and a minuscule 0.32% disagree. A significant number of respondents (90.85%) have already applied the knowledge, or skills obtained from the course, with 29.02% strongly agreeing and 61.83% agreeing. 8.52% are neutral, and a minor 0.63% disagree. The course also greatly contributed to the participants' motivation for further development, with 97.79% agreeing or strongly agreeing. Notably, 61.51% strongly agree and 36.28% agree, while only 2.21% neither agree nor disagree. Overall, the responses indicate a high level of satisfaction with the training program, particularly in translating theory into practical examples, the applicability of the knowledge, and its motivational impact for further competence development. The low percentages of neutrality and disagreement across all categories underscore the program's effectiveness.

Table 28. Statements on Effectiveness.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The course provided many examples that translated theory into practice	43,22%	50,79%	5,05%	0,95%	0,00%
<i>I can apply the knowledge created in this course to my work setting or other non-course related activities.</i>	45,74%	51,42%	2,52%	0,00%	0,32%
I have already applied knowledge/skills I obtained in this course to my work setting or other non-course related activities.	29,02%	61,83%	8,52%	0,63%	0,00%
<i>The course contributed to my motivation for further development of my competences in the field.</i>	61,51%	36,28%	2,21%	0,00%	0,00%

Finally, the effectiveness of training programs in terms of two distinct areas: the improvement of competencies and the enhancement of on-the-job performance, have been asked. According to the survey data (see Table 29), 25.24% of participants reported a very large improvement in their competencies, 49.53% experienced a large improvement, 22.40% noted a moderate improvement, 2.52% observed a slight improvement, and 0.32% saw no improvement at all. In terms of on-the-job performance, 21.45% of participants reported a very large improvement, 51.10% experienced a large improvement, 24.29% noted a moderate improvement, 2.52% observed a slight improvement, and 0.63% saw no improvement. These results indicate that the majority of participants experienced significant improvements in both competencies and job performance as a result of their training, with large improvements being the most frequently reported outcome for both categories. Slight and no improvements were reported by a very small proportion of participants, suggesting the overall effectiveness of the training programs.

Table 29. Statements on improvements

	Very large improvement	Large improvement	Moderate improvement	Slight improvement	No improvement
To what extent did your competencies improve as a result of your participation in the training activity?	25,24%	49,53%	22,40%	2,52%	0,32%
To what extent did your on-the-job performance improve as a result of your participation in the training activity?	21,45%	51,10%	24,29%	2,52%	0,63%

7.3.2 EFFECTIVENESS OF MANAGEMENT ARRANGEMENTS

7.3.2.1 COOPERATION WITHIN THE ACTRAV-ITCILO UNIT.

The ACTRAV-ITCILO unit functions consist of four senior programme officers, one programme assistant, six training assistants and one programme manager. The program officers mainly cover different regions, although thematic exchange and expertise was also built up. The program officers are supported by the training activity assistants. The work of these training assistants is considered exceptional by all involved. Their knowledge and skills in developing and operationalizing the activities are highly valued and considered essential in the operation of the unit.

The organizational structure is deeply intertwined with the broader ILO framework, as described in *chapter 4 Logic of ACTRAV's Training activities*. Training needs and priorities are derived from multiple levels, decisions made in various frameworks, and direct input from the workers' groups. This multi-layered approach ensures that the training programs are aligned with the latest global and regional labour issues and priorities of the Workers' group. The thematic clusters within ACTRAV-ITCILO play a crucial role in connecting these discussions to the training priorities, further emphasizing the interconnected nature of the organization.

The process of identifying training needs is a critical component of ACTRAV's operations. It begins with deriving priorities from the ILO discussions and workers' groups, ensuring that the training is relevant and meets the actual needs of trade unions. The process is described as organic and synergetic, highlighting the collaborative effort involved in aligning global discussions with regional and national priorities. The ACTRAV platforms and the Trade Union Training Committee (TUTC) meetings are pivotal in this process, serving as platforms for discussing and prioritizing training needs.

This governance structure ensures that the courses are politically and practically relevant. The description of how courses are developed, from the initial proposal to the final approval, illustrates a detailed and methodical approach. Once a topic of a training activities is approved, activity managers work with desk officers to finalize the content and design. This collaboration ensures that the training materials are current and relevant to the specific needs of each region. The process also involves input from subject matter experts, regional and country experts. The finalization of course descriptions, is followed by logistical planning and the development of online components.

The transition to online training has introduced additional complexities. For online courses, the ACTRAV employs a range of tools and methods to ensure interactive and engaging learning experiences. These include the use of webinars, e-learning modules, and interactive exercises. The role of tutors is emphasized, ensuring that participants

are guided and supported throughout their learning journey. The development of these online components is a meticulous process, involving the creation of detailed scripts, storyboards, and final products, often translated into multiple languages.

The interviews revealed also several challenges faced by ACTRAV-unit, particularly in terms of flexibility and collaboration. The dependency on approvals from external stakeholders can cause delays, affecting the timely preparation and implementation of courses. This is particularly the case with the additional training programs, which are organized more ad hoc depending on the incoming resources. The planning for the Core program causes fewer delays because, with guaranteed funding, it is scheduled a year in advance. Moreover, the transition to more online and blended learning approaches has necessitated additional skills and resources. The team's ability to develop interactive and engaging online content, despite the challenges, demonstrates their adaptability and commitment to providing quality training.

It can be concluded that within the ACTRAV-Unit, responsibilities and roles are well understood, leading to high-quality training sessions (see the paragraph above). The great flexibility of all employees and their ability to develop new skills in an era where online learning has become more important are strong assets for the unit.

Furthermore, it must be emphasized that there is considerable satisfaction among the sponsors of certain training activities. This satisfaction stems partly from the excellent collaboration with the ACTRAV Unit and partly from the successful outcomes of the program.

7.3.2.2 COORDINATION ACROSS ITCILO UNITS

During the various interviews, it was noted that collaboration between the different units was not always optimal. Before the Corona Pandemic, an institutional mechanism had been in place to peer review flagship training activities in the Centre's catalogue for the upcoming calendar year. As part of this mechanism, selected training activities scheduled for delivery in the next calendar year were reviewed by a panel with tripartite composition involving the Workers and Employers Activities Programme, the Social Protection, Governance and Social Dialogue Programme on behalf of the Government group, the Office of the Director Training and the manager of the Technical Programme in charge of the activity. The list of activities for review was drawn up in a consultative process involving all programme managers and both the Workers and the Employers Bureaux were involved in the review of the syllabus on invitation by the Workers and Employers Activities Programme, the mechanism was work-intensive and sometimes time-consuming but overall appreciated by stakeholders., as evidenced in the protocols of the Board meetings. The mechanism had to be set aside during the Corona Pandemic to accelerate the speed of crisis response of Technical Programmes, having to repurpose existing training activities and developing with urgency new training offerings in response of constituent requests.

It was also reported that similar training programs were sometimes organized during nearly the same period without the units being aware of it. Additionally, it was not always easy to list the training programs organized by other units because not all of them were published online. It was also reported that recently, due to the appointment of new managers, an initial effort towards better coordination have taken place, including the organization of more frequent consultation meetings. Collaboration between the various units is further encouraged by more recent initiatives such as the Catalyst Program, which is managed by a small team with the explicit aim of facilitating connections between technical programs and units. It remains to be seen whether such initiatives could potentially collaborate with the ACTRAV unit, considering the specific nature of the target audience for ACTRAV programs, which are based on a pay-free enrolment policy. Discussions with various ACTRAV stakeholders reveal that this principle of pay-free enrolment is one they are unwilling to relinquish.

The coordination and collaboration between the ACTRAV unit and other units that organize training programs are also hampered by a this fundamentally different approach, as previously outlined in this report. Most of the other units are market-driven and develop a training offer based on concrete market needs. Participants are required to pay fees to attend the training programs. If there are not enough enrolments for a particular course, the course would be postponed or cancelled. This means that employees of those other units must strongly consider whether a program is financially viable.

In contrast, the training programs of the ACTRAV unit are based on a different principle, namely that participation should be free of charge for the participants. To achieve this, the ACTRAV team receives contributions from ACTRAV Geneva and ITCILO. With this budget, a core program must be developed based on the themes/topics determined by Workers' representatives at various levels.

These differing approaches often hinder intensive collaboration. From the perspective of the more cost-recovery driven training programs, collaboration with the ACTRAV unit could be seen as a 'financial loss', which would then need to be compensated in some manner. Moreover, this discrepancy hinders the participation of mixed target groups (such as employers and workers) in training programs offered by different units. As a result, opportunities for exchanges between these groups are not utilized.

The above analysis does not imply that cross-unit collaboration does not exist. At the beginning of this chapter, several examples were already mentioned, and it is evident that recent new initiatives are attempting to promote collaboration. During the interviews, it was also made clear that there is substantial cooperation between individuals from different units to shape the content of training programs, drawing on specific expertise. The question remains whether structural institutionalized collaboration between the various units organizing training sessions can be established (see *Recommendation 4. Enhance collaboration between units*)

7.3.3 SUMMARY EFFECTIVENESS

Remarkably, the effectiveness is consistent across various training modalities, including face-to-face and online formats. Key concerns for global programs include accommodating different time zones and ensuring stable internet access, which often disrupts online activities. Despite these issues, the programs are generally well-received.

Survey data supports the high effectiveness, with 88.65% of respondents rating the training format as "Very Good" or "Good." Detailed survey responses reveal strong agreement on the translation of theory into practice, applicability of knowledge, and motivation for further competence development. The responses indicate that participants found the programs significantly improved their competencies and on-the-job performance, with low percentages of neutrality and disagreement across all categories.

The ACTRAV-ITCILO unit consists of senior program officers, a program assistant, training assistants, and a program manager, all of whom are crucial for the unit's operations. The unit's organizational structure aligns with the broader ILO framework, ensuring training programs are relevant to current global and regional labour issues. The training needs are identified through a collaborative process involving ILO discussions and workers' groups, ensuring alignment with trade union priorities.

The development of training programs is methodical, involving multiple stakeholders to ensure content relevance. The transition to online training introduced additional complexities, requiring meticulous planning and the use of interactive tools to maintain engagement. Despite challenges such as dependency on external approvals and the need for new skills for online formats, the unit has demonstrated adaptability and commitment to quality training.

Interviews revealed that inter-unit collaboration within ITCILO has not always been optimal. In the past, there was little consultation between units, leading to overlapping training programs and difficulties in accessing information

about other units' offerings. Recent managerial changes have initiated better coordination, with more frequent consultation meetings and initiatives like the Catalyst Program aimed at fostering collaboration.

However, fundamental differences in approaches between units pose challenges. While most units are market-driven, charging fees for training programs, the ACTRAV unit operates on a pay-free enrolment policy, funded by contributions from ACTRAV Geneva and ITCILO. This difference often hinders collaboration, as market-driven units might view joint efforts with ACTRAV as financially unviable. Despite these challenges, there are instances of cooperation between individuals from different units, suggesting potential for enhanced institutionalized collaboration (see *Recommendation 4. Enhance collaboration between units*)

7.4 EFFICIENCY

In contrast to the other units, the ACTRAV unit has a reliable and secure funding base. The approved core program is executed with regular funding. Additionally, the core training program is supplemented with other training programs developed based on extra funding sources. Due to the regular funding of the core program, the planning and development of these trainings can be scheduled a year in advance. The other training programs of other ITCILO units are more ad hoc and generally have a shorter lead time.

An important observation (see for more details: *7.1.2 Numbers by Mode of Delivery*) is that the number of participants in the distance learning programs is relatively low. The average number of participants per distance learning program was 60 for all 39 programmes (62 for the core programme), with a significant variation (a minimum of 15 and a maximum of 124). What is surprising, however, is that the average number of participants for the distance learning programmes rather low is, with some training pathways involving a very limited number of participants. More than seven distance learning programs had fewer than 50 participants. It is evident that the potential is not being fully utilized here, and that greater inclusivity and mobilization are possible. Increasing the number of participants appears to be practically feasible, as the fixed costs remain approximately the same. The primary additional expense would be the need to engage more tutors, but this cost is not considered to be particularly high. (See *Recommendation 3. Enlarge the number of Distance participants*).

One of the key findings from this evaluation (see, among others, chapters on the validity of training and effectiveness) is that across a wide range of dimensions (acquisition of knowledge and skills, application of that knowledge within one's own context), we do not observe significant differences between participants when segmented mode of delivery. Participants in distance learning appear to achieve equally good results and exhibit the same level of satisfaction with the course. Nevertheless, when asked about their preferred training modality, a large majority of the trainees express a preference for training that includes a Face-to-Face component.

When we juxtapose these two findings, it seems that two intertwined aspects are at play: on one hand, learning and skill acquisition, and on the other hand, the human need for live interactions, cultural exchange, and professional-international networking. The latter element is particularly significant, especially within the international context in which the ILO and the international trade union community operates. The question arises whether networking and learning necessarily need to occur together in a live/Face-to-Face context, especially considering the high costs associated with the live presence of participants at training sessions, regardless of whether they are organized in the countries/regions or in Turin.

Therefore, it might be more sensible and efficient not to include networking objectives within training programs but to organize separate activities that explicitly aim at networking. The selection criteria for participating in networking activities could then differ from those for training participants. If this logic is followed, and based on the findings of this report, it could be suggested that distance learning should be taken as the baseline. Blended learning

with face-to-face components or fully face-to-face training sessions would only be organized if they offer substantial added value in terms of knowledge and skill acquisition (for example, when company visits or meetings with trade union representatives in a specific country or sector are essential), (*see Recommendation 3. Enlarge the number of Distance participants*).

It should be noted that access to stable and high-quality internet connections is necessary, which is not always the case (see above). In this study, we were only able to reach participants who have such access. On the other hand, it seems unlikely that the trainees who participated in face-to-face (F2F) components lack internet access. We have no evidence to suggest that participants in the F2F activities are those who do not have an internet connection.

Finally, it seems impossible to expand the number of training programs with the current team composition if they are organized in the same manner, given the current workload of the staff. There is potential for further development if, for example, the face-to-face (F2F) component is reduced. Another option could be to revise the distance learning programs less frequently, allowing certain programs to run unchanged for 3 to 4 years and then reviewing and updating them in 3 to 4-year cycles to align with the updated context.

7.5 IMPACT

There appears to be a discrepancy between the objectives of the ACTRAV ITCILO training program and the strategic options adopted by ITCILO, as outlined in The Centre's Strategic Plan for 2022-25. The ACTRAV team asserts that individual participant training should result in upgraded knowledge and skills, which the participant will subsequently apply within their own work context. It is also expected that these trainees will be capable of strengthening the institutional capacities of their respective organizations. In other words, the individual training is ultimately anticipated to lead to the institutional strengthening of trade unions as organizations.

The approach depicted in the Centre's Strategic Plan for 2022-25, however, speaks of a service mix, as outlined: *“The primary function of the Centre – the provision of capacity development services – is modelled on the UN common capacity development approach and takes guidance from the ILO capacity development strategy released in 2019. Where in the past the sole focus was on individual learners, a distinction is drawn in the future between individual capacity development services meant to improve the performance of individual learners and institutional capacity development services meant to strengthen the capacity of organizations – two sides of the same coin but calling for distinct interventions. The emphasis of individual capacity development services lies on training while the institutional capacity development services encompass advisory services, product development support, knowledge management solutions, the design of communication and advocacy campaigns and the facilitation of dialogue events and meetings for ILO constituents and other institutional intermediaries. The new service mix meets the demands of constituents for a combination of individual capacity development and institutional capacity development services, blending face-to-face training and online training, and complementing it with advisory services. Face-to-face training will continue to be an important element of the service mix, but the main growth will be in on-line training and digital learning, and collaboration solutions for institutional beneficiaries.”* (p.7, point 11 of the Centre's Strategic Plan 2022-25)

It follows that individual capacity development, institutional capacity development and system level capacity development are three distinct but inseparably interlinked dimensions whereby the strengthening of functional and technical skills (individual capacity) goes hand in hand with advisory services to strengthen institutional structures and and advocacy and communication services to nurture a more enabling environment for interaction between individuals and organizations.

Let us provide an example to clarify the difference between individual and institutional capacity building (this is somewhat black-and-white, while reality is, of course, more nuanced). For instance, when a training session for

online trainers takes place, the individual trainer is trained to set up and develop an online program around a specific theme or topic. The training will also ensure that the online trainer can contextualize the topics and contexts. However, what the trained online trainer cannot do, based on the training alone, is implement and institutionalize the platform (like moodle e.g.) on which they offer their training program within their trade union (or other organizations). This is where the organizational-institutional component comes into play, which, according to the Strategic Plan, should be supported by institutional capacity development services.

It appears from the consultations that the Workers Activities Programme is yet to fully internalize the Centre's monitoring and evaluation processes and tools governing institutional capacity development (monitoring and evaluation of system-level capacity development does not apply in the context of this evaluation as the unit does not offer this type of service yet). The monitoring and evaluation processes and tools are documented extensively in the Centre's quality management framework, the quality management handbook, in digital briefs accessible via the ILO website, and the templates are readily accessible via the ILO intranet. The Centre also has extensively documented in its implementation reports accessible via the internet and shared across the house the output and outcomes of the institutional capacity development and system-level capacity development services rendered by other Technical Programmes; the evidence collected each year informs the design of the Centre's strategic plans and the Programme & Budget. It might therefore be important to invest in staff development activities to further systematize the current approach to institutional capacity development followed by the unit.

Due to this primary focus on individual capacity development at the level of the Workers Activities Programme, the full meaning of impact in the broader context of a holistic capacity development approach not always clear. An additional element for consideration is that at the level of individual capacity development, the current emphasis of the evaluation activities of the Centre is on the verification of out-takes and outcomes, where attribution confidence is high. In turn, the validation of long-term impact of the Centre's activities on the world of work is taking place under the umbrella of higher-level ILO impact evaluations (like the 2024 evaluation of long-term impact of the ILO development cooperation activities and the 2023 evaluation of the ILO Covid response). left receives less attention, and in practice is It is important to more clearly accentuate the link between ITCILO inputs and ILO impact along a multi-year results chain, possibly by further elaborating on the Theory of Change, as outlined in the Quality Management Document (p.7). Within the Theory of Change, the intended chain of change could then be specified taking into account the separated objectives of the services delivered (see *Recommendation 1. Build Consensus on the expected outcomes & impact*)

The end-of-training surveys are considered a useful tool for detecting immediate issues in the outputs of the training programs. The ACTRAV team also uses them for remediation. In this sense, they are utilized more as satisfaction surveys rather than as measurements to determine the actual achievements of the training program. Also, the knowledge acquisition test are considered as informative tools to check the quality of the trainings.

This evaluation study found, based on the self-reporting of trainees, that the vast majority of them apply the knowledge and skills learned in their professional lives. Additionally, based on two focus groups we organized, we were able to develop five case studies in which trainees testified about how they have concretely applied their acquired competencies through various training programs. Their testimonies can be found in chapter *Case Studies and Good Practices*). The main results achieved by these five participants are summarized as follows:

- ❖ Integration into Work Practices:
 - Enhanced integration of SDGs into organizational activities and advocacy.
 - Improved meeting organization and communication strategies, including modern methods like social media.

- Organized workshops for vulnerable populations and drafted proposals for labour standards in policies.
- Increased trade union membership by involving workers in decision-making.
- ❖ **Collective Bargaining and Occupational Health:**
 - Reviewed and improved Collective Bargaining Agreements (CBAs) to include young workers and women.
 - Successfully negotiated a significant CBA and developed a reporting matrix for workplace accidents.
 - Developed an Occupational Health and Safety (OHS) manual.
- ❖ **Broader Union and Community Engagement:**
 - Recognized the broader role of trade unions in political stability and peacekeeping.
 - Advocated for greater inclusion of women and embraced digital organization within unions.
 - Tackled antimicrobial resistance through a comprehensive health campaign and established support for persons with disabilities.
- ❖ **Educational and Research Contributions:**
 - Integrated climate change and sustainable development topics into university curriculums.
 - Encouraged research projects on these topics and fostered collaborations between researchers and industry.
 - Promoted gender equality and addressed transportation issues for rural women.
- ❖ **Leadership and Youth Engagement:**
 - Adapted leadership styles to manage diverse teams and revitalized a support group for young women.
 - Navigated legal frameworks to support youth participation and leadership within unions.

Finally, the impact of the program is also be assessed based on the high-level indicators, Immediate Outcome 2. The results are presented in the table below, demonstrating that the ACTRAV training program has met the targets set for 2023.

Table 30. High level indicators, Immediate Outcome 2.

Dimension	Technical Performance		
	Results (2022)	Target 2022-23	Results Training Activities ACTRAV Programme 2023
High-Level Indicator of organization performance			
Immediate Outcome 2	The Centre has further increased its service impact		
Outcome indicator 2.A: Percentage of participants in training activities who agreed or strongly agreed that the courses were relevant to their needs.	95 % (Source: External evaluation Survey)	75%	99 % (Source: External evaluation Survey 2024)

Outcome indicator 2.B: Percentage of participants in training activities who agreed or strongly agreed that the courses translated theory into practice	90% (Source: External evaluation Survey)	75%	94 % (Source: External evaluation Survey 2024)
Outcome indicator 2.C: Percentage of participants in training activities who agreed or strongly agreed that they can apply the knowledge in their work setting.	90% (Source: External evaluation Survey)	75%	97 % (Source: External evaluation Survey 2024)
Outcome indicator 2.D: Percentage of participants in training activities who provided concrete knowledge application examples	52% (Source: External evaluation Survey)	50%	53% (Source: External evaluation Survey 2024)

7.6 SUSTAINABILITY

The long-term sustainable effects of the training programs could not be analysed. The training took place in 2023, and it is far too early to determine whether there is a lasting impact from the program. However, as demonstrated in the previous chapter concerning impact, and anecdotally, specific results have been achieved, and trainees are attempting to apply the acquired knowledge and skills in their daily work contexts in various ways.

Additionally, the sustainability of the training programs can be analysed from the perspective of ACTRAV ITCILO. For this purpose, two questions were included in the survey questionnaire. The first question pertains to the intention to enrol in another training program from ITCILO, and the second question concerns how likely it is that the respondents would recommend the training to a friend or colleague (which allows for the calculation of a NPS score). Both indicators point in the same direction: a significant majority of the respondent trainees wish to enrol in another course, and a substantial portion of the participants would recommend the completed course to a friend or colleague. In other words, the potential for repeatedly offering certain courses is considerable (see *Recommendation 3. Enlarge the number of Distance participants*). Below, we discuss the survey results in detail.

Table 31 presents data on participants' intentions to enrol in another course at the ITCILO. Out of a total of 317 respondents, a significant majority, comprising 92.43%, expressed a definite intention to pursue further courses at the institution. A smaller proportion, 6.62%, indicated a possibility of considering another course ("Maybe"), suggesting openness to future educational opportunities. Conversely, only 0.95% of respondents firmly stated they would not pursue additional courses at ITCILO.

Table 31. Intention to take another course

B8. Do you intend to take another course at the ITCILO?	N	%
Yes	293	92,43%
Maybe	21	6,62%
No	3	0,95%
Grand Total	317	100,00%

Finally, the sustainability of a training program could also be measured in the extent to which participants recommend the training program to their colleagues. This is, of course, an indirect indicator.

The survey added a question that allows us to calculate the Net Promoter Score (NPS). Net Promoter Score (NPS) is a metric that measures customer loyalty and satisfaction based on a simple question: How likely are you to recommend our product or service to a friend or colleague? The possible answers range from 0 (not at all likely) to 10 (extremely likely). Customers who respond with 9 or 10 are considered promoters, who are loyal and enthusiastic advocates of the brand. Customers who respond with 7 or 8 are considered passives, who are satisfied but not loyal or engaged. Customers who respond with 6 or lower are considered detractors, who are unhappy and likely to spread negative word-of-mouth. The NPS is calculated by subtracting the percentage of detractors from the percentage of promoters, resulting in a score between -100 and 100. A higher NPS indicates a more positive perception of the brand and a stronger customer loyalty.

Table 32 provides a detailed analysis of the Net Promoter Score (NPS) for a training program based on participant feedback. It shows the distribution of responses to the question, "How likely is it that you would recommend the training to a friend or colleague?" The majority of respondents, 155 out of 317, gave the highest score of 10, indicating strong satisfaction. This is followed by 68 respondents scoring 8 and 48 scoring 9.

The table also breaks down the percentage of respondents categorized as Promoters, Passives, and Critics. Promoters, who scored the training 9 or 10, make up 64.04% of the total respondents, indicating a high level of satisfaction and likelihood to recommend. Passives, scoring 7 or 8, account for 26.81%, showing moderate satisfaction. Critics, with scores from 0 to 6, represent only 9.15%, suggesting a small proportion of dissatisfied participants.

The NPS, calculated by subtracting the percentage of Critics from the percentage of Promoters, stands at 54.89. This positive score indicates a strong overall approval and likelihood of recommendation for the training program.

Table 32. NPS and distribution.

How likely is it that you would recommend the training to a friend or colleague?	N
0	0
1	1
2	1
3	3
4	1
5	11
6	12
7	17
8	68
9	48
10	155
Grand Total	317
% Promoters (9 or 10):	64,04
% Passives (scores 7-8)	26,81

% Critics (scores 0-6)	9,15
NPS (Net promotor scores)	54,89

8 CONCLUSION

The ITCILO in general and ACTRAV-programme in particular, demonstrate a strong alignment with ILO's strategic objectives, as underscored by the 2019 Centenary Declaration and the 2021 Call to Action for post-COVID-19 recovery. Through its 2022-25 strategy, the ITCILO enhances capacities via hybrid training methods and an emphasis on digital transformation, reflecting a commitment to lifelong learning, gender equality, and social protection. The shift towards online training platforms has notably increased accessibility, attracting a substantial 68.2% of total participants in 496 training sessions, with distance learning proving to be the most engaging format. This adaptation aligns with the global move towards accessible education and training. The feedback from these training sessions highlights their relevance and efficacy, with 98% of participants reporting the applicability of skills acquired to their professional settings, and 93% anticipating institutional benefits. The focus on gender issues, labour standards, and social dialogue throughout the training evaluations reinforces the integration of these critical themes into the curriculum. Furthermore, the demographic data reveals significant global reach and diversity, with the highest participation from Africa and the Americas and a notable presence of female participants in the age range of 25-54. This broad and inclusive demographic engagement underscores the ACTRAV's priorities.

The validity of the training activities underscores the high degree of satisfaction among participants and its effectiveness. The programme's organization, which was appreciated for its logical structure, received positive feedback from over 95% of respondents. Approximately 89% of participants felt well-supported and were pleased with the quality and relevance of the learning resources. Despite minor connectivity issues, the technical support and the usability of the e-Campus system were favourably reviewed. The integration of various educational technologies was well-received, and the delivery modes were aligned with participants' schedules and learning preferences, facilitating effective understanding and application of content.

Both face-to-face and distance learning modalities were shown to be effective, with the Community of Inquiry framework indicating improvements across teaching, social, and cognitive presences. This leads to a strategic recommendation to capitalize on the strengths of distance learning by expanding its offerings. By enlarging the number of distance participants, as outlined in Recommendation 3, the organization can increase inclusivity and reach without significant additional costs, while potentially enhancing satisfaction rates and fostering opportunities for networking. This approach not only supports scalability but also aligns with the evolving educational needs of a broader audience (*see Recommendation 3. Enlarge the number of Distance participants*).

The effectiveness is rated very high across a range of modalities, from face-to-face to online formats. All training programs consistently receive high approval ratings, underpinned by a robust organizational structure and methodical planning. Despite logistical challenges and the complexities of accommodating different time zones and internet stability, the programs demonstrate a remarkable ability to adapt and maintain participant engagement. The recommendation for enhancing inter-unit collaboration within the ITCILO is crucial. The documented challenges of minimal consultation and overlapping programs underscore the necessity for improved structural collaboration. Implementing Recommendation 4, which calls for greater interdisciplinary collaboration and the development of joint training programs that are financially accessible to trade union participants, is essential (*see Recommendation 4. Enhance collaboration between units*).

The ACTRAV unit benefits from a stable funding base, unlike other ITCILO units reliant on market-driven funding. This stability enables ACTRAV to effectively plan and execute training programs well in advance, ensuring structured and predictable schedules. While distance learning programs offer equal effectiveness in skill acquisition as face-to-face training, participation rates remain underwhelming, and there is a noted preference for in-person sessions due to their networking benefits. To enhance efficiency and respond to the human need for interaction, the

evaluation recommends separating training from networking objectives. By focusing training predominantly online and reserving in-person sessions for networking, costs can be managed more effectively without sacrificing the quality or reach of the programs. This approach aligns with Recommendation 3, which suggests expanding distance learning to increase inclusivity and reach without significant additional costs, thus enhancing the overall efficiency and impact of the training programs (*see Recommendation 3. Enlarge the number of Distance participants*).

Finally, the evaluation reveals significant inconsistencies between the objectives of the program and the strategic approaches defined in ITCILO's 2022-25 Strategic Plan. This discord underscores the need for a clearer articulation of the impact intended by the training services. Therefore, to ensure that the benefits of the program extend beyond enhancing individual skills and are effectively translated into institutional capacity development, it is crucial to establish a well-defined Theory of Change and integrating other services provided by ITCILO. This framework should clearly delineate the expected outcomes and impacts for both individual and institutional capacity development, aligning closely with the strategic objectives (*see Recommendation 1. Build Consensus on the expected outcomes & impact*).

Furthermore, the current lack of a comprehensive monitoring and evaluation system is a significant oversight that hampers the ability to assess and adapt the training impacts based on tangible feedback and outcomes. The existing end-of-training surveys, while measuring participant satisfaction, fail to capture the substantive achievements of the training sessions adequately. To rectify this, the development of an integrated evaluation framework is imperative. This framework should align with the Theory of Change and utilize specific indicators to effectively track and adjust the effectiveness of the training programs based on real-world data and feedback (*see Recommendation 2. Support to Workers Activities Programme to apply M&E processes Recommendation 2.*).

In short, the evaluation of the ITCILO and its ACTRAV-programme shows a compelling alignment with the strategic objectives of the ILO, particularly highlighted by the digital transformation and the adoption of hybrid training methods. The focus on gender equality (inclusivity), lifelong learning, ILS, SDT, and social protection through well-received training methods has increased accessibility and engagement significantly. Notably, the feedback from participants emphasizes the applicability of skills learned to professional settings, with high rates of anticipated institutional benefits. Furthermore, the adaptation to online platforms has expanded global reach and inclusivity, showcasing the program's effectiveness and alignment with modern educational needs. By continuing to enhance and expand distance learning opportunities and implementing strategic recommendations for greater inter-unit collaboration and a comprehensive evaluation framework, the ITCILO can further capitalize on its strengths and address the evolving demands of its global audience.

9 RECOMMENDATIONS

9.1 RECOMMENDATION 1. BUILD CONSENSUS ON THE EXPECTED OUTCOMES & IMPACT

Based on the findings that there are different perspectives on what outcomes and impacts training programs should deliver, it seems advisable to clarify these aspects and align everyone behind a unified vision. According to the Centre's Strategic Plan for 2022-25, the approach suggests that individual training primarily generates outcomes and impacts at the individual level, while institutional outcomes and impacts are mainly achieved through other forms of services (such as setting up platforms and software systems, membership management systems, etc.). Both types (training and service delivery at the institutional level) can naturally go hand in hand and are likely desirable in many forms to ensure the outcomes and sustainable impact on both individual performance and institutional strengthening.

9.2 RECOMMENDATION 2. SUPPORT TO WORKERS ACTIVITIES PROGRAMME TO APPLY M&E PROCESSES

Support the Workers Activities Programme to more systematically apply the monitoring and evaluation processes and tools governing institutional capacity development. A comprehensive understanding of the holistic ILO capacity development approach at the unit level, along with full proficiency in utilizing the monitoring and evaluation tools, is essential. This necessity arises because the current practices at the unit level do not appear to be streamlined. ITCILO might also want to more clearly articulate the link between its capacity development services (inputs) and longer-term positive change assessed by ILO as part of its organization-wide impact evaluations.

9.3 RECOMMENDATION 3. ENLARGE THE NUMBER OF DISTANCE PARTICIPANTS

The main findings of this evaluation research are that in terms of validity (across a wide range of dimensions) and effectiveness, there are no significant differences between the modes of delivery (F2F trainings, blended learning, distance learning). The assessments by participants across various dimensions do not differ significantly. This is, of course, an important finding. On the other hand, participants do indicate a preference for blended and F2F trainings if they are offered (88% of the respondents). As suggested in the text, it appears that participants in the training programs are looking for additional benefits such as networking, social contact, and multicultural experiences. These are not insignificant aspects within the international trade union community.

However, we believe that different objectives should not be conflated. If training and education are the objectives, distance learning proves to be a very good and high-quality offering. **Therefore, it seems advisable to certainly retain and, if possible, expand number the digital training activities.** This could be achieved by offering even more distance learning programme instead of blended learning with F2F components or exclusively F2F learning

environments. If networking is an objective, and again, this is a very important aspect to strengthen the international trade union community, it seems better to develop other types of activities that explicitly foster networking. Other, possibly better, criteria can then be developed to select participants for networking activities.

Another significant finding of the evaluation study is that the number of participants in the distance learning programs varies greatly and, on average, has a low reach. **Therefore, it is recommended to increase the number of participants per distance learning program to achieve greater inclusivity and reach.** This can be accomplished without significant additional costs (only the hiring of tutors). Increasing the number of enrolments per distance module would thus drastically enhance both effectiveness and efficiency.

9.4 RECOMMENDATION 4. ENHANCE COLLABORATION BETWEEN UNITS

The final recommendation is based on the observation that the structural and intensive collaboration between different units within ITCILO is rather limited, despite initiatives taken to achieve this. The main reason for this lies in the fact that the ACTRAV-ITCILO unit should not strictly be regarded as a technical unit but as a multidisciplinary team that primarily serves workers and trade unionists as its target audience. In this sense, they operate multidisciplinary within the ILO mandate. Additionally, there is a significant difference in the client-driven approach of the training programs of the ACTRAV unit compared to most other units. Participants in the ACTRAV programs do not pay for their registrations. Furthermore, the selection of participants undergoes a multi-layered process. The different approaches thus hinder collaboration.

The current situation will not enhance collaboration in the future unless actions are taken. There is a need for greater structural collaboration between different units within the organization. Therefore, it is recommended that management and leadership seek creative ways to foster collaboration. Given the specific context of ACTRAV and from ACTRAV's perspective, this likely means that any established collaboration (such as e.g. a new joint training program) should allow trade union participants to participate without fees.

It could be considered to reinstate the tripartite peer review mechanism in place before the Corona pandemic and to further expand the work done since the beginning of 2024 by the ITCILO CATALYST team. Creative strategies should be pursued to encourage interdisciplinary collaboration and to allow trade union participants to engage without financial barriers. This could involve developing joint training programs that waive fees for these participants

10 CASE STUDIES AND GOOD PRACTICES

10.1 CASE STUDY 1: NATIONAL FEDERATION OF WORKER AND EMPLOYEE TRADE UNIONS IN LEBANON

Background details

Farah Abdallah, participant of the Training activities “Knowledge-Sharing and Networking Event on Trade Union Actions on Sustainable Development” (Blended Learning with Face-Face Sessions in Turin), lawyer working with National Federation of Worker and Employee Trade Unions in Lebanon (FENASOL).

Her role involves advocating for workers' rights and addressing the myriad challenges faced by the labour force in Lebanon, particularly during times of economic and political turmoil.

Results achieved (as a consequence of the training activities)

- The training significantly influenced Farah's approach to her work. Although she and her organization were aware of the SDGs, the course enhanced their ability to systematically integrate these goals into their activities and advocacy work.
- One of the key takeaways from the training was the importance of effective communication and the use of diverse tools to disseminate information. Farah emphasized how simple yet impactful changes, such as the use of flip charts and coloured papers during sessions, greatly enhanced the engagement and participation of union members.
- Farah noted that many of her colleagues who attended the ITCILO courses also indirectly benefited from the training by adopting the examples and methodologies presented. For instance, the structured organization of sessions and the strategic use of visual aids became a standard practice within their union activities. These seemingly modest changes led to a more dynamic and interactive environment, fostering better collaboration and idea-sharing among members. A concrete example of Farah's application of the training knowledge was her approach to organizing and conducting meetings. She adopted the practice of splitting participants into smaller groups for discussions, which facilitated more focused and productive conversations. This method also helped in bridging the generational gap within the union, as it encouraged the exchange of ideas between veteran unionists and newer members.
- Farah also addressed the challenge of modernizing communication strategies. She highlighted the necessity of adapting to contemporary methods, such as social media campaigns, to complement traditional approaches like street banners. Farah believed that while street activism remains crucial, effective social media usage can significantly amplify their message and reach a broader audience. This dual approach ensured that their campaigns were more inclusive and had a greater impact.
- Farah organized workshops and outreach activities for vulnerable populations, including youth, refugees, and women. These sessions aimed to raise awareness about legal reforms needed in the labour law and to advocate for the inclusion of workers from the informal economy.
- Leveraging the knowledge gained from the training, Farah drafted proposals (for additional funding from international organizations) for the inclusion of international labour standards and conventions into Lebanese policies, despite these not being ratified yet. This effort involved customizing action plans to avoid conflicts while still advocating for the 2030 agenda.
- Farah conducted discussion sessions with workers from the informal economy. These sessions focused on fair transition and upskilling workers to protect their jobs and rights. She used tools such as SDG 8 and

specific international recommendations (e.g., Recommendation 204) to connect theoretical knowledge with practical challenges faced by workers.

- By informing and mobilizing informal workers, Farah aimed to increase trade union membership. She involved workers in the decision-making process, ensuring that their perspectives and solutions were incorporated into advocacy strategies.
- Farah highlighted examples of innovative approaches by workers, such as a woman in the agro-food sector who used social media to advocate for better rights. This approach allowed for broader outreach and advocacy, showcasing the power of grassroots initiatives.

Enhancing Factors:

- FENASOL's commitment to SDGs, even without formal amendments to labour laws, has been a significant success factor. The inclusion of migrant workers and public sector representatives in their executive board demonstrates their dedication to comprehensive representation.
- Building alliances with civil society organizations and other trade unions has strengthened their advocacy efforts. Collaborations with trade unions from other countries, like Kenya, have provided valuable insights and strategies.
- The move towards digitalizing membership data and organizing new sectors, such as online and delivery workers, has modernized their approach and improved their ability to advocate for workers' rights effectively.

Hindering factors:

- Political and Economic Crises: Lebanon's ongoing crises create a challenging environment for advocacy. The need to balance workers' rights with job security amidst political and economic instability limits their actions.
- Government Opposition: FENASOL faces opposition from government-aligned trade unions, which hampers their ability to operate freely. Legal challenges against their leaders also pose significant obstacles.
- Funding Challenges: Financial constraints, exacerbated by the devaluation of the Lebanese lira and reduced external funding, limit their capacity to engage in international advocacy and implement projects effectively.
- Worker Trust and Participation: Rebuilding trust among workers and increasing union participation remains a challenge. The financial hardships faced by workers reduce their ability to contribute to membership fees, further straining the union's resources.

10.2 CASE STUDY 2: GLASS WORKER UNION, KENYA

Background

Apeles Olwalo is a professional working with the Glass Workers Union, based in Nairobi, Kenya. She attended the training activities “Global Workers Academy on Health and Safety at Work as a Fundamental Right: Implications for Trade Union Policies and Strategies” (Fully online and flexible distance learning course).

The course Apeles attended was centered around enhancing the knowledge and skills necessary for effective risk management and accident prevention in the workplace. One of the key takeaways from this training was the ability to review accident reports to determine the causes and likelihood of personal injuries. This skill in risk management assessment has been crucial for her role in the union.

Results Achieved

Apeles has successfully applied the knowledge and skills she acquired from the training in several concrete ways within her professional context.

- One of her significant contributions has been in the review and improvement of Collective Bargaining Agreements (CBAs). With her enhanced understanding of occupational health and safety, she has been able to advocate for the inclusion of clauses that address the needs of young workers and women in the workplace. This inclusion ensures that these groups are adequately represented, and their issues addressed during negotiations. For instance, Apeles has actively participated in CBA negotiations, ensuring that young people are involved in the assessment processes at the workplace level.
- A specific example of her impact is seen in her work with Saifee limited company in Kenya. Apeles was part of a team that successfully negotiated a CBA at the company level, which, despite some initial resistance, was signed early in 2024. This CBA included provisions for young workers to be part of occupational health and safety assessments, marking a significant achievement in her advocacy efforts.
- Moreover, Apeles developed a reporting matrix to streamline the accident reporting process among young workers in the glass sector. This matrix helps in keeping track of incidents and ensures that the union can take timely action. She has also been involved in training young workers on how to use this matrix effectively, ensuring that they understand the reporting procedures and can communicate issues promptly.
- The union now has better data on workplace injuries, which provides a roadmap for further improvements. This data-driven approach allows them to identify areas for improvement and track progress over time.
- Finally, Apeles developed an OHS manual, which will be distributed to union workers.

Enhancing factors:

- A key enhancing factor is the inclusion of young workers and their issues in the CBAs, which has been instrumental in ensuring their voices are heard and their needs addressed.
- The willingness of companies to collaborate with the union on occupational health and safety matters has also played a significant role.

Hindering factors:

- One major obstacle is the lack of interest among some young workers in being part of the negotiation team, likely due to the demands and complexities involved in CBA negotiations.
- Additionally, while policies have been reviewed and improved, the implementation of these policies remains a challenge. Ensuring that the revised policies are effectively put into practice requires continuous effort and collaboration between the union and the companies.

10.3 CASE STUDY 3: INCLUSION OF PERSONS WITH DISABILITIES, UGANDA

Background

Geoffrey Musanje is a professional from Uganda, serving as both a public servant in a hospital and an active unionist. He participated in the “Knowledge-Sharing and Networking Event on Trade Union Actions on Sustainable Development” (*Blended learning with face-face activities in Turin*)

This training was instrumental in broadening his understanding and providing practical insights into various global challenges.

Learning Results Achieved:

- Geoffrey realized the critical role that trade unions can play beyond worker concerns, particularly in areas of political stability and peacekeeping. This was a significant shift from his prior understanding, where trade unions were seen primarily as advocates for worker rights.
- The training boosted his confidence in these areas, enabling him to interact more effectively with a diverse group of stakeholders.

- Discussions around the involvement of women in decision-making processes highlighted the disparities in different countries, which spurred Geoffrey to advocate for greater inclusion in his context.
- Geoffrey was inspired to think beyond traditional subscription-based models to innovative financial strategies that could strengthen union stability and independence.
- He recognized the need for digital organization within unions, a concept not yet widely embraced in his country.

Application of Training results in Professional Context

Upon returning from the training, Geoffrey applied his new knowledge and skills in both his roles as a public servant and a unionist.

In the Hospital Setting:

Geoffrey focused on tackling antimicrobial resistance, a global health threat. He integrated SDG goals, particularly those related to good health and clean water, into his strategy. Geoffrey spearheaded a campaign using the One Health approach, involving a wide range of stakeholders including health workers, community health workers, health inspectors, and veterinary officers.

This approach led to:

- Conducting workshops that brought together various health professionals to address antimicrobial resistance.
- Mobilizing efforts to inspect and improve sanitation and hygiene in local villages.
- Developing action points and strategies for ongoing community education and engagement on health and sanitation.

In the Trade Union setting:

- Geoffrey reported his training outcomes to his union's general secretary and focused on improving the representation and support for persons with disabilities within the union structures. He aimed to raise awareness and advocate for effective representation, reflecting the principle of "nothing for us without us."
- He helped establish a national committee for persons with disabilities within the National Organization of Trade Unions, ensuring their issues are addressed at the highest levels.

Enhancing Factors:

- Stakeholder Engagement: Effective involvement of various stakeholders was crucial in implementing the changes Geoffrey envisioned. This collaboration brought diverse perspectives and resources.
- Both personal and organizational commitment played a significant role in driving the initiatives forward.
- Learning from other organizations and forming alliances helped in sharing best practices and gaining support for initiatives.
- Adopting digital tools and platforms was essential for modernizing union activities and ensuring broader engagement.

Hindering Factors:

- Financial and logistical constraints posed significant challenges in executing some of the planned initiatives.
- Resistance to adopting new approaches and technologies, both at the individual and organizational levels.
- Societal norms and cultural attitudes sometimes hindered the acceptance and implementation of new ideas, particularly those related to gender equality and inclusion.

Background

Salem Dai is a professor and research expert from Tunisia, specializing in teaching business English at the Faculty of Economic sciences and Management of Nabeul, Tunisia. It is part of the University of Carthage, Tunisia.

Salem participated in the programme “Strengthening TU capacities on Climate Change and Just transition for Egypt, Tunisia and Morocco”. According to Salem, the training program covered various topics, including international agreements like the Paris Agreement, the 17 Sustainable Development Goals (SDGs), and the structure of key international organizations such as the ILO, ITC-ILO, ACTRAV and UN climate change agreements. Participants also explored the concepts of climate change, green economy, green jobs, and just transitions. The program emphasized collaborative learning, knowledge exchange, and the development of practical skills for designing and implementing projects related to these themes.

Results Achieved:

- Salem integrated the topics of climate change and sustainable development into the curriculum at Tunisian universities. He designed specific programs for students of economics and management, introducing them to the SDGs, the Paris Agreement, and the local context of climate change. This initiative aimed to raise awareness and foster a deeper understanding of these crucial issues among students.
- Recognizing the need for data collection on climate change and sustainable development, Salem encouraged students to specialize in these topics for their research projects. This approach aimed to build a robust database that could support future projects and policy-making processes in Tunisia.
- Salem fostered collaborations within the Ministry of Higher Education and Scientific Research, aiming to bridge the gap between researchers and industry professionals. He initiated research projects focused on renewable energy and sustainable practices, seeking to update the country's industrial practices in line with global sustainability trends.
- Within his labour union, Salem worked on a significant project promoting gender equality and empowering women in rural areas. This initiative addressed transportation issues faced by women, which often led to accidents and underrepresentation in labour unions. Salem's team sought financial support to expand this project and ensure safer working conditions for rural women.

Enhancing Factors:

- International Collaboration: The training program facilitated connections with international trade unions and organizations, providing valuable insights and fostering a global perspective on just transitions.
- The ILO's focus on comprehensive training and collaborative learning significantly enhanced the participants' capacities to implement sustainable practices within their contexts.

Hindering Factors:

- Bureaucracy: Administrative delays and inefficiencies within local institutions posed significant challenges to the implementation of projects and collaborations.
- Language Barriers: Limited proficiency in English among labour union members hindered effective communication and participation in international collaborations.
- Political Issues: Conflicts between the labour union and the government, including the cessation of social dialogue and financial constraints, impeded the progress of several initiatives.
- Lack of Funding: Insufficient financial resources prevented the participation in key international events like COP 28 and limited the scope of local projects.

Background:

Emelia Efua Mills is working with the National Commission for Civic Education in Ghana as an internal auditor. Her role extends to significant involvement in the Public Services Workers Union, where she serves as the National Youth Chair, representing a membership of over 29,000 individuals. She attended in 2023 the training “Advancing Women Leadership in Trade Unions”

This program provided her with insights into various regulations and policies that support women's leadership in different countries. The course covered significant topics such as care policies and other enabling services that help women take on leadership roles. Emilia was particularly inspired by the experiences shared by her fellow group members, all women, on how they navigated their paths within their unions.

Results achieved:

- The training came at a pivotal time for Emelia, coinciding with her election as the National Youth Chairperson. The leadership styles discussed during the course, such as the distinction between democratic and autocratic styles, have been instrumental in her role. Emelia now effectively manages over 30 executives from different regions, each with their own opinions and ways of life. She has learned to adapt her leadership style to be more effective, occasionally shifting from her preferred democratic style to more firm or coaching approaches when necessary.
- A concrete example of her applying this knowledge is the formation and revitalization of a WhatsApp group for young, aspiring women within the union. Initially created before the training, this group was dormant until Emelia, inspired by the course, channelled it towards empowering these women. They discuss overcoming workplace barriers, support each other, and even address issues like violence and sexual harassment. Their discussions are supported by the Deputy General Secretary, who acts as their patron, helping to resolve difficulties.
- Another significant application of her training is Emelia's ability to navigate the union's constitutional and legislative frameworks to enact change. She learned the importance of understanding the existing laws and the appropriate ways to push for amendments or new policies. This knowledge has been vital in her efforts to support youth participation and leadership within the union, despite the traditional resistance she often faces.

Enhancing Factors:

One of the main enhancing factors for Emelia has been the support from the union's current leadership, including the General Secretary and Deputy General Secretary, who themselves rose from the youth structures and are sympathetic to youth issues. This support has been crucial in advancing the cause of young leaders and women within the union.

Hindering factors:

- The existing legislation and union traditions often discourage youth from pursuing higher positions, promoting the idea that young members should remain within the youth structures. This cultural resistance to youth leadership is a major barrier.
- Additionally, while some supportive practices exist, such as providing allowances for nannies to encourage female participation in meetings, Emilia believes these should be officially legislated to ensure their continuity regardless of future leadership changes.

INTERNATIONAL TRAINING CENTRE OF THE ILO, TURIN

Evaluation of the training activities of the Centre to strengthen Workers' organizations

Terms of reference

About the International Training Centre of the ILO

1. The International Training Centre is the capacity development arm of the International Labour Organization (ILO). The ILO is a specialized agency of the United Nations (UN) system with the mandate to promote decent work and social justice for all, and the Centre offers individual and institutional capacity development services to support its constituents worldwide in making the decent work agenda actionable. Its mission is to be the leading global provider of learning and training for the world of work. Each year, it delivers training and learning activities for tens of thousands of people from over 200 countries. For more information about the Centre refer to www.itcilo.org.

Background

2. The Centre's *Strategic Plan for 2022-25* stresses the importance of a quality focused, data-driven approach to monitoring and evaluation and states that excellence in training and learning will be promoted through continuous quality improvement measures and external evaluations. More specifically, the Centre will commission each year at least one external evaluation of a cluster of activities linked to one of its thematic areas of expertise.
3. Since 2014, the Centre has commissioned evaluations of its *academies* (2014), its training activities linked to the *promotion of gender equality and diversity* (2015), its training activities to *strengthen employers' organizations* (2016), its training activities to *promote International Labour Standards* (2017), its training activities to *promote Social Dialogue and Tripartism* (2018), its training activities to *promote fair migration* (2019), and its training activities *related to skills development with focus on employability skills* (2020). In 2021 and 2022, the evaluations focused on the training activities of the Centre that have been fully carried out in online modality, and in 2023, the evaluation tackled a sample of face-to-face, blended and online training activities in addition to a Diploma; the evaluation reports are accessible via the ITCILO website. For 2024, The Office of the Director of Training wishes to **evaluate training activities run by the Workers' Activities Programme**.
4. Before 2018, the main emphasis of the Centre has been on individual-level capacity development, with the focus on face-to-face training. The 2018-21 strategy framework set the stage for the diversification of the service portfolio, to better harness digital learning and collaboration technology and applications, in response to the ILO's renewed focus on institutional capacity development. During the 2018-19 biennium, the Centre moved forward in expanding its distance-learning outreach and developing a suite of advisory services to complement its training activities.
5. In the wake of the COVID-19 pandemic in the first half of 2020, the pace of transformation of the Centre's service portfolio has accelerated, with a shift of emphasis from face-to-face training to online learning, a stronger focus on institutional-level and system-level capacity development

services and the rollout of AVR technologies. Bearing in mind the fast increasing weight of online activities, it is imperative to verify the impact of this category of assets in the service mix.

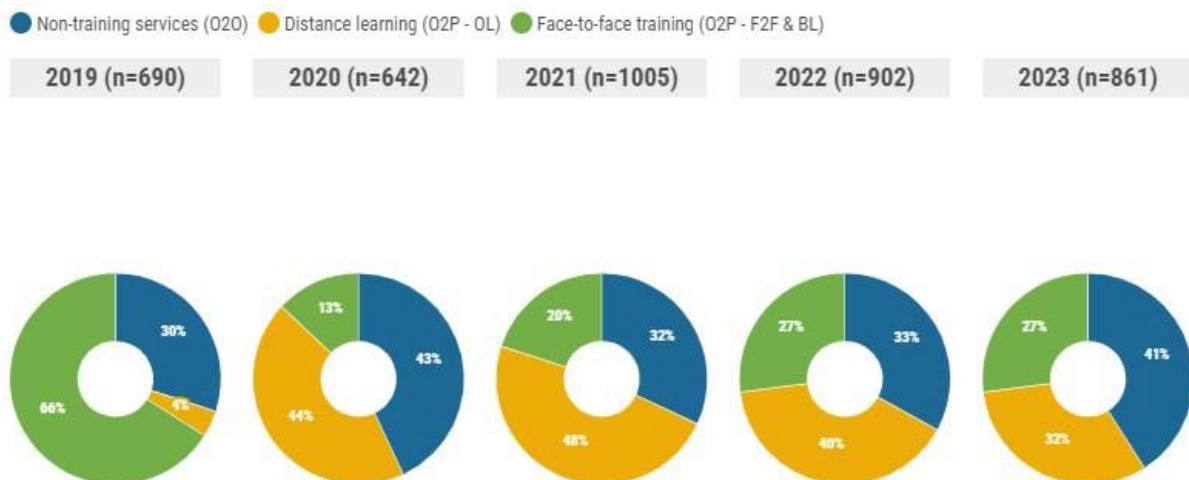
6. The Centre invested heavily in learning innovation, introduced digital credentials relying on block chain technology, piloted Augmented and Virtual Reality (AVR) applications and launched new training products on future foresight techniques, big data mining, and artificial intelligence.
7. In 2021, the Centre continued to operate in a volatile environment, with political, economic, social, environmental and technological forces exerting strong pressure. For example, learners are increasingly technology-savvy, want to access learning services 24/7, and co-create their own learning experience; advances in digital technology open new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and to reduce unit costs. In this environment, distance learning activities continued to play a very important role in the service portfolio of the Centre.
8. In 2023, the total number of learners grew by a further 7 per cent, from 92,600 to 98,600. This was driven by a further large increase in the number of distance learners and supported by the recovery of face-to-face training activities both on campus (3,085 people) and in the field (3,731 people). The figures indicate that, as per the strategic plan, the Centre is rebuilding its face-to-face training base gradually, while at the same time pushing ahead with the expansion of its universe of online learners on the back of a suite of new online learning services.

Figure 1:

Annual Activities Distribution



Percentage of activities by broad category and venue (2019 - 2023)

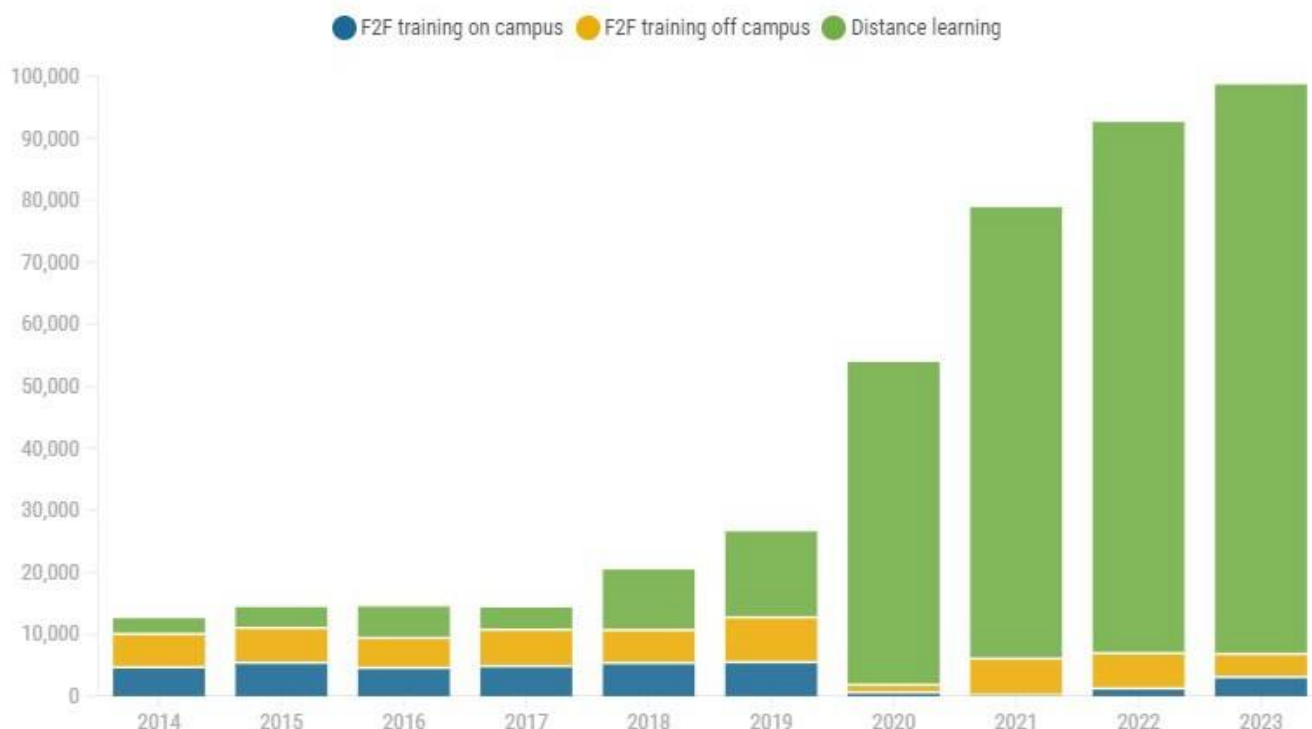


Source: Management of Activities and Participants (MAP)
Self-guided courses not inserted in MAP are not counted. All blended courses are counted as f2f.

Figure 2:

Enrolments in Training Activities

Distance learners and face-to-face trainees (2014 - 2023)



Source: Management of Activities and Participants (MAP), eCampus, Solicomm, external e-learning platforms curated by the Centre.
2022-23 DL figures includes indirect trainees enrolled in training courses on platforms curated by the Centre

Purpose of the evaluation

9. The purpose of the evaluation is to:

- provide the Centre with evidence of the relevance, validity, coherence, effectiveness, efficiency, impact and sustainability of its Workers' Activities Programme training activities;
- assess which modalities of training offered by the Centre are more effective and efficient for strengthening Workers Organizations;
- extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of training activities of the Centre targeting Workers' organizations.

10. The evaluation findings will be used in order to make relevant decisions on the future programming of the Centre with regard to its training services.

Scope of the evaluation

11. The evaluation will tackle a sample of training activities that were designed and

delivered in different formats for Workers' organizations. Non-training activities are outside the scope of this assignment.

12. Further to the above, the evaluation will cover a sample of up to 20 activities designed and delivered by the Workers' Activities programme in 2023. The sample has been drawn purposefully to capture a variety of different training approaches, venues and methodologies. The chosen activities include a variety of online courses, face-to-face and blended courses that took place in the field or in Turin Campus. The activities were chosen to cover a diversity of regions, and most of the selected activities included more than fifteen enrolled participants.

Clients of the evaluation

13. The main clients of this evaluation will be:
 - The Board of the Centre;
 - The Training Department of the Centre with special focus on the Workers' Activities programme (ACTRAV);
 - Internal ITCILO units outside the Training Department (FINSERV, ICTS, FIS/PATU)

Evaluation criteria

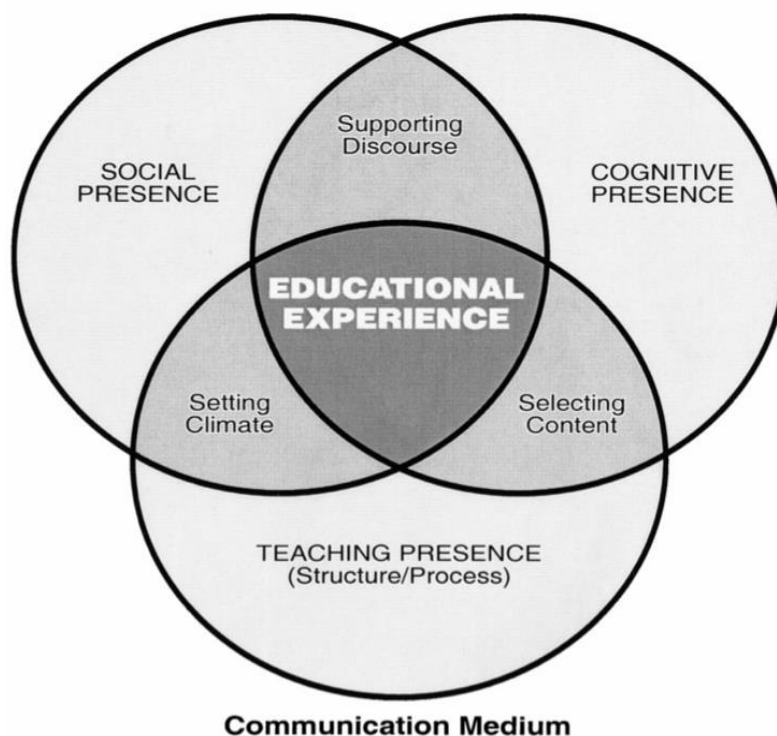
14. The evaluation will focus on the [six evaluation criteria](#) proposed by the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD DAC)'s Network on Development Evaluation (EvalNet). The **relevance** of the sampled activities to beneficiary needs (and where applicable the institutional sponsors financially supporting their participation), their **coherence**, the activities' **efficiency**, **effectiveness**, **impact** and **sustainability** will be assessed.

The Six OECD DAC Network on Development Evaluation (EvalNet) Evaluation Criteria



15. Further to the evaluation of effectiveness, the evaluation will also assess the meaningfulness of the learning experiences using the **Community of Inquiry (CoI) framework** developed by Garrison, Anderson, and Archer (2000). The model assumes that effective learning and engagement occurs through the interaction of three core elements: social presence, cognitive presence, and teaching presence.

Elements of the Community of Inquiry Model (Garrison, Anderson & Archer, 2000)



Refer to the following list of assessment criteria and the corresponding evaluation questions.

Assessment Criteria	Questions to be addressed
<i>Relevance:</i> The extent to which the objectives and design of the activity respond to the beneficiaries' requirements and needs, as well as to partners' and donors' policies and priorities.	<p>IS THE INTERVENTION DOING THE RIGHT THINGS?</p> <ul style="list-style-type: none"> How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?
<i>Coherence:</i> The compatibility of the activity with other activities that serve the ILO mandate and its core constituents	<p>HOW WELL DOES THE INTERVENTION FIT?</p> <ul style="list-style-type: none"> To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?
<i>Validity of training design:</i> The extent to which the design of the activity was logical and coherent.	<p>HOW WELL WAS THE ACTIVITY DESIGNED?</p> <ul style="list-style-type: none"> Does the result of online training imply that the design of the activities was logical and realistic? Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure

	results and progress?
<i>Effectiveness:</i> The extent to which the activities immediate objectives were achieved, taking into account their relative importance.	<p>IS THE INTERVENTION ACHIEVING ITS OBJECTIVES?</p> <ul style="list-style-type: none"> • What results have been achieved (or expected to be achieved) /what progress has been made (or expected to be made) by learners since the implementation of the activities? • Which gaps remain and how could these be addressed through follow-up activities? • To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners? • Are there any differential results across groups?
<i>Effectiveness of management arrangements:</i> The extent to which management capacities and arrangements put in place supported the achievement of results	<p>HOW WELL WERE THE ROLES ASSIGNED?</p> <ul style="list-style-type: none"> • Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood? • Were the current arrangement for implementing the activities effective? • Were the activities coordinated across technical programmes?
<i>Efficiency:</i> The extent to which the resources/inputs (funds, expertise, time, etc.) were economically and timely converted to results	<p>HOW WELL ARE RESOURCES BEING USED?</p> <ul style="list-style-type: none"> • Have the resources invested into the delivery of the activities been used in the most efficient manner? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost? • What time and cost efficiency measures could have been introduced without impeding the achievement of results
<i>Impact:</i> The strategic orientation of the activities towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries	<p>WHAT DIFFERENCE DOES THE INTERVENTION MAKE?</p> <ul style="list-style-type: none"> • What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities? • What actions might be required for achieving long-term impact?
<i>Sustainability:</i> The extent to which the net benefits of the activity continue, or are likely to continue	<p>WILL THE BENEFITS LAST?</p> <ul style="list-style-type: none"> • How likely is it that the results of the activities will be maintained or up-scaled by the participants?

16. The evaluation should comply with [UNEG](#)'s general Norms for Evaluation¹.

¹ Norm 1: Internationally agreed principles, goals and targets Norm 2: Utility
Norm 3: Credibility
Norm 4: Independence
Norm 5: Impartiality
Norm 6: Ethics
Norm 7: Transparency
Norm 8: Human rights and gender equality Norm
9: National evaluation capacities Norm 10: Professionalism

Methodology

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

- **Desk review** the systematic analysis of existing documentation, including quantitative and descriptive information about the activities, including final reports about their outputs and outcomes, and other evidence.
- **Participants' survey:** responses from participants will be sought to questions designed to obtain in-depth information about their impressions or experiences of the activities. The participant universe will cover a sample of 200+ women and men from the participant population that will be extracted based on the information available in the Centre's management of activities and participants database (MAP) and the Centre's virtual campus (eCampus). The questionnaires will be administered by way of an online survey.
- In-depth **interviews** with the Programme Manager, **Activity Managers** and **Activity Assistants** in charge of the activities in the sample, as well as Centre staff from other training programmes who contributed to, and/or participated in, the selected activities.
- In-depth **interviews** with at least three institutional clients who sponsored participants linked to technical cooperation projects, to explore tangible and non-tangible changes resulting from the activities.
- **Focus group discussions** with at least one group of former participants to explore tangible and non-tangible changes resulting from the activities.
- **Five case studies of participants** met during the focus group discussion, documenting the changes resulting from the activities.

Deliverables

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

Deliverables	By
Short inception report. The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions	May 2024
Desk research on training activities within the Centre's service portfolio, convene interviews with staff and collect relevant data	May 2024
Interviews with key informants	May 2024

Online survey issued to selected participants and focal points	May 2024
Focus group discussions	June 2024
Draft evaluation report	June 2024
Final evaluation report	July 2024

19. The Evaluation Report will be structured as follows:

Cover page with key intervention and evaluation data

1. Executive Summary
2. Brief background on the project and its logic
3. Purpose, scope and clients of evaluation
4. Methodology
5. Review of implementation
6. Presentation of findings regarding project performance, organized by course modality, evaluation criteria, and COI framework dimensions.
7. Conclusions
8. Recommendations
9. Lessons learned and good practices

Annexes: ToR, questionnaires, list of informants, statistical annexes and 5 case studies documenting good practices

All the above mentioned outputs will be delivered in English.

Management and responsibilities

20. The contract between the evaluator and the Centre will be signed by the Director of the Centre and the contractor will accordingly report to the Office of the Director. The evaluation will be carried out with the logistical and administrative support of a Quality Assurance focal point in the Office of the Director of Training.

Quality assurance

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

Qualifications of the Evaluator

22. The evaluator will have the following competencies:

- Demonstrated experience in the design and implementation of online learning services outside formal education, and training interventions in particular;
- Expertise in online learning and online service delivery, including instructional design, evaluation and quality assurance of online learning;

- Experience in the evaluation of national and international organizations;
- Ability to write concisely in English;
- No relevant bias or conflict of interest related to ILO or the Centre.
- Knowledge of the ILO's and the Centre's role and mandate, tripartite structure and policies is considered an added advantage.

Selection of the evaluator

23. The evaluator will be selected through a "Call for Proposals" in which candidates will be requested to provide a financial and technical proposal on how to undertake the evaluation based on the present ToR.
24. The selection committee will adopt the following criteria for the final selection of the evaluator:
 - Skills and experiences of the evaluator
 - Quality of the proposal in terms of pertinence, clarity, feasibility and cost.

Other

25. In the Centre, Monitoring and Evaluation is considered a function of service quality management. To manage the quality of its capacity development services, the Centre takes inspiration from the quality management systems approach promoted by the International Standards Organization (ISO). In line with this approach, all of the Centre's services are structured along the ISO Plan-Do-Check- Act cycle. More specifically, and using the PDCA cycle as strategy canvas, the learning services of the Centre (including all learning services to be evaluated as part of this assignment) are mapped against the ISO 29993:2017(E) standard for learning services outside formal education. Seen through this quality management lens, monitoring is a means to measure progress towards intended outcomes on a recurrent basis while evaluations, examine the extent to which outcomes were achieved. Monitoring is consequently conducted at all stages of the service delivery cycle while evaluations usually take place after (sometimes also during) service delivery to check on results. For more information on the link between evaluation and quality management refer to the Centre's quality management guidance document. The link between evaluation and quality management in the context of ISO 29993 should reflect in the technical proposal of the contractor.

11.2.1 TOPIC LIST FOR STAFF

Introduction

Thank you for participating in this evaluation research. We are conducting semi-structured interviews with activity managers, assistants and other Centre staff involved in the ACTRAV-ITCILO Training Course 2023. The purpose of these interviews is to collect your feedback and insights on the design, delivery, and impact of the ACTRAV-ITCILO training courses, as well as the challenges and opportunities for improvement.

The interview will last about 45-60 minutes and will be recorded for analysis purposes (if you do agree of course, the records will be kept confidential and deleted from our files after the analysis has been finalized).

You can skip any question that you do not want to answer or stop the interview at any time.

The interview consists of seven main sections: relevance and outreach, coherence of the ACTRAV-ITCILO's activities, effectiveness, efficiency, Validity of design, impact and sustainability. We will ask you open-ended questions about your experience and opinions on these topics, and we encourage you to provide examples and evidence to support your views. We may also ask you some follow-up questions to clarify or probe deeper into some issues.

A comprehensive set of questions is listed at the bottom. Obviously, not all questions will be covered in the short time frame of the interview. While going through the topic list, it will be decided together with the respondent which questions are most relevant, considering the position, experience, and assignment the respondent is fulfilling.

We appreciate your time and cooperation. Do you have any questions before we start?

Topic List

- ❖ Introduction of the interviewer and respondent. Position, experience, involvement and function in the elaboration and implementation of the ACTRAV-ITCILO training activities? What training programs were you involved in and in what capacity?

Relevance & Outreach

- ❖ To what extent do the training activities align with the objectives and priorities outlined in the International Training Centre of the International Labour Organization's (ITCILO) strategic plan for the period 2022-2025, as well as with the goals set forth in its Programme & Budget for 2022-2023?
- ❖ How effectively do the training activities align with the policy frameworks and guidelines established by the International Labour Organization (ILO) and/or the International Training Centre of the ILO (ITCILO)?

- ❖ Do the training activities contribute to enhancing the capacity and capabilities of the 'Trade Unions and Workers' organizations?

Coherence of the ITCILO's Activities

- ❖ Are the activities coherent with other existing programmes & initiatives of ILO, ITCILO, ACTRAV or other units?
- ❖ To what extent do the training activities address the needs and priorities of the 'Trade Unions & Workers organizations? How were the priorities and needs identified? Can you give an example?
- ❖ Have the training activities engaged with Trade Unions and Workers' Organizations in its design and implementation? How? Can you give an example?
- ❖ Do the training activities demonstrate flexibility and adaptability in accommodating diverse contexts and the evolving needs of trade unions and workers' organizations?

Validity of the Activity Design

- ❖ Were the activities and interventions implemented during the training deemed feasible and realistic?
- ❖ To what extent did the training design take into consideration the specific needs and characteristics of the target audience? (please illustrate with examples)
- ❖ Did the training design encompass suitable methodologies and instructional techniques, and can you provide concrete examples of these methods in action?
- ❖ Were the training objectives and outcomes clearly defined, measurable, and observable? Can you provide specific instances where these objectives and outcomes were demonstrated or achieved during the training?
- ❖ Did the training design anticipate and address potential challenges and constraints that could impact the attainment of desired outcomes? Could you provide specific examples of how these challenges were addressed during the training process?
- ❖ How effectively did the training design integrate feedback and evaluation mechanisms, and can you provide specific instances where feedback was solicited, received, and acted upon to improve the training?
- ❖ Did the training design adhere to best practices and established standards in the realm of adult learning and capacity development? Can you provide concrete examples of how these best practices were incorporated into the training design and delivery?
- ❖ Did the evaluation methods employed at the conclusion of the activity adequately gauge the intended results and outcomes, and how were these methods determined to be effective or ineffective?
- ❖ Were the evaluation criteria and indicators clearly delineated and pertinent to the objectives of the activity, and can you elaborate on how these criteria were established and applied?
- ❖ Did the end-of-activity evaluation encompass an assessment of both the immediate outputs and the broader outcomes of the activity, and can you provide examples of how these aspects were evaluated?
- ❖ How thoroughly were the evaluation findings analyzed and interpreted, and what actions were taken based on these analyses to improve future activities?
- ❖ Did the follow-up evaluation of the activity assess its sustainability and impact over time, and what methodologies were employed to measure these factors?
- ❖ To what extent did the evaluation take into account the perspectives and feedback of the participants and other pertinent stakeholders, and how was this feedback incorporated into the evaluation process?
- ❖ How effectively did the evaluation findings contribute to informing future planning and decision-making processes, and can you provide examples of specific decisions or plans influenced by these findings?
- ❖ Were the evaluation methods and tools utilized deemed appropriate for the context and nature of the activity, and how were these methods selected and applied to ensure their suitability?

Effectiveness/Impact

- ❖ Can you provide examples of notable improvements in learners' performance or job-related tasks that have been observed since participating in the activities?
 - ❖ Have there been any observable changes in learners' behaviour, attitudes, or decision-making processes following their engagement in the activities? Could you provide specific instances or examples of these changes?
 - ❖ How effectively have learners integrated the knowledge and skills gained from the activities into their professional or personal lives? Can you share concrete examples or instances where this integration has been evident?
 - ❖ Are there any documented success stories or case studies illustrating the impact of the activities on learners' professional growth or organizational performance? Could you provide specific examples of these success stories or case studies?
 - ❖ Have learners provided feedback or testimonials regarding their experience and the benefits derived from the activities? Can you share some of this feedback and how it aligns with the intended outcomes and objectives of the activities?
-
- ❖ Which gaps remain, and how could these be addressed through follow-up activities?
 - ❖ *How can follow-up activities be designed to address the identified gaps?*
 - ❖ To what extent have the activities and the used tools been effective instruments to strengthen the capacity of Trade Unions & Workers organizations
 - 1.1 Development of knowledge, practical skills, networking, collaboration
 - 1.2 Tools & Resources

Effectiveness of Management

- ❖ Can you provide examples of how financial resources were allocated and utilized for the implementation of the activities?
 - ❖ Were the expertise and skills of Centre officials and program management effectively utilized to achieve the desired results? Can you provide specific instances where their expertise and skills contributed to successful outcomes?
 - ❖ Can you provide examples of how the allocated time was effectively utilized in the implementation of the activities?
 - ❖ Were the roles and responsibilities of Centre officials and program management clearly defined and understood in relation to resource utilization? Can you provide examples of how clear role definitions contributed to effective resource utilization?
 - ❖ Did Centre officials and program management have the necessary tools and support to effectively manage and utilize resources? Can you provide examples of how these tools and support facilitated resource management?
 - ❖ Were there any challenges or barriers that hindered efficient resource utilization? Can you provide specific examples of these challenges and how they impacted resource utilization?
 - ❖ Can you provide examples demonstrating how the results and outcomes achieved were in line with the resources invested?
 - ❖ Were there any opportunities for improvement in resource utilization identified through the evaluation process? Can you provide examples of these opportunities and any subsequent actions taken to address them?
-
- ❖ Did the existing arrangement effectively facilitate the planning and coordination of the activities?
 - ❖ Were the roles and responsibilities of various stakeholders clearly delineated and effectively coordinated?
 - ❖ How proficiently did the current arrangement facilitate effective communication and information sharing among stakeholders?
 - ❖ Did the current arrangement furnish sufficient support and resources for the implementation of the activities?
 - ❖ Were there any challenges or impediments in the current arrangement that impeded the implementation of the activities?
 - ❖ To what extent did the current arrangement foster collaboration and partnerships among pertinent stakeholders?

- ❖ Did the current arrangement establish mechanisms for monitoring, evaluation, and quality assurance of the activities?
- ❖ Were any opportunities for improvement identified in the current arrangement through the evaluation process?
- ❖ Was there a clearly defined mechanism or structure in place to facilitate coordination across technical units?
- ❖ Did the coordination mechanism effectively facilitate communication and information sharing between technical units?
- ❖ Were opportunities for collaboration and joint activities among technical units present?
- ❖ Did the coordination efforts enhance resource utilization and mitigate duplication of efforts?
- ❖ How effectively did the coordination mechanism address cross-cutting issues or common challenges?
- ❖ Did the coordination efforts promote knowledge sharing and the exchange of good practices across technical units?
- ❖ Were there any challenges or barriers encountered in coordinating activities across technical units?
- ❖ Were any opportunities for improvement identified through the evaluation process?

Efficiency

- ❖ Considering the specific target group (Trade Unions & Workers' organizations), can you explain the financial context of the training activities? How is it funded?
- ❖ How are participants selected?
- ❖ Were there sufficient resources available to achieve the identified objectives?
- ❖ How effectively were financial resources allocated and managed throughout the delivery of the activities?
- ❖ Were resources, including expertise, time, and equipment, allocated and utilized effectively to achieve the desired results?
- ❖ Did the activities adhere to planned timelines and schedules? Were any cost-saving measures implemented without compromising the quality and impact of the activities?
- ❖ Were there any unexpected or additional resource requirements that affected cost-effectiveness?
- ❖ How do the achieved results compare to the resources invested?
- ❖ Did resource allocation and utilization contribute to long-term sustainability and capacity development?
- ❖ Were there any opportunities to reduce costs without negatively impacting the effectiveness or impact of the activities?
- ❖ Did the activities involve any redundant or unnecessary steps that could have been eliminated to improve efficiency? Were there any opportunities for leveraging existing resources or partnerships to optimize time and cost efficiency?
- ❖ Were there any technological solutions or tools that could have been employed to improve time and cost efficiency?
- ❖ Were there any lessons learned or good practices from previous activities that could have been applied to enhance time and cost efficiency?

Sustainability

- ❖ Are participants motivated to continue their learning journey and engage in further courses or activities related to the previous ones?
- ❖ Have participants expressed a desire or interest in expanding their knowledge and skills in related areas covered by the previous activities?
- ❖ Are there specific follow-up courses or advanced programs available that align with the participants' learning needs and aspirations?
- ❖ Have participants received information or recommendations about other courses or learning opportunities that they could pursue after the completion of the previous activities?
- ❖ Are there incentives or discounts available for participants to enrol in another course or program related to the previous activities?
- ❖ Have participants expressed a positive experience and satisfaction with the previous activities, indicating their willingness to continue their learning journey with the organization?

- ❖ Are there networking or alumni engagement opportunities provided to participants, fostering a sense of community, and encouraging them to pursue further courses?
- ❖ Has there been any tracking or follow-up mechanism to monitor participants' engagement and enrolment in subsequent courses or activities?

11.2.2 TOPIC LIST FOR INSTITUTIONAL CLIENTS

Introduction

Thank you for participating in this evaluation research. We are conducting semi-structured interviews with institutional clients (besides of course interviews activity managers, assistants and ITCILO-ACTRAV staff and management), involved in the ACTRAV-ITCILO Training Course 2023. The purpose of these interviews is to collect your feedback and insights on the design, delivery, and impact of the ACTRAV-ITCILO training courses, as well as the challenges and opportunities for improvement.

The interview will last about 45-60 minutes and will be recorded for analysis purposes (if you do agree of course, the records will be kept confidential and deleted from our files after the analysis has been finalized). We do not quote you personally anywhere in the report; your anonymity is guaranteed by us.

You can skip any question that you do not want to answer or stop the interview at any time.

The interview consists of seven main sections: relevance and outreach, coherence of the ACTRAV-ITCILO's activities, effectiveness, efficiency, Validity of design, impact and sustainability. We will ask you open-ended questions about your experience and opinions on these topics, and we encourage you to provide examples and evidence to support your views. We may also ask you some follow-up questions to clarify or probe deeper into some issues.

A comprehensive set of questions is listed at the bottom. Obviously, not all questions will be covered in the short time frame of the interview. While going through the topic list, it will be decided together with the respondent which questions are most relevant, considering the position, experience, and assignment the respondent is fulfilling.

We appreciate your time and cooperation. Do you have any questions before we start?

Topic List

- ❖ Introduction of the interviewer and respondent. Position, experience, involvement and function in the elaboration and implementation of the ACTRAV-ITCILO training activities?

Relevance & Outreach

- ❖ What prompted your organization to commit (financially) to the training program of ITCILO-ACTRAV?
- ❖ What specific support did your organization provide (in terms of content, financial, etc.)?
- ❖ What were the particular expectations associated with your support?
- ❖ To what extent do the training activities align with the objectives and priorities outlined in the International Training Centre of the International Labour Organization's (ITCILO) strategic plan for the period 2022-2025, as well as with the goals set forth in its Programme & Budget for 2022-2023?

- ❖ How effectively do the training activities align with the policy frameworks and guidelines established by the International Labour Organization (ILO) and/or the International Training Centre of the ILO (ITCILO)?
- ❖ Do the training activities contribute to enhancing the capacity and capabilities of the Trade Unions and Workers' organizations? How? Can you give examples?

Coherence of the ITCILO's Activities

- ❖ Are the activities coherent with other existing programmes & initiatives of ILO, ITCILO, ACTRAV or other units?
- ❖ To what extent do the training activities address the needs and priorities of the Trade Unions & Workers organizations? How were the priorities and needs identified? Can you give an example?
- ❖ Have the training activities engaged with Trade Unions and Workers' Organizations in its design and implementation? How? Can you give an example?
- ❖ Do the training activities demonstrate flexibility and adaptability in accommodating diverse contexts and the evolving needs of trade unions and workers' organizations?

Validity of the Activity Design

- ❖ Were the activities and interventions implemented during the training deemed feasible and realistic?
- ❖ To what extent did the training design take into consideration the specific needs and characteristics of the target audience? (please illustrate with examples)
- ❖ Did the training design encompass suitable methodologies and instructional techniques, and can you provide concrete examples of these methods in action?
- ❖ Did the training design adhere to best practices and established standards in the realm of adult learning and capacity development? Can you provide concrete examples of how these best practices were incorporated into the training design and delivery?
- ❖ Did the evaluation methods employed at the conclusion of the activity adequately gauge the intended results and outcomes, and how were these methods determined to be effective or ineffective?

Effectiveness/Impact

- ❖ Can you provide examples of notable improvements in learners' performance or job-related tasks that have been observed since participating in the activities?
- ❖ Have there been any observable changes in learners' behaviour, attitudes, or decision-making processes following their engagement in the activities? Could you provide specific instances or examples of these changes?
- ❖ How effectively have learners integrated the knowledge and skills gained from the activities into their professional or personal lives? Can you share concrete examples or instances where this integration has been evident?
- ❖ Are there any documented success stories or case studies illustrating the impact of the activities on learners' professional growth or organizational performance? Could you provide specific examples of these success stories or case studies?
- ❖ Have learners provided feedback or testimonials regarding their experience and the benefits derived from the activities? Can you share some of this feedback and how it aligns with the intended outcomes and objectives of the activities?

Effectiveness of Management

- ❖ Can you provide examples of how financial resources were allocated and utilized for the implementation of the activities?

- ❖ Were the expertise and skills of Centre officials and program management effectively utilized to achieve the desired results?
- ❖ Can you provide specific instances where their expertise and skills contributed to successful outcomes?
- ❖ Can you provide examples demonstrating how the results and outcomes achieved were in line with the resources invested?
- ❖ Did the existing arrangement effectively facilitate the planning and coordination of the activities?
- ❖ Were the roles and responsibilities of various stakeholders clearly delineated and effectively coordinated?
- ❖ Was there a clearly defined mechanism or structure in place to facilitate coordination across technical units?
- ❖ Did the coordination mechanism effectively facilitate communication and information sharing between technical units?
- ❖ Were opportunities for collaboration and joint activities among technical units present?
- ❖ Were any opportunities for improvement identified through the evaluation process?

Efficiency

- ❖ Considering the specific target group (Trade Unions & Workers' organizations), can you explain the financial context of the training activities? How is it funded?
- ❖ How are participants selected?
- ❖ Were there sufficient resources available to achieve the identified objectives?
- ❖ How effectively were financial resources allocated and managed throughout the delivery of the activities?
- ❖ Were resources, including expertise, time, and equipment, allocated and utilized effectively to achieve the desired results?
- ❖ Did the activities adhere to planned timelines and schedules? Were any cost-saving
- ❖ Were there any lessons learned or good practices from previous activities that could have been applied to enhance time and cost efficiency?

Sustainability

- ❖ Are participants motivated to continue their learning journey and engage in further courses or activities related to the previous ones?
- ❖ Have participants expressed a desire or interest in expanding their knowledge and skills in related areas covered by the previous activities?
- ❖ Have participants expressed a positive experience and satisfaction with the previous activities, indicating their willingness to continue their learning journey with the organization?
- ❖ Are there networking or alumni engagement opportunities provided to participants, fostering a sense of community, and encouraging them to pursue further courses?

11.3 ANNEX 3: LIST OF INFORMANTS

Date	Name of Informant & Position
23/04/2024	Kick-off meeting with Mr. Andreas Klemmer, Director of Training & Eiman Elmasry. Quality Assurance and Data Analytics Officer
2/05/2024	Vera Dos Santos Costa, Programme Manager ACTRAV · ITCILO
15/05/2024	Maria Helena Andre, Director of the ILO Bureau for Workers' Activities (ACTRAV) Ariel Castro, Desk Officer for Asia and Pacific
23/05/2024	Naome Chakanya, Senior programme officer/ Activity Manager Giulia Bertolino, Activity Assistant Claudia Emily Perrone, Activity Assistant Rafael Mapalo, Senior Programme Officer/ Activity Manager Daniela Ciot, Activity Assistant
27/05/2024	Jesus Garcia Jimenez, Senior programme officer/ Activity Manager Ms Daniela Ciot, Activity Assistant Ms Clelia Pellerino, Activity Assistant
27/05/2024	Mr Luigi Buson, Chief Operations Officer
27/05/2024	Mr Gael Lams, Chief Information Officer
27/05/2024	Ms Evelin Toth, Senior Programme Officer / Activity Manager Ms Yulia Menshikh, Activity Assistant Ms Emanuela Bona, Activity Assistant
28/05/2024	Mr Christophe Perrin, Director
30/05/2024	Kossivi Doutowovo, Regional Coordinator for Africa, ACV-CSC International
31/05/2024	Mr Andreas Klemmer, Director of Training
14/07/2024	Mr. Toshikazu Saito, Secretary General and Mr. Suzuki and Ms Phawarin Chunsam, JILAF
21/07/2024	Focus Group Discussion 1: Emelia Efua Mills (Ghana), Geofrey Musanja (Uganda), Farah Abdallah (Lebanon), Salem Dai (Tunisia)
21/07/2024	Focus group discussion 2: Raphael Waiyalaka (Papua New Guinea), An Thi La (Vietnam), Apeles Olwalo (Kenya), Samson Ekuru (Kenya)
Email exchange	Mr. Umarakhunov Irkin Mirzakhidovich, Rector of IAS FT, The Federation of Trade Unions of Uzbekistan (SFPU)

11.4 ANNEX 4: EVALUATION MATRIX

Table 33. Evaluation Matrix

E.Q. no	Evaluation Question DAC	Indicators Data sources
Relevance		

E.Q. no	Evaluation Question DAC	Indicators Data sources
Q1	How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher-level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?	<u>Potential indicators:</u> -Agreement between predefined indicators between different programme documents -Agreement in vision and strategy between different respondents <u>Potential Data sources:</u> Analysis of Programme/project implementation compared to strategic plan & framework and budgeted + interviews
Coherence		
Q2	To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?	<u>Potential indicators:</u> -Adherence to ILO's mission, goals, and objectives. - Identified of core constituents' training needs - Coherence between needs, mandate, and programme <u>Potential Data sources:</u> Programme documents, interviews, focus group discussions
Validity of training design		
Q3	Does the result of online training imply that the design of the activities was logical and realistic?	<u>Potential Indicators:</u> -completion rates (high completion rates may indicate well-designed & engaging courses)
Q4	Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress?	-Learning outcomes, participant satisfaction, behavioural change -achievement of the initial objectives (and indicators, if available) <u>Potential Data Sources:</u> -available statistics -participant feedback (survey, interviews, focus group discussion)
Effectiveness		
Q5	What results have been achieved (or expected to be achieved) /what progress has been made (or expected to be made) by learners since the implementation of the activities?	<u>Potential Indicators:</u> -Initial objectives and indicators have been achieved -COI has been effective - Changes at level of knowledge; skills and individual and organizational behaviour has been achieved
Q6	Which gaps remain and how could these be addressed through follow-up activities?	- Potential gaps have been identified <u>Potential Data Sources:</u>
Q7	To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners?	-Programme documents -Survey -Interviews and focus group discussions -Case studies
Q8	Are there any differential results across groups?	
Effectiveness of Management		
Q9	Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood?	<u>Potential Indicators:</u> -Clear understanding of roles and responsibilities have been reported -Existence and effectiveness of communication channels for clarifying roles and responsibilities
Q10	Were the current arrangement for implementing the activities effective?	-Frequency and effectiveness of feedback mechanisms for addressing misunderstandings or gaps in roles and responsibilities
Q11	Were the activities coordinated across technical programmes?	-Effective coordination mechanism and actions -Shared resources do exist -Existence of synergies <u>Potential Data Sources:</u>

E.Q. no	Evaluation Question DAC	Indicators Data sources
		-Interviews with programme staff
Efficiency		
Q12	Have the resources invested into the delivery of the activities been used in the most efficient manner?	<u>Potential Indicators:</u> -percentage of allocated resources (funds, staff, materials, external/internal expertise...)
Q13	How economically were resources and inputs (funds, expertise, time etc.) converted to results?	-budget variance -Time utilization -Cost per output/beneficiary reached
Q14	Did the results justify the cost?	
Q15	What time and cost efficiency measures could have been introduced without impeding the achievement of results?	<u>Potential Data Sources:</u> Programme documents with strong emphasis on financial reporting + interviews with stakeholders including sponsors/donors
Impact		
Q16	What are the participants' perceived benefits from the activities (differentiated by groups)?	<u>Potential Indicators:</u> -Satisfaction of Participants -Learning of the participants (knowledge, skills, competencies)
Q17	What evidence exists of participants benefiting from the activities?	-Behavioural change (at individual level)
Q18	What actions might be required for achieving long-term impact?	-Organizational change <u>Potential Data Sources:</u> -survey with participants -interviews and focus group discussions with participants -5 case study approaches
Sustainability		
Q19	How likely is it that the results of the activities will be maintained or up scaled by the participants?	<u>Potential Indicators:</u> -Existence of post-training plans -Commitment to implementation -Integration into work practices -Upscaling evidence (replicate training outcomes in other areas/projects – sharing training knowledge with others) -Resource allocation & long-term planning <u>Potential Data Sources:</u> -survey with participants -interviews and focus group discussions with participants -5 case study approaches

11.5 ANNEX 5: LIST OF DOCUMENTS

International Labour Organization (2010). Gender Mainstreaming in ITC-ILO 2011 activities: Gender Marker and Gender Common Self-Assessment of the Training activities.

International Training Centre of the ILO (2018). Centre-wide Action Plan to promote Innovation and Learning (2018-21)

International Training Centre of the ILO (2018). Centre-wide Action Plan to promote International Labour Standards, Social Dialogue and Tripartism (2018-21).

International Training Centre of the ILO (2018). Centre-wide Gender and Diversity Action Plan (2018-21)

International Training Centre of the ILO (2019). New Three-Tier Training Certification Framework. Circular No. DIR-TRG 01/2019.

International Training Centre of the ILO (2020). Capacity Development Services. We provide Digital learning solutions. The new e-campus and our advisory services for institutional intermediaries.

International Labour Organization (2022). Programme and Budget for the Biennium 2022-23

International Labour Organization (2022). ILO Strategic Plan 2022-25.

International Training Centre of the ILO (2018). Tracking the promotion of ILS in the ITCILO activities: ILS Marker and ILS mandatory question.

International Training Centre of the ILO (2020). Innovation and Learning Capacity Profile.

International Training Centre of the ILO (2022). Programme and Budget Proposals 2022-23

International Training Centre of the ILO (2022). Strategic Plan 2022-25

International Training Centre of the ILO (2020). Virtual Reality Conferencing: Next Level Remote Meetings and Trainings.

International Training Centre of the ILO (2023). Quality Management in ITCILO. Guidance Document.

International Training Centre of the ILO (2019). Quality Management in the ITCILO Training Department. Description of the quality assurance processes for training services.

All programme documents of the following 20 ACTRAV-training activities 2023:

- ❖ A1016527 Strengthening TU capacities on Climate Change and Just transition for Egypt, Tunisia and Morocco
- ❖ A1516524 Strengthening TU capacities on Climate Change and Just transition for Morocco
- ❖ A1716282 OSH as a Fundamental Right at Work_Implications for Trade Union Policies and Strategies in Africa
- ❖ A1716287 Advancing Women Leadership in Trade Unions
- ❖ A1716660 Formation des Cadres Syndicaux dans les pays francophones
- ❖ A2716057 Equal pay, equal opportunities and equal treatment in the world of work
- ❖ A2716063 La salud y la seguridad en el trabajo como derecho fundamental_implicaciones para las políticas y estrategias sindicales
- ❖ A2716430 Formacion Profesional, cambios en el mundo de trabajo de hoy y aplicación práctica de nuevas tecnologías
- ❖ A3515266 Building Trade Union Power_Leading the Future of Work - Climate Change, Just Transition, and Trade Union Strategies for Resilience
- ❖ A3716061 Trade Agreements and the Decent Work Agenda
- ❖ A3716290 Employment Security and Industrial Relations. OSH and Responsible Supply Chains_The Role of Trade Unions
- ❖ A3716442 Training of online trainers
- ❖ A3716561 Advancing universal social protection in Asia Pacific_The role of trade unions
- ❖ A4716285 Protection and Empowerment of Vulnerable Groups
- ❖ A4716440 Work, peace and resilience
- ❖ A5716448 Advancing Women and Youth Leadership in Trade Unions
- ❖ A9015282 Knowledge-Sharing and Networking Event on Trade Union Actions on Sustainable Development
- ❖ A9716126 Global Workers Academy on Health and Safety at Work as a Fundamental Right_Implications for Trade Union Policies and Strategies
- ❖ A9716288 Digital Global Workers' Academy on the Future of Trade Unions
- ❖ A9716893 OSH and Violence in the World of Work

Training Participants Survey

Dear Participant,

Thank you for taking the time to provide your valuable feedback on the evaluation of our ACTRAV courses. Your input is crucial in helping us understand the effectiveness and quality of the different course modalities we offer.

This survey aims to gather your thoughts and opinions on the courses you have completed in 2023, specifically focusing on the different modalities such as face-to-face, online, and blended learning. Your honest feedback will assist us in identifying areas of strength and improvement, and guide our efforts in enhancing the learning experience for future participants.

Please note that your responses will be kept confidential and used solely for research and improvement purposes.

The survey should take approximately 15 minutes to complete. We kindly request you to respond to each question to the best of your ability, based on your personal experiences and perceptions.

If you have participated in more than one ACTRAV-ITCILO training course, please fill in the answers based on the training course you most recently participated in.

Your participation in this evaluation is highly appreciated, and your feedback will contribute significantly to shaping the future of our courses. Thank you for your support and valuable contribution.

If you have any questions or concerns, please feel free to contact evaluation@itcilo.org

Thank you for your time and valuable insights!

**Sincerely,
ITCILO Evaluation team**

Before we start the questionnaire, we would like to poll if, in addition to filling out this questionnaire, you are willing to possibly participate in one of the three online focus group discussions that will be organized at the beginning of June 2024.

* A01. Are you willing to participate in an online focus group discussion that will last about 1 hour and will be organized in the first half of June?

Yes

No

A02. If yes, can you provide us with your name and email address where we can write to you for possible participation in one of these focus groups?

Name

Email Address

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Part A: DEMOGRAPHICS (1/1)

* A1. In which country do you live?

* A2. What is your gender?

- Female
- Male
- Prefer not to say
- Other (please specify)

* A3. How old are you? Please select your age range.

- 18-24
- 25-34
- 35-44
- 45-54
- 55 and above

* A4. Which language(s) do you speak fluently?

- English
- French
- Spanish
- Portuguese
- Russian
- Arabic
- Chinese
- Other (please specify)

* A5. What is the highest level of education you have completed? Please select the option that best describes your educational background.

- Primary education
- Secondary education
- Bachelor's degree
- Master's degree
- Doctorate
- Other (please specify)

* A6. Please select the type of organization you worked for at the time you attended the training.

- Trade union organization
- Ministry of Labour
- Employer and Business Member organization
- Government/public institution
- Non governmental/civil society organization
- Private enterprise
- Training/academic institution
- Intergovernmental organization
- The International Labour Organization
- UN organization (other than the ILO)
- Unemployed
- Other (please specify)

* A7. How many years of professional experience do you have in your field? Please select the option that best describes your professional experience.

- Less than 3 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 30 years and above

* A8. Do you self-identify as a member of any underrepresented or vulnerable groups in your local or national community?

- Yes
- No
- Prefer not to say

A9. If you answered "Yes" to the previous question, please specify the underrepresented or vulnerable group(s) you identify with.

* A10. Which mode of delivery was used for the training course(s) you attended?

- Face-to-face course on-campus in Turin.
- Face-to-face course at regional training centres.
- Blended learning courses with a combination of face-to-face and online sessions.
- Fully online and flexible distance learning courses.

* A11. Which ITCILO course(s) did you attend in 2023?

- | | | |
|--|--|--|
| <input type="checkbox"/> Global Workers Academy on Health and Safety at Work as a Fundamental Right: Implications for Trade Union Policies and Strategies / La santé et la sécurité au travail en tant que droit fondamental : implications pour les politiques et stratégies syndicales / La salud y la seguridad en el trabajo como derecho fundamental: implicaciones para las políticas y estrategias sindicales | <input type="checkbox"/> Trade Agreements and the Decent Work Agenda | <input type="checkbox"/> Advancing universal social protection in Asia Pacific: The role of trade unions |
| <input type="checkbox"/> Formation des Cadres Syndicaux dans les pays francophones | <input type="checkbox"/> Digital Global Workers' Academy on the Future of Trade Unions / Académie Mondiale des travailleurs sur l'avenir des syndicats / Academia Mundial de los Trabajadores sobre el futuro de los sindicatos | <input type="checkbox"/> OSH and Violence in the World of Work |
| <input type="checkbox"/> La salud y la seguridad en el trabajo como derecho fundamental: implicaciones para las políticas y estrategias sindicales | <input type="checkbox"/> Protection and Empowerment of Vulnerable Groups | <input type="checkbox"/> Building Trade Union Power: Leading the Future of Work - Climate Change, Just Transition, and Trade Union Strategies for Resilience |
| <input type="checkbox"/> Employment Security and Industrial Relations. OSH and Responsible Supply Chains: The Role of Trade Unions | <input type="checkbox"/> OSH as a Fundamental Right at Work: Implications for Trade Union Policies and Strategies in Africa / La SST en tant que droit fondamental au travail : implications pour les politiques et stratégies syndicales en Afrique | <input type="checkbox"/> Strengthening TU capacities on Climate Change and Just transition for Morocco / تعزيز قدرات النقابات العمالية بشأن تغير المناخ والانتقال العادل في المغرب |
| <input type="checkbox"/> Work, peace and resilience | <input type="checkbox"/> Advancing Women Leadership in Trade Unions / PROMOUVOIR LE LEADERSHIP DES FEMMES DANS LES SYNDICATS | <input type="checkbox"/> Knowledge-Sharing and Networking Event on Trade Union Actions on Sustainable Development / Partage des connaissances et des bonnes pratiques en matière de développement durable / Evento de intercambio de conocimientos y creación de redes sobre acciones sindicales en materia de desarrollo sostenible |
| <input type="checkbox"/> Training of online trainers | <input type="checkbox"/> Formacion Profesional, cambios en el mundo de trabajo de hoy y aplicación práctica de nuevas tecnologías | <input type="checkbox"/> Strengthening TU capacities on Climate Change and Just transition for Egypt, Tunisia and Morocco / تعزيز القدرات النقابية بشأن تغير المناخ والانتقال العادل لمصر وتونس والمغرب |
| <input type="checkbox"/> Equal pay, equal opportunities and equal treatment in the world of work / Igualdad salarial, de oportunidades y de trato en el mundo laboral | <input type="checkbox"/> Advancing Women and Youth Leadership in Trade Unions / تمكين المرأة والشباب في النقابات في الدول العربية | |

* A12. Were the following topics evident in the content and delivery of the training? (Tick as applicable)

- | | |
|---|---|
| <input type="checkbox"/> Gender equality | <input type="checkbox"/> Social Protection |
| <input type="checkbox"/> International Labour Standards | <input type="checkbox"/> Non-discrimination/Equality of treatment |
| <input type="checkbox"/> Sustainable Development | <input type="checkbox"/> Decent Work |
| <input type="checkbox"/> Social Dialogue | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Social Justice | |

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PART B: OUTCOMES AND OVERALL COURSE SATISFACTION (1/1)

In case you attended multiple training courses, take the last training course as

reference point to fill in the questionnaire.

B1. Do you agree with the following statements?

* B1.1 The course was relevant to my needs.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

* B1.2 The course provided many examples that translated theory into practice.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

* B1.3 I can apply the knowledge created in this course to my work setting or other non-course related activities.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

* B1.4 I have already applied knowledge/skills I obtained in this course to my work setting or other non-course related activities.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

* B1.5 The course contributed to my motivation for further development of my competences in the field.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

* B2. To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?

	Very large improvement	Large improvement	Moderate improvement	Slight improvement	No improvement
Competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* B3. Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work? If you cannot give an example, feel free to mention it.

* E4. The training as a whole was...

- Very Good
- Good
- Acceptable
- Poor
- Very Poor

* B4. The effectiveness of the training format was...

- Very Good
- Good
- Acceptable
- Poor
- Very Poor

*** B6. Upon reflecting on the course now, compared to your immediate post-course completion, would you say your level of satisfaction with the course has increased, decreased, or remained the same?**

- Increased
- Remained the same
- Decreased

*** B7. How likely are you to recommend the training to a friend or colleague**

- extremely likely
- not at all likely

*** B8. Do you intend to take another course at the ITCILO?**

- Yes
- No
- Maybe

B9. If yes, on which topic?

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Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (1/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C1 Teaching Presence

C1.1 Design and Organization

*** C1.1.1 Do you agree with the following statement?**

The tutor(s)/facilitator(s) clearly communicated expected learning achievements after course completion.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.1.2 Do you agree with the following statement?

The tutor(s)/facilitator(s) provided clear instructions on how to participate in course learning activities.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.1.3 Do you agree with the following statement?

The tutor(s)/facilitator(s) provided clear instructions on course obligations and assessment methods.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.1.4 Do you agree with the following statement?

The tutor(s)/facilitator(s) clearly communicated important due dates/time frames for learning activities.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.1.5 Do you agree with the following statement? (Only relevant for blended courses)

The integration of online and face-to-face activities in the blended course helped me successfully complete the learning activities.

- Strongly agree
 - Agree
 - Neither agree nor disagree
 - Disagree
 - Strongly disagree
 - Not applicable (face-to-face and fully online courses)
-

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (2/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C1.2 Facilitation

* C1.2.1 Do you agree with the following statement?

The tutor(s)/facilitator(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.2.2 Do you agree with the following statement?

The tutor(s)/facilitator(s) maintained high levels of engagement and active participation among course participants.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.2.3 Do you agree with the following statement?

The tutor(s)/facilitator(s) facilitated the development of a sense of community among course participants

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.2.4 Do you agree with the following statement?

The tutor(s)/facilitator(s) were helpful in guiding the course participants towards understanding the topic.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

2024 External Evaluation of the Training Activities of the ITCILO

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (3/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C1.3 Direct Instruction

* C1.3.1 Do you agree with the following statement?

The tutor(s)/facilitator(s) helped to focus discussion on relevant issues in a way that helped me to learn.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.3.2 Do you agree with the following statement?

The pace and clarity of the presentations delivered by the tutor(s)/facilitator(s) was right for me to understand the key points.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.3.3 Do you agree with the following statement?

The tutor(s)/facilitator(s) provided feedback in a timely fashion.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C1.3.4 Do you agree with the following statement?

The assessment/examination within this course (e.g. tests, reports, portfolios, papers...) is connected to and reflective of the learning activities in the course.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

2024 External Evaluation of the Training Activities of the ITCILO

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (4/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C2 Social Presence

C2.1 Affective Expression

* C2.1.1 Do you agree with the following statement?

Getting to know other course participants gave me a sense of belonging in the course.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C2.1.2 Do you agree with the following statement? (only applicable for online and blended courses)

The online learning platform/system provided adequate tools for social interaction between participants.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable (face-to-face courses)

2024 External Evaluation of the Training Activities of the ITCILO

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (5/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C2.2 Open Communication

* C2.2.1 Do you agree with the following statement? (only applicable for online and blended courses)

I felt comfortable conversing through the tools provided in the online learning platform.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable (face-to-face courses)

* C2.2.2 Do you agree with the following statement?

I felt comfortable participating in the course discussions and interacting with other course participants.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (6/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C2.3 Group Cohesion

* C2.3.1 Do you agree with the following statement?

I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C2.3.2 Do you agree with the following statement?

I felt that my point of view was acknowledged by other course participants.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C2.3.3 Do you agree with the following statement?

Discussions with other course participants helped me to develop a sense of collaboration.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

MEANINGFUL LEARNING EXPERIENCE (7/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C3 Cognitive Presence

C3.1 Triggering event

* C3.1.1 Do you agree with the following statement?

Problems presented by other course participants increased my interest in course-related topics and issues.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C3.1.2 Do you agree with the following statement?

The talks and presentations in this course were thought provoking.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C3.1.3 Do you agree with the following statement?

I felt motivated to explore content-related questions.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C3.2 Exploration

* C3.2.1 Do you agree with the following statement?

I utilized a variety of information sources to explore problems or assignments posed in this course.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C3.2.2 Do you agree with the following statement?

Brainstorming with other participants and finding relevant information together helped me resolve content-related questions.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C3.2.3 Do you agree with the following statement?

Discussions were valuable in helping me appreciate different perspectives.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

2024 External Evaluation of the Training Activities of the ITCILO

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (9/9)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

C3.3 Integration

* C3.3.1 Do you agree with the following statement?

I was able to combine information learned from different sessions to answer questions raised in course activities.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C3.3.2 Do you agree with the following statement?

Learning activities helped me construct explanations/solutions for the problem I wanted to solve.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

* C3.3.3 Do you agree with the following statement?

I was able to reflect on course content and discussions to understand fundamental concepts in this course.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not applicable

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

D1 Learning Support

* D1.1 Do you agree with the following statement?

The course was organised in a logical, consistent and sensible manner.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D1.2 Do you agree with the following statement?

When I had questions or needed support in any aspect of the learning process (e.g. interacting with course materials, understanding the content, studying individually...), I was able to receive timely and effective help from tutor(s)/facilitator(s).

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D1.3 Do you agree with the following statement?

I was provided with all the necessary learning resources (e.g. literature, tools, software...) for completing the course successfully.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D1.4 Do you agree with the following statement?

The learning resources provided in the course are relevant and of high quality.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

2024 External Evaluation of the Training Activities of the ITCILO

PART D: LEARNER SUPPORT (2/4)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

D2 Technical Support

* D2.1 Do you agree with the following statement? (only applicable for face-to-face and blended courses)

I was sufficiently supported in using the learning facilities necessary to successfully complete the course

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable (fully online courses)

* D2.2 Do you agree with the following statement?

I had many technical issues in this course.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D2.3 Do you agree with the following statement?

I knew where to ask for help when I had any technical or practical issues.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D2.4 Do you agree with the following statement? (only applicable for online and blended courses)

Technical support responded to my issues in a timely manner.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable (face-to-face courses)

* D2.5 Do you agree with the following statement?

Technical support was effective in resolving my issues.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

2024 External Evaluation of the Training Activities of the ITCILO

PART D: LEARNER SUPPORT (3/4)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

D3 Usability

* D3.1 Do you agree with the following statement? (only applicable for online and blended courses)

I found it easy to access the online learning system e-Campus.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D3.2 Do you agree with the following statement? (only applicable for online and blended courses)

I knew where to ask for help when I had any technical issues with the online learning system e-Campus

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D3.3 Do you agree with the following statement? (only applicable for online and blended courses)

I found it easy to navigate in the online learning system e-Campus.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable

* D3.4 Do you agree with the following statement? (only relevant for online & blended courses)

I had regular issues with Internet connectivity that disrupted online learning.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Not Applicable (face-to-face courses)

PART D: LEARNER SUPPORT (4/4)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

D4 Devices

* D4.1: Do you agree with the following statement? (only relevant for online & blended courses)

I was able to freely choose and use different devices (laptops and mobiles) to pursue online learning.

- Yes
- No
- Not Applicable (face-to-face courses)

If not, please specify the devices that you could not use.

PART E: DIFFERENT MODES OF DELIVERY TO REACH THE TARGET GROUPS (1/1)

In case you attended multiple training courses, take the last training course as reference point to fill in the questionnaire.

* E1. Regarding your experiences with learning, what would you prefer in the future?

- Face-to-face courses on-campus in Turin or at regional training centers.
- Blended learning courses with a combination of face-to-face and online sessions.
- Fully online and flexible distance learning courses.

E2. Regarding your experiences with online interaction, communication, and content delivery, during last year the following tools and services were used... (only relevant for online & blended courses)

* E2.1: Asynchronous discussion forum.

- Too Often
- Just enough
- Not often enough
- No opinion

* E2.2: Synchronous video conferencing (e.g., a webinar via Zoom).

- Too Often
- Just enough
- Not often enough
- No opinion

* E2.3: Asynchronous video content (e.g., a recorded guest lecture or video presentation).

- Too Often
- Just enough
- Not often enough
- No opinion

* E2.4: Simulations in virtual environments (virtual reality).

- Too Often
- Just enough
- Not often enough
- No opinion

* E3. Did the mode of delivery of this course (i.e. online, face-to-face or blended) align with your schedule and availability?

- Yes
- No

* E4. Did the mode of delivery of this course (online, face-to-face or blended) effectively address your learning needs and preferences?

- Yes
- No

* E5. Did the mode of delivery of this course (online, face-to-face or blended) provide the necessary flexibility or structure required for your learning style?

- Yes
- No

* E6. How would you rate the level of engagement and interaction available with this specific mode of delivery (online, face to face or blended)?

- Very Good
- Good
- Acceptable
- Poor
- Very Poor

* E7. Were there sufficient opportunities for participation, collaboration, and discussion?

- Yes
- No

E8. If NO, what was missing?

* E9. How well did the mode of delivery of the course (online, face-to-face or blended) allow for sufficient support and guidance throughout the training?

- A great deal
- A lot
- A moderate amount
- A little
- Not at all

* E10. How well did the mode of delivery of this course (online, face-to-face or blended) support the achievement of the learning objectives?

- A great deal
- A lot
- A moderate amount
- A little
- Not at all

* E11. Did you feel that the mode of delivery (online, face to face or blended) enhanced your understanding and application of the course content?

- Yes
- No

* E12. Were you satisfied with the mode of delivery that was used for this course?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

* E13. Would you recommend following a ITCILO course with this specific mode of delivery to others?

- Yes
- No

E14. Do you have any suggestions or recommendations for improving the specific mode of delivery of your course to better reach and serve the target groups?