Independent external evaluation of the ITCILO training and learning activities
in the area of labour migration
from the beginning of 2017 till mid-2018

FINAL EVALUATION REPORT

Prepared by:

Patrick A. Taran

Independent Expert Evaluator

with technical assistance by Olga Kadysheva

for

Global Migration Policy Associates

Geneva

under contract with the ITCILO, Turin

August 2019

GMPA

Table of contents

1. EXECUTIVE SUMMARY

This evaluation reviewed ITCILO activities on labour migration; it highlights a heretofore unsung success story of the ITCILO and results of its learning approach and content.

The evaluation conducted over a two month period and reviewed 15 training activities on labour migration/migration for employment over the period of early 2017 to mid-2018. That time period allowed a one to two year post-course period to measure implementation of knowledge and skills acquired and impacts achieved by application of training. Activities covered included Labour Migration Academies, thematic courses, country specific trainings and worker/trade union trainings, as well as an international working group setting global labour migration statistical standards.

The evaluation utilized standard international evaluation criteria of *relevance*, *coherency of design, effectiveness, efficiency, management arrangements*, and especially, *implementation* and *impact* of the training activities. The evaluation incorporated ITCILO criteria on *quality*, *knowledge acquisition*, *change in behaviour,* and particularly, *knowledge application*.

Findings, conclusions and recommendations were derived from a comprehensive review of documentation on the courses, from extensive interviews with an array of training stakeholders, from a large survey of participants, and from a case study and focus group exercise with trade union/worker participants and ITCILO actors. 108 participants in the labour migration training activities responded to the extensive on-line survey comprising 17 topical questions, several asking detailed *write-in* responses.

Striking in the findings were the very high level (67%) and extent of implementation of knowledge and skills learned in the training, and the large impact achieved resulting from the training.

Among the most salient findings: an overall high level of satisfaction on meeting participant training needs and priorities on migration issues, 74% saying *fully* or *to a great extent*, and another 21% indicating *sufficiently* --meaning 95% were satisfied or more than satisfied.

Regarding *implementation*, nearly all respondents indicated that the course either provided *"a significant input to daily work"* (46%) or was "*helpful in solving specific questions"* (49%), together 95% of respondents.

A majority, 67%, of all respondents assessed *very large* (20%) or *large improvement* (47%) in their competencies. Another 31% indicated moderate improvement. Similarly, a total of 67% indicated either *very large improvement* (19%) or *large improvement* (48%) in their job performance.

103 of the total 108 respondents to the survey indicated concrete *impacts* on their institution and/or country resulting from applying training content; most indicated application in several action areas. 64 respondents (60% of the total respondents) provided identification of specific tangible changes in legislation, policy, and practice demonstrating impacts resulting from their application of course learnings.

These *impacts* included new legislation introduced or passed in parliament; new national policy proposal in process; new measures to protect migrant workers in own country, instances of strengthened social dialogue/cooperation on migration; enhanced coordination mechanisms or forums on migration; new attention to migration in own institution and/or a new mechanism on migration in own organisation. Examples are cited in Chapter 5 in each activity summary.

Regarding *relevance*, most of the ITCILO activities on labour migration reflected a content consistent with ILO concerns of decent work, social justice and the sustainable development agenda, as well as international labour standards, social protection and gender equality. All of the migration-related trainings deliberately implemented ITCILO methodology and innovative learning approaches.

There is evident need for a more strategic, programmatic approach to the ITCILO training activity in the field of migration, currently defined as a 'portfolio' of activities. In complement, increased cooperation with the ILO international migration branch and enhanced engagement of the latter on training are merited for a more coherent, integrated approach capable of maximizing benefits for the ILO tripartite constituency in the crucial area of knowledge and skills.

The engagement of ILO technical cooperation projects on migration in training activity in cooperation with ITCILO has allowed involving a total of some 500 constituents and others worldwide in Labour Migration Academies, country dedicated trainings and specific theme courses over the 18 month period of training activities covered by this evaluation.

Regarding *effectiveness of management arrangements*, the evaluation found that existing management arrangements have reasonably effectively underpinned successful organisation of activities –especially as measured by participant satisfaction and learning implementation and impact outcomes. However, due to budget limitations, the allocation of staff resources is not commensurate with constituent need and wider demand for training in this critically important field.

The evaluator noted that ITCILO is highly competitive in cost for competent, professional, high quality training in the arena of migration. It is relatively inexpensive for *excellence training* at the quality standards essential to train leaders, policy-makers and practitioners able to do their jobs well in government, social partner organisations and other concerned entities.

The Conclusions highlight that the Center and ILO benefit from worldwide recognition of ITCILO as the global center of excellence for training on migration for employment/labour migration. The ITCILO knowledge base, experience, staff and methodology combined with the unparalleled infrastructure of the Center are acknowledged as a huge and unique asset for global learning.

The conclusions also emphasize a huge unmet need and potential demand for the unique, specific and highly relevant ITCILO training on migration; training that is standards-based, and technically competent with an integrated approach to migration, migration for employment and international skills and labour mobility. Furthermore, a large potential audience for the ITCILO training on migration awaits beyond ITCILO and ILO constituents.

There is need to expand the offer of courses, both in numerous national contexts and in ILO core concerns on migration including on application and reporting on relevant International Labour Standards; social dialogue and tripartism regarding migration; decent work and labour inspection for migrant workers; gender and migration; and equality and anti-discrimination for migrants.

Deriving from the evaluation findings and conclusions, the six main recommendations urge:

1. Defining a strategic, programmatic approach for ITCILO training in the field of migration.

2. Strengthening incorporation of ILO and ITCILO "basics" in a written core curriculum and in specific topical/thematic activities concerning migration for employment, also as guidance for activities with external partners.

3. Enhancing cooperation on training with ILO technical cooperation (TC) projects, including by incorporating training components in all ILO TC projects on migration-related concerns.

4. Enhancing dialogue, synergies, coordination and mutually-defined cooperation across the Centre and with the ILO on migration activities.

5. Developing a strategic approach on promotion of ITCILO activities and knowledge sharing on migration for employment, in particular beyond the core "ILO constituencies".

6. Building implementation support and impact monitoring of training into the agendas of constituent organizations, TC projects and activity of other partners.

2. INTRODUCTION AND CONTEXT

2.1 The Evaluation project and its logic

This report presents documentation, findings, conclusions and recommendations of the 2019 Evaluation exercise for the International Training Centre of the International Labour Organization (ITCILO) in Turin, focussed on its activities on *migration for employment*[1]/labour migration.

The International Training Center of the ILO is the "training arm of the International Labour Organization." It "runs training, learning and capacity development services for governments, employers' organizations, workers' organizations and other national and international partners in support of Decent Work and sustainable development." It has its own semi-autonomous governance board and administrative structure.

Labour migration is identified as one of the 23 main areas of expertise of the ITCILO.[2] In the current global context of increasing international labour and skills mobility, and as adjunct to a strategic priority concern for ILO, the ITCILO migration *portfolio* can be considered a key activity area for the Centre. Its importance, its impact and its potential made this important activity area a natural and timely choice for the annual evaluation exercise.

An overall intent of this evaluation was to support ITCILO remaining the *Centre of Excellence* providing appropriate knowledge, training, capacity building and orientation for tripartite governance and administration of *migration for employment* worldwide.

As per ILO guidance, this exercise invoked a s*trategy and policy* evaluation–reviewing impact, effectiveness and benefits of programmatic delivery on a core competence and strategic activity area of the Organization. It simultaneously involved a classic *'project'/activity* assessment of relevance, efficiency, effectiveness, sustainability and contribution to broader impact.

The evaluation examined "whether or not the best approach was taken and if it was optimally executed" and focuses on "achievement of development results within their respective contexts, taking into account design, implementation and management processes." The approach drew on evaluation criteria of the Development Assistance Committee of the Organisation for Economic Co-operation and Development (OECD/DAC) as a core reference.

This evaluation incorporated ITCILO criteria on *quality*, *knowledge acquisition*, *change in behaviour, knowledge application* and *impact*. It reviewed substantive content and management arrangements in view of *results based management* intentions as well as outcomes and impact.

In brief, the evaluation comprised five interactive stages outlined below in *methodology.* The findings were drawn from analysis and triangulation of information and knowledge obtained through all of the evaluation activity, from which recommendations were formulated based on those findings and conclusions.

An outline of contextual features below summarizes the complex economic, political and technical context in which this ITCILO activity occurs. These contextual factors and the ILO place and role on the topic are determinants for the character and content of ITCILO migration training activity, as are the perspectives and interests of tripartite constituents.

---

[1] This evaluation refers to the ILO normatively defined term *migration for employment* to ensure accurate and inclusive reference. The term *labour migration* is subject to diverse usages and interpretations, some of which diminish ILO competences and the application of International Labour Standards to migrant workers.

[2] https://www.itcilo.org/en/areas-of-expertise

2.2 Contextual Determinants: migration, development and the ILO

Migration today is primarily about international labour and skills mobility in a globalized world. That mobility is key to: sustaining the *world of work* in the Twenty-First Century; to the viability of labour markets worldwide; to obtaining return on capital in a globalized economy; and to development.

Migration for employment is a major concern worldwide for the tripartite constituency of the International Labour Organization (ILO). Protection and decent work for migrant workers has been on the ILO agenda since its founding in 1919. Thus it is naturally a key area for training and knowledge sharing at the ITCILO.

Today, it can be said that over 90 percent of migration is bound up in employment and economic activity outcomes. ILO calculated that 164 million of the 254 million people[3] –including refugees – resident outside their countries of birth or origin in 2017 were economically active[4] —employed, self-employed or otherwise engaged in remunerative activity. Millions more *migrant workers* are in temporary, short-term or seasonal employment not included in the global count of migrants resident in another country. Taking into account family members of working migrants means that nearly all international migrants --including most *refugees*-- are either engaged in the *world of work,* or dependent on persons who are.

Migration represents growing portions of work forces in many countries across Asia, the Americas, the Caribbean, Europe, and Eurasia. Most migration takes place within regions; 52% to over 60% of migration originating in Africa, Asia, the Caribbean, Eurasia, Europe and South America remains within those regions. Much of that migration takes place within twelve Regional Economic Communities with formal regimes of free circulation of persons, involving more than 100 countries.

This context presents the ILO tripartite constituency with large challenges in accommodating changing composition and increasing diversity in national workforces, in ensuring equality of treatment and protection for all workers, and in upholding regulatory governance; in short, implementation of the ILO norms-employment-social protection-tripartite agenda towards decent work and social justice.

These challenges become more acute as the majority of the world's countries experience work-force aging and decline over the next 15 years. More than 120 of 224 recognized countries and political territories are today at or well below *zero population growth* fertility rates[5]. All of these countries face increasing departures from the work-force uncompensated by decreasing numbers of youth entrants. All require immigration as one of the measures to compensate for work-force decline as well as technological evolution and changes in the organisation of work and where it takes place. Yet many countries do not have adequate or appropriate legislation, nor policy, practices and institutional capacity to effectively govern migration.

The *global skills crisis* is already critical, with estimates that the worldwide shortage of high skilled and trained technical skills is projected to reach 85 million by 2020. 38-40 million skilled workers with tertiary education needed by employers will be lacking. Another 45 million will be missing with

---

[3]Extrapolated from UN Department of Economic and Social Affairs (DESA), *The International Migration Report 2017 (Highlights).* https://www.un.org/development/desa/publications/international-migration-report-2017.html As noted in DESA estimates, "The estimates are based on official statistics on the foreign-born or the foreign population, classified by sex, age and country of origin. Most of the statistics utilised to estimate the international migrant stock were obtained from population censuses. Additionally, population registers and nationally representative surveys provided information on the number and composition of international migrants."

[4]ILO. ILO Global Estimates on Migrant Workers. International Labour Office, Geneva, 2017. http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_436343.pdf

[5]*CIA World Factbook, Country Comparison: Total Fertility Rate*(s) at https://www.cia.gov/library/publications/the-world-factbook/rankorder/2127rank.html. 2.1 to 2.2 children per woman (average) is considered the 'replacement rate' of *zero population growth*, below which population will decline. Workforce decline generally predeeds population decline as people in all regions are living longer.

needed technical, vocational and scientific skills, particularly in developing countries.[6] International skills mobility continues to rise in importance as already today employers worldwide cannot fill one in three jobs on offer with the needed level of skills.

Meanwhile, pressures for labour displacement and emigration from countries North and South remain intense; in some situations they have significantly intensified. A main factor remains the absence of jobs and decent work in countries with growing youth populations.

However, many migrant workers are at risk of exploitative, unprotected work even as they provide skills and labour that sustain enterprises, employment and competitiveness. In some situations, migrant workers remain in irregular situations at risk of abuse while providing cheap, flexible labour in agriculture, construction, services and other sectors.

Protection of human and labour rights and to attention to decent work are thus essential pillars of any approach to international labour mobility. In particular, application of international labour standards and their domestication to all workplaces formal or informal, especially where migrants are employed is a central consideration.

Although migrant workers contribute to the economies of both destination and origin countries, they are often not taken account of in national social security schemes. Extending social security to migrant workers is imperative to ensure welfare and social cohesion in every country and region.

The term *feminization of migration* highlights that women and girls comprise 48.4% of all international migrants today[7], and different from previous times, most women migrants are economically active. They often migrate on their own rather than as dependants. Attention to risks faced by migrant domestic women workers highlights the generalized lack of effective protection faced by women migrant workers in agriculture, in textile sweatshops, in services and elsewhere.

An urgent concern is the generalized rise of discriminatory practices and of racist and xenophobic behaviour against migrants, particularly migrant workers. The situation is aggravated by lack of vigorous responses by most governments to anticipate, discourage, prevent and prosecute manifestations of racist and xenophobic hostility and violence against foreigners.

The governance framework

International Labour Standards are central pillars of the international framework for governance of migration. At the core of the global framework for governance of migration are three complementary instruments on international migration, namely two ILO Conventions on migration for employment and the International Convention on the rights of migrant workers[8] along with application of virtually all 'up to date' International Labour Standards.[9] Protection of migrants rights requires recognition and enforcement of these standards in national law and practice.

Meanwhile, the **UN 2030 Sustainable Development Agenda** --the broadest contemporary global consensus policy framework-- is designated as a key guide to application and implementation of the ILO agenda. Explicit reference to migration is laid out in Sustainable Development Target 8.8 on protecting labour rights and promoting safe and secure working environments for all workers including migrant workers and 10.7 on "safe, regular and responsible migration and mobility"; while

---

[6] McKinsey Global Institute. Jobs, pay, and skills for 3.5 Billion People. McKinsey & Company, 2012 http://www.mckinsey.com/global-themes/employment-and-growth/the-world-at-work

[7] UN Department of Economic and Social Affairs (DESA). *The International Migration Report 2017 (Highlights).* https://www.un.org/development/desa/publications/international-migration-report-2017.html

[8] ILO Convention 97 on Migration for Employment (1949), ILO Convention 143 on migrant workers (Supplementary Pro-visions) of 1975, and the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW)

[9]Texts, ratification status and related information available respectively at: http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:1:0 and: http://www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx

more than 45 SDG Targets across 16 of the 17 SDGs apply to migrant workers and their families, as well as to refugees, migration, and/or migration-compelling situations.[10]

The *New Urban Agenda* constitutes the global guidance framework for governance and welfare in cities worldwide –where most migrants and refugees reside.[11] Adopted by global consensus at Habitat III in Quito in 2016, the NUA calls for all cities to adopt law, policy and practice "promoting, as appropriate, full and productive employment, decent work for all and livelihood opportunities in cities and human settlements, with special attention to the needs and potential of women, youth, persons with disabilities, indigenous peoples and local communities, refugees, and internally displaced persons and migrants..."

The inter-governmental **Global Compact for Safe, Orderly and Regular Migration** (GCM)[12] and the **Global Compact on Refugees** (GCR),[13] both adopted by the UN General Assembly in December 2018, provide relevant non-binding guidance for international cooperation and national migration management. The GCM provides an extensive agenda of policy and practical measures including on labour migration; some however reflecting lower expectations than International Labour Standards. The GCM also draws out a number of migration control measures, several of which are not conducive to protection of migrant workers.

The training context

A major contextual factor for ITCILO training and capacity building activity on migration for employment/labour migration is the growing number of training initiatives on migration offered and promoted by several other international institutions as well as academic centers and non-governmental entities. This represents increasing *market competition* by other institutions expanding training activities addressing migration for employment. However, activities by other institutions are generally deficient in attention to core topics of international labour standards, tripartism, decent work, and social justice.

Nonetheless, other training initiatives have actively recruited participation from the ILO constituency – but offering training content differing if not contending with the ILO approach. One large agency manifestly seeks to capture engagement of all actors in its activities. These activities, however, reflect a global *migration management* paradigm – a framework distinct from and objectively contending with the ILO approach to governance of migration based on normative rights, tripartism, the decent work agenda and social protection.

---

[10] GMPA. *The Sustainable Development Goals and Migrants/Migration Regarding the UN 2030 Sustainable Development Agenda: Relevant SDGs and Targets, Rationales for Inclusion, Implementation Actions, and Realization Measurement Indicators.* Global Migration Policy Associates. Prepared by P. Taran et al. Revised 2018. www.un.org/en/development/desa/population/migration/events/coordination/14/documents/backgrounddocs/GMPA_14CM.pdf

[11]Text available in multiple languages at http://habitat3.org/the-new-urban-agenda/

[12] Text at: https://refugeesmigrants.un.org/sites/default/files/180711_final_draft_0.pdf

[13] Text at: https://www.unhcr.org/gcr/GCR_English.pdf

3. PURPOSES, SCOPE AND USERS OF THE EVALUATION

3.1 Purposes

The formal terms of reference for this exercise defined the purpose "to address performance and impact of the Center's training and learning activities in the area of *migration for employment*, to identify relevant contributors and barriers, and to facilitate organizational learning for better planning and delivery of the Centre's training offers."

The design of the evaluation, the evaluation questions, and the methodology were intended to understand what works in what context under which conditions for what purposes and with what outcomes, towards enabling a full understanding to offer recommendations for improvements and sustainability.

The evaluation questions and methodology sought to:

- Evaluate the content, process, participation and results obtained by training exercises
- Measure to the extent possible the relevance, effectiveness, outcomes, and impact of the training activities and the programmatic approach, and consider the aggregate impact and consequences of the programme with reference to the ILO agenda and approaches.
- Give specific attention to ILO core considerations on International Labour Standards, tripartism, social protection, and sustainable development, as well as gender and equality/diversity.

As per current ILO evaluation guidance, emphasis was to:

- Evaluate the model(s) and methodologies of training, capacity building, knowledge sharing, guidance, etc. in view of outputs, results and outcomes in terms of evaluation criteria.
- Review the content and approach of the ITCILO programme in relation to contemporary migration for employment, decent work and development contexts, with particular regard to relevance and effectiveness in addressing governance questions and retaining the primacy of ILO approaches.
- Identify areas and measures to strengthen content and approach to best respond to current challenges.

Evaluation is understood in the ILO Evaluation Manual, as "a critical means to improve decision-making, generate knowledge in the organization and provide verifiable evidence of relevance, effectiveness, efficiency, impact and sustainability. An evaluation provides an assessment of a particular intervention, focusing on what works, what does not work, and why this is the case."

This evaluation similarly referred to the **ITCILO Standard Evaluation Framework**, measuring across key criteria of *quality*, *knowledge acquisition*, *change in behaviour* and *knowledge application* and *impact*.

3.2 Scope of the Evaluation

The evaluation assessed training and learning activities delivered from the beginning of 2017 until July 2018. This provided an interval of 9 to 24 months between training and evaluation, allowing sufficient elapsed time to assess outcomes in terms of use, application and effects of training content by participants, and tangible impacts in their respective contexts.

The two groupings of activities assessed were:

• Activities in the thematic area of labour migration mainly delivered by the SPGT Programme, i.e. the main area of expertise of these activities is classified as labour migration; (list in Annex 1)

• Activities where migration is main-streamed: those linked to the ILO outcome on promoting fair and effective labour migration policies and/or to the thematic area of labour migration.

This evaluation focused on fifteen activities that took place over the 2017 to September 2018 period, twelve of them overseen by the SPGT programme.

Activities reviewed included the Labour Migration Academies in 2017 and 2018; open registration topical courses; project specific trainings; and tailor made events sponsored by governments, international organisations or international cooperation agencies. The evaluation also reviewed several other ITCILO training activities where migration was 'mainstreamed', as well as migration training under ACTRAV auspices.

The evaluation was conducted in a compact time frame, from 20 April initiation to early July delivery of a final report, a period of eleven weeks. The evaluation process entailed: study of all documentation obtained; evaluation process organizing; preparation of an inception report; data assessment; consultations on-site across ITCILO; participant interviews; stakeholder/partner consultations; conducting a survey sent to all participants in the activities under review; two in-depth case studies --on Ethiopia-focused activities and on trade union/worker constituency involvement and outcomes; two virtual focus group discussions; analysis of all inputs; formulation of findings and recommendations; and preparation of this report.

3.3 Users of the Evaluation

The main users of the evaluation will be:
- the Board of the Centre
- the Management Team of the Centre
- the Training Department directorate
- the technical programmes.

The report is intended to enhance the relevance, coherency, impact and global standing of the ITCILO training and related activity on migration, as well as improve efficiency and effectiveness of management arrangements.

This report may be helpful to a wider constituency, given that the arena of migration merits –indeed requires-- engagement and support from the wider ILO constituency. That support can only be sustained by ongoing communication, knowledge sharing, and promotion of the activity itself.

4. METHODOLOGY OF THE EVALUATION

This evaluation was framed by six basic *evaluation criteria* established under *Evaluation Criteria* and *Key Questions* in the Terms of Reference for the independent external evaluation. These were:

*Relevance; Validity and coherency of Design; E*ffectiveness; Impact and Sustainability; Efficiency; and *Effectiveness of management, visibility and monitoring arrangements.*

The evaluation also addressed cross-cutting policy drivers of the Centre: 1) innovation and learning; 2) gender equality and diversity; and 3) tripartism, social dialogue and international labour standards, the latter also being mandate and policy drivers of the ILO.

The Evaluator applied a mixed-method approach combining quantitative and qualitative methods to obtain and analyze data from multiple sources. The methodological components included: firstly analysis of documentation; secondly conducting interviews and a survey and analysing responses; thirdly elaboration of initial findings and conclusions; fourthly conducting focus groups to prepare case studies, and fifthly preparation of the final report incorporating comments from ITCILO and selected key referents. The main components were:

- **Desk review**: review of policy and training activity documentation, documentation from participants on application and impact of training, documentation on ILO and migration context, and analysis of existing administrative and in-house evaluation data.

The evaluator studied four to eight documents per activity including: programme documents and activity descriptions; activity agendas; participant lists; narrative activity reports; and participant evaluation reports as well as presentation materials from various courses. Documentation was also obtained regarding some examples of use, implementation and impact of the training.

- A **Survey**, sent to all participants (in English, French and Spanish as per participant languages) in all activities under review solicited data from a significant number of participants reflecting most of the activities reviewed. 108 survey responses were received, a response rate of 22 percent. A detailed analytical review of the survey responses is included as Chapter 6.

- **Interviews**: a total of 25 interviews were conducted --in person or by direct tele-connection; one interviewee provided written answers to questions by email -- with former participants, trainer experts, Centre staff, institutional partners and donors, and with ILO referents. The list of informants interviewed is given in Annex 5. Interview exchanges were oriented by selected guiding questions among those shown in Annex 3.

All of the interviews were one hour to 90 minutes in length, several went to two hours, nearly all were in person or with visual as well as audio engagement (Skype, WhatsApp). Interviews were semi-structured, based on a master list of indicative questions but allowing a collegial exchange encouraging referents to express their perceptions and concerns freely.

- **Case Studies**: two in-depth examinations were developed on the impact of the Centre's training and learning activities in the participants' organizations and contexts, based on assessment of documentation, findings of interviews with selected participants, consultations with stakeholder and partner referents, and verification discussion in focus groups.

1) *Trade union/worker case study* reviewing participation and application of training activity content to examine the involvement of and benefits for a main ILO constituent grouping around which specific activities as well as components of other migration activities have been organized. Interviews were conducted of worker organization participants in activities including specific sessions of Academies, plus interviews with ITUC and ACTRAV/workers bureau referents.

2) *Ethiopia country case study*, reflecting dedicated courses for Ethiopian tripartite participants, to examine and feature migration programme activity focussing on specific countries. (Country

specific migration activities also addressed Bangladesh, Ecuador, Panama and Turkey.) Interviews and evaluator experience were sources for data and perspective along with relevant documentation.

- **Focus Group**: Two sessions of a worker/trade union focus group with trade union participants (Africa, Asia, Middle East, supplemented by an interview with an Americas/Caribbean participant) and ITCILO-ACTRAV colleagues served as a review panel to elaborate and verify the case study and to solicit comments on findings from desk review, interviews and survey responses.

5. REVIEW OF ACTIVITY IMPLEMENTATION

5.1 ITCILO Migration activity

Labour migration is identified as one of the 23 main areas of expertise on the ITCILO website.[14]The main ITCILO *Migration Portfolio* is an activity area within one of the eight main ITCILO programme areas: the Social Protection, Governance and Tripartism (SPGT) programme[15]. The migration portfolio is by practice a clustered set of activities to facilitate and convey knowledge acquisition, capacity building, skills enhancement and methodological training, as well as advisory services and project actions for the ILO tripartite constituent stakeholders in governing migration and ensuring protection of migrant workers and their families worldwide.

ITCILO training activity focussed on migration has been developed over two decades. The number of activities addressing labour migration/migration for employment has progressively increased to more than twenty migration-specific activities in 2019, most under the SPGT programme, as well as a major annual training under ACTRAV and several courses with other thematic titles in which migration aspects are a major component.

Labour migration training has been a specific programmatic area of the ACTRAV programme at ITCILO Turin over the last four years. Migration-concerned modules have been incorporated in other training activities including various Academies across several of the eight ITCILO programme areas. The Centre also hosted two sessions in 2017-2018 of the international working group developing international labour statistical standards on labour migration.

The ITCILO *Migration Portfolio in the SPGT programme*

The *migration portfolio* is understood to comprise the conceptual, organizational and management functions for a substantial set of diverse and sometimes complex training activities both at the ITCILO campus in Turin and in different locations around the world. It also provides inputs and contributes to organising other ITCILO activities in which (labour) migration is a component.

Activities of the staff responsible for this portfolio are intensively operational, including 1) supporting, organising and coordinating relevant meetings and trainings; 2) soliciting funding and other resources and/or partnerships to do so; 3) determining the content, agenda and learning approach/methodologies for each activity; 4) arranging expert course faculty/lecturers/facilitators; 5) organizing and conducting outreach, publicity, and promotion of each activity as relevant; 6) maintaining a virtual web-based knowledge sharing platform with sections/pages for each activity, with emphasis on 'continuing education/participation by activity participants; 7) conducting participant-based evaluation of each activity; 8) preparing reports on activities; 9) engaging in follow-up with participants, in some cases sequel training activities; 10) developing tools, materials, and topic specific approaches for the wider ITCILO e-learning system.

---

[14] https://www.itcilo.org/en/areas-of-expertise

[15] https://www.itcilo.org/en/the-centre/programmes

5.2 Summary review of ITCILO activities on labour migration 2017 - mid-2018

Arranged by category of activities

The review of activities included the following steps:

a) study of core documents (as available): flyer and/or terms of reference document, activity agenda, activity final report if available, participant list, resource person/trainer list, review of online platform, pre-course introduction, first day presentations –overviews, etc., main topical presentations, participant evaluation summary.

b) assessment of the participant survey results pertaining to the activity (as per responses)

c) interviews with ITCILO and ILO staff, with expert trainers, and with representatives of partner stakeholder organizations where relevant.

c) interviews with 1-2 participants in each activity

d) questions about the activity in interviews with ITCILO and ILO officials, trainers, relevant partners.

5.2.1 Labour Migration Academies

(1) Labour Migration Academy (LMA) 2017
3-14 July 2017, ITCILO Turin
Arabic, English and French

Purposes & Objectives

Title: "Enhancing protection, promoting sustainable development, facilitating fair and effective labour migration governance". Stated objectives were (in brief):

- Address key issues and policies regarding labour migration at global and regional levels;
- Gender perspective;
- Promote migration-development linkages and rights-based approaches to labour migration;
- Recognize the pivotal role of social dialogue and key world-of-work actors;
- Analyze and use International Labour Standards, ILO and UN supervisory mechanisms and procedures for protecting migrant workers' human rights, including labour rights;
- Deepen and master the "Decent Work" approach for migrants and refugees.

The title and objectives fully addressed ILO and ITCILO core themes. Anecdotal data from interviews and responses to the evaluation survey indicate that participant needs and expectations were largely satisfied.

Agenda and topics

Organized with daily plenaries and discussions on key issues and separate elective sessions on topics listed above. Topics of the plenaries were: ILC and GCM governance perspective, SDGs, Rights-based approach on migrant protection; regional labour mobility, reinforcing social dialogue, crisis situations, fair recruitment, and fair migration policy.

Sessions and elective sub-theme tracks addressed: labour inspection; regional labour mobility; protection in vulnerable situations; social dialogue; economic contribution; gender; fighting xenophobia; statistics; informal economy; access to services; youth employment; returnee reinsertion; social protection; BLAs, plus a special track that constituted a worker/trade union *academy* reported below in the trade union case study as activity 3.

The agenda and content of the LMA showed a design inclusive of and consistent with ILO and ITCILO core themes as well as main ILO topical concerns on migration. Participant evaluation comments noted below indicated that nearly all participants felt their expectations were met or exceeded.

Technical Content
Expert presentation materials particularly by ILO experts generally provided comprehensive, detailed knowledge on the respective topics, such as the rights-based approach and international labour standards, human rights conventions and other mechanisms. The LMA site contains an impressive list of publications and a listing of some of the relevant ILO conventions with links to texts. However, this reviewer found less perspective about acting on knowledge on some topics, such as ratification of conventions, fighting xenophobia, in presentation material.

A thorough assessment of content required reviewing the presentation texts/slides and discussion records, an extensive endeavour beyond evaluation scope and capacity. However, an overview reading of the materials posted on the LMA internet platform noted considerable detail on some of the course topics as well as several items lacking appropriate definitions and/or reference to ILO normative standards. Several factual errors were also noted in a few items.

Experts/Trainers
Senior ILO experts presented on the key topics, while external experts on some topics.
Participant end-of-course evaluations indicated satisfaction with the level of competence of presenters and/or combinations of presenters, with a couple of exceptions.

Participation
84 participants from 35 countries in all regions, with a wide range of professional identities and engagements, in particular a strong presence of labour ministries and a number of trade union and employer organisation delegates.

Methodology
The LMA report indicated reliance on a combination of expert presentations and sharing of participant experience and concerns, the majority of sessions incorporated participatory elements –role play, group work. These were generally appreciated by participants as noted in their evaluation forms. The effectiveness was evidently also indicated by relatively high overall average score in the end-of-course learning achievement test (see below).

The LMA followed the standard ITCILO three phase approach: (1) a pre-training phase (online platform): initial information on course content and introductory module; (2) the two week face to face residential learning phase, with lectures, discussions, case studies, role-play, and group work. (3) the follow-up online platform exchange, with posting of course material, new resources, as well as discussion/consultation among participants and experts.

Course Evaluation
A final exam with 10 multiple-choice format was administered on the final session of each elective session. The overall average score of 7.86 indicated that learning objectives of the LMA were achieved to a high degree measured by a testing assessment. Participant evaluation forms assessing each of the 21 sessions or elective sub-sessions answered by most participants indicated their expectations were either met or exceeded --in most cases by more than 90% to 100% in each case. Generally only one or two participants indicated expectations were not met.

Management, communication, monitoring
Extensive, detailed planning, monitoring, reporting, end-of-course evaluation and testing of participant knowledge acquisition were all evident from course design, participant evaluation reporting and from test results.

Results
Implementation of learning
17 participants in this LMA responded to the survey; 15 of 17 indicated using/implementing course knowledge and/or skills in 1 to 6 of 7 areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work; (7) enhancing tripartite dialogue on migration.
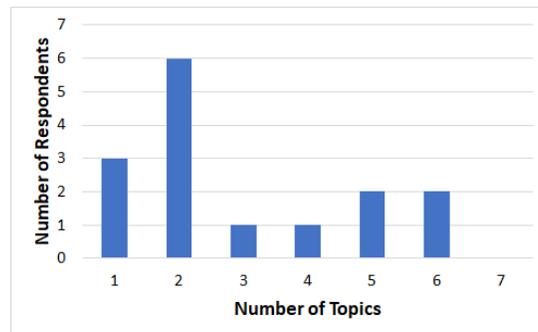
The majority of respondents indicated application of knowledge in several of these areas, which can be interpreted as a relatively high degree of application, both in number and range of key actions.
(Refer to Chapter 6 on participant survey for more information.)

Among examples cited were:
- Applying in communication with migrant workers in organizing and education (MTUC)
- Improving work quality among intercultural mediators active in the domestic work sector
- Raising awareness and changing attitudes of leaders regarding migration
- Incorporated the issue in labour union the planning
- Revised our strategy document, in terms of quality of work and appropriate treatment of migrants
- Setting up a reintegration project for Tunisian and Sub-Sahariens with OFII.

Impact of application of experience and content of the LMA
16 of the 17 respondents identified concrete impacts obtained by themselves/their institution/their country from applying training content, in from 1 to 7 of 15 identified impact topics. These included (1) national legislation, (2) adoption of international labour standards; (3) strengthened social dialogue/cooperation on migration; (4) cooperation across government on migration; (5) national migration policy: (6) cooperation with civil society; (7) attention to migration in own institution; (8) new institutional mechanisms on migration; (9) new measures to protect migrant workers in the country; (10) new measures to protect migrant workers abroad; (11) changed discourse on migration; (12) improvement in faire recruitment; (13) improvement of BLAs; (14) improvement of multilateral arrangements/free circulation; (15) new attention to migration at local level.

The majority of respondents indicated impact in several areas --up to 7-- which is manifestly substantial and, in 9 of 17 responses, significantly broad across multiple areas (4 to 7).
(Refer to Chapter 6 on participant survey for more information.)
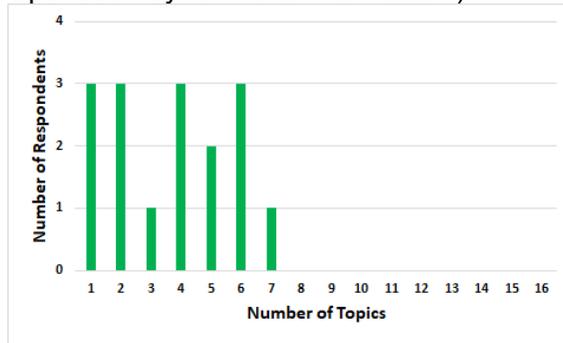
Demonstration of Impact

Only 7 of the 17 survey respondents in this LMA listed concrete 'demonstration' of impact. However 6 of these 7 wrote in manifestations of impact across 2 to 6 different impact topics.
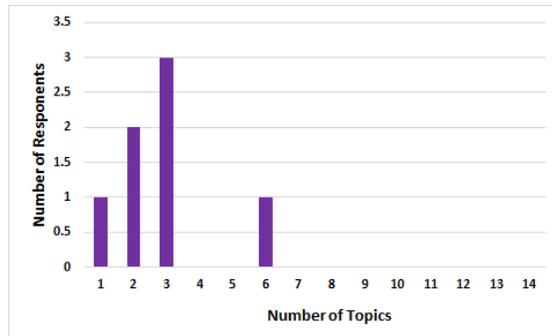
Examples include:
- Local organizing of migrant workers to join unions
- Amendment of Employment Act 1955 to cover domestic workers (in progress)
- Establishment of a Labour Migration Policy at Cabinet level
- Development of African Trade Union Migration Network
- Training of Togo union delegates in December 2018
- Training of sectoral union leaders in 5 regions of Togo, January 2019
- Establishment of projects with OFII and Expertise France.
- Enhanced cooperation with Civil Society Organizations
- New bilateral agreements on social security
- Dialogue - Piedmont Region, Città Metropolitana di Torino, Garante dell'Infanzia, agenzie di lavoro
- Cooperation with Mali for reintegration of Malian students upon return to their country of origin.
- National labor migration strategy (Togo) 2017 and national migration policy (Togo) in development
- Establishment of a national reinsertion mechanism for returning migrants
- Registration of employment agencies
- Stipulation to register migrant workers for union membership in Togo
- Regulation that Togolese migrant workers should sign contracts for work abroad at the national labour directorate and they should register at Consulates of Togo abroad.

(2) Labour Migration Academy 2018
18-22 June 2018, Panama City
English and Spanish primary languages

Purposes & Objectives
Title: "Enhancing protection, promoting sustainable development, facilitating fair and effective labour migration governance."
The anchor references were identified as the 2014 ILO Fair Migration Programme, ILC 2017 conclusions on labour migration, the ILO Multilateral Framework on Labour Migration and the ILC 2004 Plan of Action on labour migration.

Issues and topics covered in agenda and content under three main themes:
– Governance: coordination and coherence, negotiation of BLAs, regional integration processes, reinforce tripartism and social dialogue, LM statistics, reducing migration costs, fair recruitment, labour market assessments, portability and recognition of qualifications, refugee access to labour markets and mobility, employment policies.
– Protection of migrant workers: extending social protection, anti-discrimination policies, equality of treatment and integration; prevention of abusive practices; role of labour inspection and OSH; access to justice and dispute and claims resolution; roles of migration actors in protection of rights; migrants in situations of vulnerability; child migrants in child labour.
– Sustainable Development: maximise remittance impact; promote social reintegration for returnees; integration of migration in national development policies; migration and local development; formalizing employment of migrant workers in informal economies.

The title, objectives and the issues covered fully addressed ILO and ITCILO core themes. Data from interviews and the evaluation survey indicate that participant needs and expectations were largely satisfied.

Agenda and topics
The full academy agenda was squeezed into a one-week/5 day time period—a drastic cut from previous two-week academies. The plenary sessions addressed: demographic trends and migration, the rights-based approach, current migration trends, global policy initiatives on migration including the GCM, the SDGs, migration in situations of crisis, regional and global governance, good practices sharing, etc. Sessions and elective sub-theme tracks addressed all of the topics listed above under 'issues and topics.
All key ILO basics and ILO labour migration elements were on the agenda; key ILO elements were addressed in plenaries.

Technical Content
As with the 2017 LMA, evaluation mandate, time and resource constraints precluded a thorough review of the technical content of the academy and its multiple topical plenaries and sessions. However, a rapid review the website platform for this LMA showed a large amount of detailed information and documentation. Notably, overview materials appeared improved from the 2017 Academy, and some errors noted above were corrected or otherwise resolved. However, the accuracy to ILO standards of some assertions

However, expert presentation materials particularly by ILO experts generally provided comprehensive, detailed knowledge on the respective topics, such as the rights based approach and international labour standards, human rights conventions and other mechanisms. The LMA site contains an impressive list of publications and a listing of some of the relevant ILO conventions with links to texts. However, this reviewer found less perspective about acting on knowledge on some topics, such as ratification of conventions, fighting xenophobia, in presentation material.

Experts/Trainers
40 experts, presenters and resource persons were enumerated on the 'resource persons' list, from ILO, IOM, UNHCR, UNDP and other Global Migration Group agencies, from research and academic institutions, specialized entities and from various governments, notably from host government ministry of labour and others.

Participation
75 participants, predominantly from Latin America and the Caribbean –and substantial number from host country Panama, as expected given venue and bi-lingual Spanish language usage. Wide range of identities, strong presence of labour ministries, and substantial number of trade union and employer participants from the region.

Methodology
This LMA was "action oriented and highly participative with particular attention to international exchange of experiences towards adaptation and practical application." Emphasis was on participant discussion following plenary presentations, case studies, role-play exercises, group work.
It followed the standard ITCILO three-phase approach: Pre-training on-line preparation and introduction; the two week 'residential' course; and on-line followup sharing of presentations, new material and opportunity for participant discussion.

Emphasis on sharing of participant experience and concerns, transfer of knowledge and learning for application in participant contexts. The majority of sessions incorporated participatory elements –role play, group work; generally appreciated by participants.

Management, communication, monitoring
This LMA demonstrated an extensive, detailed planning and organizing effort in partnership with an ILO member country Ministry of Labour, presumably in consultation with national social partners.
The 'staff list' shows extensive collaboration by ITCILO staff from several programmes and units.
Huge coordination and monitoring effort was evident in the off-campus venue on another continent, in mobilizing a vast array of expertise and the large participation, presumably with considerable management and administrative support and cooperation from both ITCILO and from ILO, including the Central America field office in San Jose, Costa Rica.
It appears that the Panama Ministry of Labour and Employment Development also contributed a huge effort to organizing as well as logistical and venue arrangements.

However, the evaluator did not have opportunity to review a final report, nor course evaluation summary. Also, could not find a post-course phase information/section on the internet platform.

Cooperation
Financial and logistical support by the Ministry of Labour and Employment Development, Panama
Support for participation by ILO TC projects and Spain.

Observation
On the face of it, this LMA is an excellent example of effective mobilization of material resources and support well beyond internal budget possibilities, achieving efficiencies in resource utilization by partnering with an engaged constituent government ministry of labour. This partnership evidently did not cede ITCILO authority over the content and agenda to an institution external to ILO/ITCILO.

Results

Implementation of learning

29 of the total 75 participants in this LMA responded to the survey. 28 of 29 indicated using/implementing course knowledge and/or skills in from 1 to 6 of 7 areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
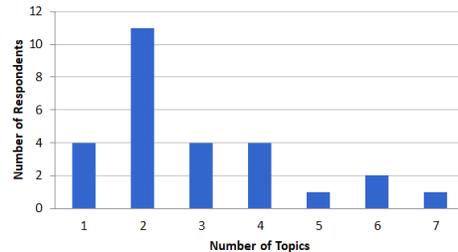
The majority of respondents indicated application of knowledge in two or more of these areas, which the evaluator assesses an ample degree of application in number and range of key actions. (Refer to Chapter 6 on participant survey for more information.)

Examples of activity applying LMA learning cited by respondents:
1. We are working on building increased awareness for the need to adopt a common approach (at the EU-EP level) on labour migration, based on ILO standards.
2. Negotiating laws that we draft here in the European Parliament
3. Specific agreements on migrants and contracting them in coordination with government bodies
4. Identified good practices to shift MLTC proposals as a host country
5. Improving labour conditions of migrant workers and their families in Colombia, juridical support for migrants/their rights; holding events to avoid xenophobia in municipalities; meetings with mayors and secretaries of such as health, education in municipalities, dialogue with UNHCR
6. Attention to migration movements of indigenous people across borders
7. "After the course, my view (on migration) changed in many respects."
8. Enacting recommendations when it comes to drafting regulations
9. Proposed opening a space for dialogue on intersection of policies on migration and cooperation; a specific line of funding for forced migration at the intersection of international cooperation, emergencies, and humanitarian action.
10. Increased easing/labour flexibilization in the contracting of migrants
11. Allowed me to see migration involves us, the unions, that being inclusive we safeguard human and labour rights; we have conducted two CTM workshops, in Mexico City and in Oaxaca.
12. We've done networking and border information fairs in 6 Central-American countries through the Regional inter-union committee for the defense of the rights of migrant workers
13. Planning at a local level on issues of migration in the labour sector to raise alternatives that permit the minimization of the impact on the labour market and exploitation of migrants.
14. Guiding clients/users about the topics learned.

Impact of application of experience and content of the LMA

27 of the 29 survey respondents for this LMA respondents identified concrete impacts obtained by themselves/their institution/their country from applying training content. The bulk of respondents indicated impacts in either 2 to 4 areas or 6 or 7 of 15 identified impact topics while one respondent indicated impact in 14 of the topics.

Identified topics were (1) national legislation; (2) adoption of international labour standards; (3) strengthened social dialogue/cooperation on migration; (4) cooperation across government on migration; (5) national migration policy; (6) cooperation with civil society; (7) attention to migration in own institution; (8) new institutional mechanisms on migration; (9) new measures to protect migrant workers in-country; (10) new measures to protect migrant workers abroad; (11) changed discourse on migration; (12) improvement in fair recruitment; (13) improvement of BLAs; (14) improvement of multilateral accords/free circulation; (15) new attention to migration at local level.
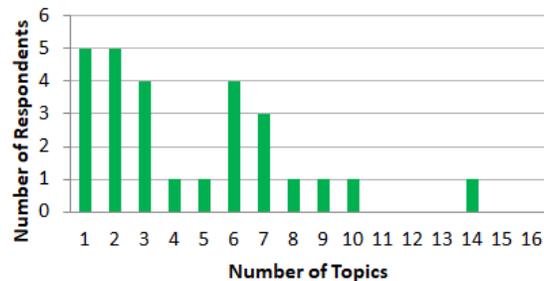
Demonstration of Impact

20 of 29 survey respondents in this LMA listed concrete 'demonstrations' of impact, most citing between 1 and 6, with one outlier noting 14 (as per 14 identified in *impact*).
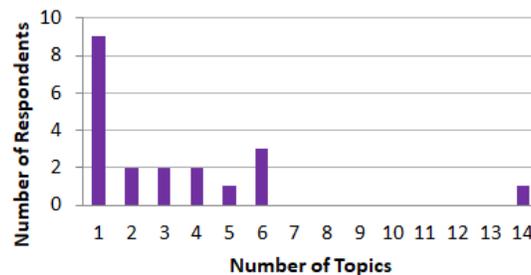
Examples include:
- Improved government dialogue with social partners on labour migration
- Strengthening the labour migration sub-commission of tripartite social dialogue in 2018
- Actions with municipality of Sacha, with communal action groups, with the Bogota pastorale
- Participation with other government actors and civil society
- Planning of local strategies on migrants on the subject of labour
- Linked with the National Institute of Migration on coordinated actions with the unions
- Participated in the round table dialogue on labour migration
- Meetings with ILO, IOM, UNHCR, Ministry of External Relations, and Migration agency of Colombia, NGOs of Venezuelans residing in Colombia, and creation of union organisations of Venezuelan migrant workers.
- Successfully proposed inclusion of migration and fair recruitment in the work program at National Congress, February 2019

- Executive decrees 121 & 122 of 15 March 2019 establishing management of temporary housing and a visa registry in Panama; in process of creating a center of attention to migrants and revising statutes enhancing participation of migrant workers.
- Meeting in Municipality of Soacha with the pastorale, the rector of the education institution of the state, boards of communal action, unions, civil population (Colombian and Venezuelan) 11 February 2019.
- Active discussion with national and international agencies tasked with labour migration, presentation of proposals to create new mechanisms of protection for migrant workers (special permanent permit).
- New attention and activity on migration in unions, government agencies –in several countries.
- Recognition of labour rights in cases of termination of employment relationship.

5.2.2 Trade Union-Worker specialised activities

(3) Trade Union Policy and Organizing on Labour Migration
03 – 14 July 2017, Turin
Reviewed below in trade union/worker activities case study

(4) Trade Union Policy and Organizing on Labour Migration in Asia Pacific
23 April 2018 - 11 May 2018 - Distance learning
14 - 18 May 2018, Kathmandu, Nepal
Reviewed below in trade union/worker activities case study

5.2.3 Topic Specific

(See also mainstreamed activities on Domestic Workers and Fair Recruitment below)

(5) Extending social protection to migrant workers, refugees and their families
19 – 23 March 2018, Turin

One week specialized course, *on a core, essential ILO basic topic of central concern to governance and protection in migration for employment*.

Objectives
- Understand the issues and opportunities related to the extension of social protection to migrant workers, refugees and their families
- Appreciate the international legal framework covering migrant workers and refugees
- Analyze measures existing to extend social protection to migrant workers and refugees
- Examine the specific challenges faced by certain groups in order to access social protection
- Explore and analyze how to extend social protection to migrants and refugees based on country experiences/ good practices and lessons learned from other countries.
- Gender dimension was a cross-cutting theme

Topics and agenda
The agenda started with essential review of social protection and the Sustainable Development Agenda, international and ILO standards covering migrant workers and on social security, identifying vulnerable groups, bilateral and regional social security arrangements, unilateral measures, extending social protection through universal schemes, implementation of agreements,

state to state cooperation, review of Global Compact on Migration (GCM) and Global Compact on Refugees (GCR) references, financing social protection, and extensive sharing of practice and experiences.

The content and activity design were inclusive of ILO basics and comprehensively communicated ILO standards and its approach on social security for all. Social dialogue and roles/responsibilities of social partners were not explicitly featured.

Experts/Trainers
Trainers were, appropriately, primarily ILO, ISSA (International Social Security Association) and other social security/social protection expert professionals.

Participation
Participants were primarily actors in social protection institutions in a score of countries In different regions. However, with a total of 16 participants, many actors and decision makers in the field missed a grand opportunity for excellent and essential professional training on an urgent current topic.

Methodology
An action-oriented, highly participative approach gave particular attention to sharing international experiences towards their adaptation and practical application. The training combined lectures, discussions, case studies, open space debate, role play exercises and group work. Participants shared information on recent trends, data, legislation and policy in their countries; they also shared "best practice" case studies.

The course followed the standard ITCILO three-phase approach: Pre-training on-line preparation and introduction, the one week 'residential' course, and on-line follow-up.

Management, communication, monitoring
This course demonstrated detailed planning, monitoring, reporting, and end of course evaluation. Presentation materials prepared and presented by top experts in related fields added to the high quality professional approach, content and process of this activity. In sum, an activity relevant, appropriately designed, effective, efficiently executed and appropriately supported by management arrangements.

Results:

Implementation of learning
6 participants in this course responded to the survey. 3 of the 6 indicated using/implementing course knowledge and/or skills in from, respectively, 2, 3 and 5 areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work; (7) enhancing tripartite dialogue on migration.

Impact:
However, 5 of the 6 respondents indicated the course had contributed to achieving results in work, 4 noting in several topical areas.
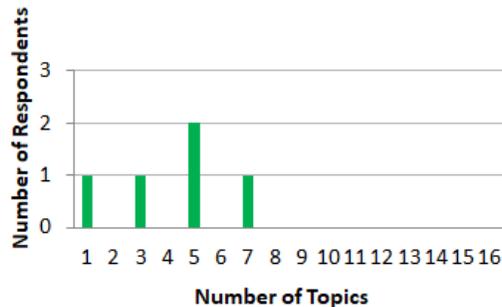
Examples cited of ways the course was of practical use for achieving results in work:
1. In designing measures and policies addressed to migrant people using the European funds.
2. I can propose changes to laws and policies unsuitable to the situation of migrant workers in the country
3. The course has been helping me on achieving fair and effective recruitment process. and it helps me to work my job according to the international labor standards.
4. I used the training material in a workshop in December 2018 at an African Union Commission training

Demonstration of impact
3 respondents provided evidence demonstrating impact obtained as a result of the course experience and learnings.
Adoption of International Labour Standards –which ILO Convention(s):
- Ratification of ILO Convention 188

Strengthened social dialogue and/or cooperation on migration issues ($\frac{1}{6}$)
- Provided knowledge to support RECs in their discussions on extending social protection to migrant workers

Examples of new attention by your institution to migration (new policy, measures, actions ...) ($\frac{1}{6}$)
- Implementation of Transition to Formality Programme Targeting Syrians Under Temporary Protection and Host Community Members in Turkey

Name any measures adopted abroad and country(s) to protect migrant workers from your country:
- We include new measures in our programme

(6) Negotiating Bilateral Labour Agreements
6-11 July 2018, ITCILO Turin

A topic ILO has been giving considerable attention over the last 60 years, R-86 of 1949 included a standard BLA framework which remains largely valid and relevant to contemporary BLAs

Objectives, posed for participants:
- Discuss challenges for effective implementation of BLAs/MoUs and the way forward;
- Appreciate the role, objectives, challenges and opportunities of BLAs;
- Become familiar with key policy priorities that justify the need to adopt BLAs;

- Identify good practices in BLAs based on criteria drawn from international norms, and highlight agreements which could lead to better outcomes in governance and protection of migrant workers;
- Improve capacity for critical review of existing BLAs and MOUs and negotiating revisions;
- Understand the negotiation process and techniques of effective negotiation, including through the simulation of a negotiation agreement.

Topics and agenda
The agenda was highly focused on the technical arena of shaping and negotiating BLAs, with coverage of definitions, objectives, evolution, core components, minimum standards, good provisions and practices, negotiating techniques and skills, how to make agreements work, monitoring and evaluation of BLAs as well as case studies, exercises and sharing of experiences.

The content and activity design were focussed on the specificity of BLAs. International Labour Standards were amply emphasized as the basis of provisions and parameters for BLAs in both the introductory on-line background presentation and in the context expert presentations. A brief contextualising summary was included in the online backgrounder. However, discussion of development dimensions and roles/responsibilities of social partners were not explicitly featured.

Experts/Trainers
The two core trainers were, appropriately, the top international expert on BLAs (former ILO) and an expert on process and negotiating skills, supported by ITCILO subject experts.

Participants
Nearly all of the 24 participants were from government labour, migration and other ministries directly concerned with BLAs, in Bangladesh, India, Madagascar, Malaysia, Mauritania, Moldova, Myanmar, Tunisia, Uganda and a particularly large inter-ministerial group from Morocco, also including the Moroccan employers federation. This group was mobilized through efforts be and activity coordination with an ILO technical cooperation project. There was no trade union participant.

Methodology
An "ITCILO-usual" highly participative approach that emphasized learning both content knowledge and negotiating skills on BLAs. The course process combined lectures, discussions, case studies, open discussion, role play exercises and extensive group work. Emphasis was given to sharing of participants concerns, experiences and case studies, both successful and not so on BLAs.

The course followed the standard ITCILO three-phase approach: Pre-training on-line preparation and introduction, the one week 'residential' course, and on-line followup availability of all documentation, including a huge inventory of 'sample' BLAs, assessments of BLAs and other migration agreements, guidelines, etc.

Management, communication, monitoring
This course demonstrated detailed planning, monitoring, reporting, and end of course evaluation. Presentation materials prepared and presented by top experts in related fields added to the high quality professional approach, content and process of this activity. In sum, a generally relevant, appropriately designed, effective, efficiently executed and appropriately supported activity.

Cooperation/Support
Organized and supported in cooperation with technical cooperation projects, assuring ITCILO competence and authority over content and agenda –including documentation and training

materials. The project cooperation also mobilized participants and thus provided a prior and post-course relationship reinforcing the training and providing support and, in some cases, technical guidance for implementation of learning and realization of *impact* results.

Results

Implementation of learning
All 7 participants in this BLA course responding to the survey indicated using/implementing course knowledge and/or skills in from 1 to 6 topical areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
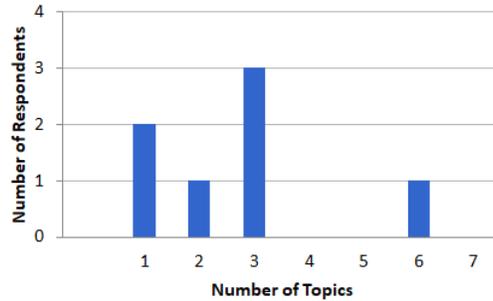
Examples cited on ways the course was of practical use for achieving results in work:
1. I can negotiate, draft and finalize an MoU on Labour Migration well after the training.
2. BLA/MOU has been drafted following international standard labour Agreement/MOU with Maldives and Mauritius.

Impact:
All 7 respondents indicated that the course had supported them in obtaining impact in their work, most in a range of 1 to 6 topical areas and one indicated in 10 topical areas.
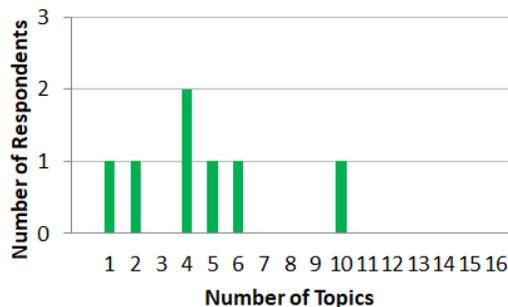
Demonstration of impact
3 respondents wrote in demonstrable indications of impact obtained as a result of the course, on 1 to 2 different topical action areas.

Specific evidence cited included:
Name(s) of new laws, new bills introduced in parliament concerning migration (2/7)
- New bill of 2019 that seeks to provide Indian citizenship to non-Muslims from Bangladesh, Pakistan and Afghanistan.
Strengthened social dialogue and/or cooperation on migration issues (1/7)

- More social dialogues and discussions about migration

Name new measures, actions to protect migrant workers in own country (1/7)

- Migrant Resource Centers, Awareness Raisings

(7) Governing migration at the local level
20-24 November 2017, Turin

(a joint venture with IOM on an IOM focus area)

Objectives
The objectives of the course were:
- Develop the understanding of the linkages between migration and development at the international, national and local level and their contextualisation of local realities;
- Reinforce the capacities of local actors in planning and implementing coherent frameworks for M&D at the local level;
- Identify all relevant stakeholders and operationalizing partnerships to increase the impact and sustainability of local M&D initiatives;
- Expose stakeholders to a comprehensive informative and learning tool including research and literature;
- Provide concrete tools for the institutionalisation and territorialisation of the M&D Nexus and the related actions and policies at local level;
- Be able to design reliable local development policies which integrate migration.

Topics and agenda
The agenda process and content closely followed the objectives and issues laid out in the syllabus with detailed programme for the training. To a large extent, the session topics reiterated and followed the points enumerated in the listing of objectives above.

The content of training and course materials were based on the IOM framework of migration and development and directed at "territorialization' of that framework on the Migration and Development nexus. Several of the main presentations were drawn directly from the JMDI (Joint Migration and Development Initiative) agenda of "mainstreaming migration in policy planning/development policy" The pre-sessional on-line course introduction is directly the Introductory module on migration and local development from the JMDI training manual –developed with acknowledged contributions and input from ITCILO.

Experts/Trainers
4 of the 5 main trainer resource persons are current or former IOM professionals – experts in relevant topical areas.

Participants
30 participants were primarily from national government foreign affairs, interior, immigration, refugee or other ministries (one each labour and social affairs, education, and planning), and a national attorney general's office. Two participants were from a local government (São Paulo, Brazil), and one from a congress of local authorities (Moldova). Countries present by government officials were Bangladesh, Brazil, Ethiopia, Kenya, Moldova, Somalia, South Sudan, Uganda, and UAE; the GIZ German development agency was also represented. 5 participants were identified as IOM officials, 2 as UNDP, and none as ILO according to the list. The essentially government participation was mobilized primarily by IOM and IOM generated resources.
There were no participants listed from either union or employer organizations.

Methodology
The training included the standard pre-training, the face to face residential sessions, and a post-training (online) phases. The on-site training process relied on participant engagement in interactive sessions, group work, and exercises led by expert facilitators as per ITCILO methodology. Notably, the introductory in-course presentations reiterated material in pre-course introduction –helpful to ensure that all participants got the key messages and a summary of basic course knowledge.

Management, communication, monitoring
This course demonstrated application of needs assessment, detailed planning, application of carefully designed training materials, use of ITCILO methodology and end-of-course evaluation. Presentation materials made available on line were prepared by IOM and JMDI and presented as such. ITCILO provided training methodology and organisation and the facilities at the Turin campus.

Support
Organized and supported in cooperation with IOM, the content reflected a prevalence of IOM-identified theoretical constructs, knowledge and approaches on migration management and the focus on migration and development. To paraphrase an interview, IOM provided the content, ITCILO provided the training methodology.

Observations
The thematic topic is a key IOM theme to intercede on local governance. However, participation was mainly by national government authorities, with a minimal presence of local authorities/entities -and none by social partners. There could be some question of the relevance of content and approach of this training regarding the ILO agenda and vice versa. While IOM expertise and trainers, materials and presence reflected a predominant topical 'authority,' reference was not evident in the advance overview nor in presentation materials of International Labour Standards, social dialogue/social partners, decent work, social protection, nor social justice and there was no specific reference to these in the objectives nor session titles or sub-topics. However, there was extensive focus on the Sustainable Development Agenda in content and materials.
Nearly all materials listed in the on-line course library were by IOM, JMDI (the IOM-led Joint Migration and Development Initiative) and the Global Mayoral Forum; no ILO titles were listed, no titles on international normative standards, nor other current literature on cities and migration by other UN/international organisations.
Nonetheless, it can be said that in terms of coherency of design and training effectiveness, the agenda, content and expertise closely followed the stated objectives for the training.

Results

Implementation of learning
All 6 survey respondents from this course indicated using/implementing course knowledge and/or skills in from 1 to 3 topical areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
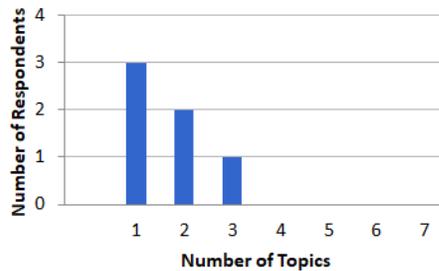
Examples cited on ways the course was of practical use for achieving results in work? (4/6)

1. After completion of this course I was involved in project development and I chose mainstreaming gender through migration and development priorities at the local level as the main objective and topic of the project, which is being implemented currently
2. Whenever we meet with members of our Diaspora, we are able to engage meaningfully in a two way relationship of trust. In the end it is a win-win situation for both parties in our projects/engagements
3. Applying methods in workshops with partners use examples and networks
4. Applying the knowledge to develop the course Equality and Non discrimination.
5. Gave emphasis on how to deal with issues related to the Diasporas. Created close relationships with Diasporas association.

Impact

All 6 respondents indicated that the course had supported them in obtaining impact in their work, 4 in from 1 to 3 topical areas and one indicating support in 7 topical areas.
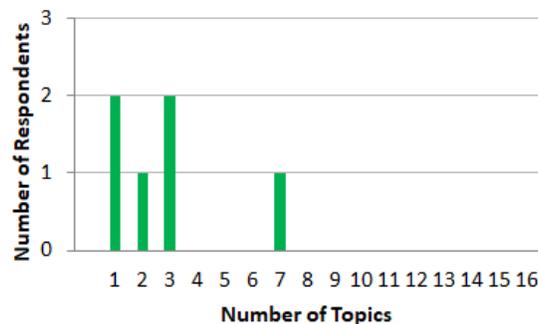
Demonstration of impact

2 respondents wrote in demonstrable indications of impact obtained as a result of the course, one of them mentioning 4 different topical action areas. Specific evidence cited included:

- Working in conjunction with the National Councils of Equality, empowering the decentralized municipal governments for the protection of rights.

Strengthened cooperation on migration issues

- Under the framework of the National Coordination Mechanism on Migration (NCM) in which my directorate is a member, we were able to share the lessons and knowledge acquired during the training.

Name of national policy being drafted

- National Migration Policy of Kenya

New attention by your institution to migration (new policy, measures, actions ...)

- Stakeholders Forum of the National Coordination Mechanism on Migration (NCM) from 10-12 February, Nakuru –Kenya

Name of new institutional mechanism(s) on migration

- My directorate is planning to review the Kenya Diaspora Policy in line with the current migration trend and aspects

(8) Mainstreaming migration into policy planning
30 October - 03 November 2017, ITCILO Turin
(a joint venture with IOM on an IOM core theme)

Objectives, posed for the four 'blocks' of the training:
1. Introductory Block:
• Understanding the multifaceted nature of the migration and development nexus
• Approaching the linkages between migration and other policy areas
• Contextualizing the mainstreaming approach
2. Mainstreaming mechanisms and processes operational block:
• Promoting and understanding the mechanisms associated to mainstreaming processes
• Stimulating a reflection on the institutional implication of mainstreaming processes
• Appreciating the importance of coherence and collaboration throughout mainstreaming processes
• Presenting the importance of data acquisition and sharing processes
• Understanding the added value of a proper capacity building planning
• Introducing the monitoring and evaluation processes through lenses of international standards
• Applying the acquired notion through a practical exercise
• Reflect upon how the notions presented apply at the local level.
3. Policy coherence: Coordination frameworks for M&D Objectives
• Discussing the coordination of UN agencies in the framework of M&D
• Understanding the place of migration within the Sustainable Development Goals (SDGs)
• Exploring the importance of vertical policy coherence among local and national actors
4 .Networking block
The opportunity to exchange experiences while strengthening networks (block started during the face-to-face phase and continued during the online follow-up phase.

Topics and agenda
The agenda process and content closely followed the objectives and issues laid out in the syllabus with detailed programme for the training. To a large extent, the session topics reiterated and followed the points enumerated in the listing of objectives reproduced above.

The content and activity design were focused on the IOM-defined agenda of "mainstreaming migration in policy planning/development policy" The pre-sessional on-line introduction is identified as IOM material.

Experts/Trainers
3 highly experienced IOM experts provided main presentations on content; ITCILO and independent migration experts led on process; and other specialists from ILO, IOM and consultants presented sessions on specific topics.

Participants

44 participants were primarily from national government planning, foreign affairs, development or migration/mobility/diaspora ministries or agencies, also several regional and local authorities from several countries. Countries present by government officials were Bangladesh, Ecuador, Ethiopia, Jamaica, Kyrghiz Republic, Moldova, Morocco, Philippines, and Serbia. 13 participants were identified as IOM officials, 5 as UNDP and 1 as ILO according to the list. The large participation was mobilized primarily by IOM and supported by IOM-generated resources.

There were no participants listed from either union or employer organizations nor from ministries of labour, employment or social protection.

Methodology

Described as a blended training activity will be organized around a series of building blocks that reflect the multifaceted and multilevel nature of the M&D nexus. The training included the standard pre-training, a face to face and a post-training (online) phases, where participants were "guided through the different mechanisms involved in establishing mechanisms aiming to integrate migration into policy planning and therefore promoting policy coherence in the field of migration"

The training process relied on participant engagement in interactive sessions, group work, exercises led by expert facilitators. As with other courses, a pre-session needs-assessment was conducted among intending participants.

Of note, the introductory in-course presentations reiterated material in pre-course introduction – helpful to ensure that all participants got the knowledge and key messages.

Management, communication, monitoring

This course demonstrated detailed planning, monitoring, reporting, and end of course evaluation. Presentation materials available on line were mainly prepared by IOM and presented as such. ITCILO provided its usual excellence of training methodology and organisation, and the facilities 'without equal' at the Turin campus.

Support

Organized and supported in cooperation with IOM, the content reflected a prevalence of IOM-identified theoretical constructs, knowledge and approaches on migration management and the focus on migration and development.

To paraphrase an interview, ITCILO provided the training methodology; IOM provided the content.

Observations

As regarding a joint event summarized above, some questions remain about the relevance of this training regarding the ILO agenda and vice versa. There was a similar lack of reference to International Labour Standards, social dialogue/social partners, decent work, social protection and social justice; there were also no ILO titles nor materials on international normative standards in the on-line course library. Nonetheless, similarly to the joint event above, in terms of coherency of design and training effectiveness, the agenda, content and expertise followed stated objectives.

Results

Implementation of learning

11 participants in this course responded to the survey; all 11 indicated using/implementing course knowledge and/or skills in from 1 to 3 topical areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
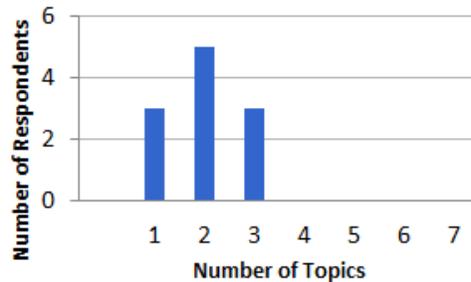
Examples cited on ways the course was of practical use for achieving results in work:

1. In the drafting of documents- ensure the integration of sustainable development goals in the implementation of plans.
2. On a comprehensive action plan for labor migration governance
3. One component of the project I am managing is to support the effort of the Government in mainstreaming migration concerns into national development strategy. Practical examples of the countries on migration mainstreaming who attended in the course helped a lot for planning of specific activities such as migration mainstreaming workshop, and migration and development consultations at national and sub national levels.
4. IOM in Myanmar managed to establish a good working relations with participants from Moldova who also attended the training in Turin and later used the expertise of the Moldova specialists in policy work.
5. Developing initiatives and interventions on migration at the regional level through the Committee on Migration and Development under the Regional Development Council
6. Incorporating the processes of mainstreaming from the focus in the proposals of public policy and in the creation of multisectoral programs
7. With the preparation of reports regarding migration for the head office
8. Mainstreaming of migration and development in the local plans and programs

Impact

All 11 respondents indicated that the course had supported them in obtaining impact in their work, in 1 to 7 topical areas.
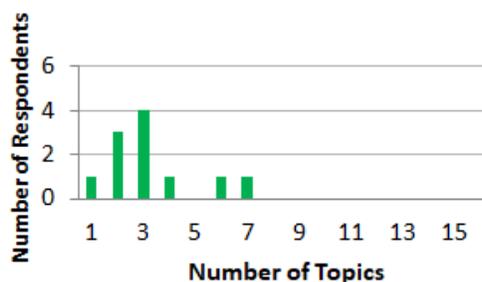
Demonstration of impact

6 respondents wrote in demonstrable indications of impact obtained as a result of the course, on 1 to 4 different topical action areas.
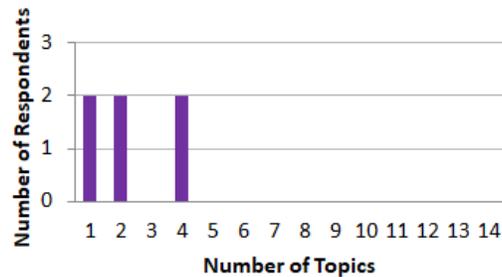
Specific evidence cited included:
- Engagement of Madagascar for a bilateral approach
- Specific research on migration and development conducted

Name(s) of new laws, new bills introduced in parliament concerning migration (1/11)
- Labor migration Act 2013

Strengthened cooperation on migration issues (1/11)
- Committees formed especially to impact change among migrant women

Name of national policy being drafted/date of adoption if applicable (2/11)
- DAR 1+3 Program, new legislation of private recruitment agencies in the process of being drafted
- National agenda for the equality of movement of persons 2017-2021

Name of new institutional mechanism(s) on migration (3/11)
- new phase of Migration and Local Development Project launched in 2019
- Round Table on the movement of persons
- Integral plan of attention to Venezuelan citizens

Name measures adopted to protect migrant workers from your country (1/11)
- drafting new legislation on private recruitment agencies, taking into account migrants' rights initiated in 2019

Name new measures, actions to protect migrant workers in own country (1/11)
- plan integral de atención a ciudadanos venezolanos

New attention to migration governance at local/city level resulting from your efforts (2/11)
- new funding program of local governments and diaspora initiated by the government (based on 1+3 formula) in 2019

  state and regional level consultation on migration mainstreaming and migration and development organised

Demonstration of other change resulting from your application of course learning (2/11)
- Increased efforts for gender mainstreaming.
- Enhanced participation of the local overseas filipino workers family circle organizations in the Committee on Migration and Development.

5.2.4 Country Specific

Bangladesh

(9) Training on Effective Bilateral Agreements and Memoranda of Understanding on Labour Migration for Government Officials

19-22 March 2018, Dhaka, Bangladesh

in context of the ITCILO designed and administered project:

Application of Migration Policy for Decent Work for Migrant Workers: Reinforcing the Capacity of Bangladeshi Stakeholders

An ITCILO implemented project for capacity building and training involving several elements, including providing training and technical support and expertise to the government to develop structure, funding, and operations of a migrant social security scheme; providing training and technical support including technical modules to tripartite constituents in Bangladesh to strengthen capacity for negotiation, monitoring and assessment of G2G/bilateral/regional MoUs and agreements; provision of technical assistance to Bangladesh workers' organizations with a one week peer-to-peer workshop with worker organisations in a destination country, a four-day course on the role of labour Attachés.

Stated Project Objectives

The ITCILO, by reinforcing the institutional capacities of national key stakeholders dealing with labour migration, will contribute to the ILO project's overall objective of facilitating men and women workers' access to safe migration and decent work and enhancing their contribution to the sustainable economic and social development of Bangladesh.

Stated objectives for the training:

- The capacities of least 25 key stakeholders (including tripartite constituents) are reinforced regarding the technical content of BLAs and MoUs
- The capacities of 25 key stakeholders (including tripartite constituents) are reinforced regarding negotiating skills
- The participants are exposed to realities of BLAs and MoU from other countries

Topics and agenda

The agenda covered a range of sub-topics on BLAs and MoUs, with emphasis on good practices Definitions and terms useful for BLAs/MOUs on labour migration; Overview of BLAs - Objectives, evolution and challenges; Agreement Structure, Assessment and Good Practices; Minimum standards/provisions for a bilateral agreement/MOU; Good practice review: Bilateral Agreements/MOUs on Labour Migration; How to make agreements work?; and three sessions on Enhancing our negotiation skills.

(No session titles evoked main ILO incidence regarding standards, tripartism, decent work, or social protection, although the content of certain modules may have referred to these.

Experts/Trainers

The expert trainer-facilitator for the entire course was ITCILO consultant Vincent Williams

Participants

38 participants, all government officials, most from the Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE), with 4 from the Bureau of Manpower, Employment and Training, 2 from the Wage Earners Welfare Board and 1 from Bangladesh Overseas Employment and Services Limited (BOESL).

No social partner participants were present.

Participants were 30 men and 8 women.

Methodology

The methods combined lectures, discussions, good practice review, group work and individual advising, although with a sole trainer facilitator for the four days working agenda.

Course Evaluation

"85% of the 26 evaluation respondents (68% of participants) indicated overall satisfaction with the quality of the activity, 96% indicated it is likely they will apply some of what they learned, and 88% indicated it was likely that their institution/employer will benefit from their participation in the activity.

Management, communication, monitoring

This course demonstrated planning and end of course evaluation. However, the evaluator did not obtain a final report --if one was done.

Support

This course was organized with support of and financial resources provided by UK DFID (Department for International Development).

Observations

The content and participation pose questions regarding evaluation criteria: information on the course did not indicate reference in purposes, agenda or general content to core ILO and ITCILO concerns. Also, the absence of social partner presence or participation is in tension with the ILO Convention 143 stipulation of social partner involvement in migration for employment policy planning, execution and monitoring.)

The agenda followed stated objectives for the training and can be said to reflect coherency of design. However, while the sole facilitator-trainer is a recognized senior international expert on many aspects of migration and his performance was highly rated by participants, he was not known for expertise on BLAs and MoUs; the course relied on material prepared by a foremost expert on BLAs (former ILO) –who was subsequently engaged in trainings on BLAs & MoUs.

Results

There were no survey responses from participants in this course

Ecuador

(10) Mainstreaming Migration into Ecuadorian policy planning / Integración de la migración en la planificación de políticas (In Spanish)
28-31 May 2018, Quito
This IOM-initiated activity was contracted to ITCILO for organization and methodology.

Stated Objectives:
• Improve actors understanding of the bases, institutions, policy areas and different contexts regarding the links between migration and sectoral policies.
• Strengthen participants' capacity to enhance policy coherence using mechanisms that integrate the diverse stakeholders concerned.
• Support the importance of a rights-based approach in governance of migration and in mechanisms of integration.
• Promote understanding of the mechanisms, opportunities, and challenges concerning the participation of migrants in policies and planning on development matters, during the full migration cycle.
• Foster dynamics intended to enhance policy coherence across different levels of government, from local to national, and also reinforce regional and global migration and development processes and debates.

Topics and agenda:
The agenda was organized in four blocks (similar to the *Mainstreaming migration into policy planning* course in November 2017).
Introductory Block, covering: Understanding the multifaceted nature of the migration and development nexus; Linkages between migration and sectoral policies and national and local levels; and Preparing the terrain for integration of migration in policy elaboration.
Process and mainstreaming mechanisms operational block: Step by step integration of migration in policy development; policy monitoring and evaluation; exercise on bringing together stakeholders and formulating policy; Institutionalizing the knowledge base on migration; developing a strategy on capacity building; and formulating a policy and action plan and monitoring and evaluation.
Policy coherence block: Coordination framework for M&D: Vertical policy coherence among local and national actors; Migration in the Sustainable Development Goals (SDGs).
Networking block: a session on exchange of experiences.
The agenda followed the process topics identified in the objectives. However, content concerns --notably those considered ILO fundamentals-- were not explicitly evident in the agenda topics. To a large extent, the session topics reiterated and followed the points enumerated in the listing of objectives reproduced above.

The content and activity design were focused on the IOM-defined agenda of "mainstreaming migration in policy planning/development policy". The pre-sessional on-line introduction is identified as IOM material.

Participants
32 participants, all government officials, the majority (23) from the Ministry of Foreign Relations and Human Mobility, 2 from the National Council of Human Mobility; one each from the Association of Ecuadorian Municipalities, the Ecuadorian Institute of Social Security, Ministry of Culture and Heritage, Ministry of Education, Ministry of Labour, Ministry of Interior, and Ministry of Public Health. No social partner participants were present.
Participants were 21 women, 11 men.

Methodology

The training included standard pre-training, the face to face event in Quito and a post-training (online) phase. The event in Quito engaged a combination of presentations and extensive participant engagement in interactive group work exercises guided by expert facilitators as per ITCILO methodology.

The pre-course introduction and the initial sessions a–helpful to ensure that all participants got the knowledge and key messages.

Course evaluation

30 participants (93%) completed end-of-course evaluation forms, all gave "high marks" to the course experience. All respondents (100%) indicated it was likely/highly likely they will apply some of what learned in the course. 93% in indicated it likely their institution/employer will benefit from their participation. 90% registered overfall satisfaction with the event. However, with 19 of 21 of the women participants submitted the evaluation, the over rate was a considerably lower estimation of How well the course addressed the specific needs of both women and men in the theme.

Management, communication, monitoring

This course demonstrated detailed planning, monitoring, reporting, and end of course evaluation. ITCILO was assessed to have provided its excellence of training methodology and organisation. 93% of evaluation respondents judged the learning methods appropriate; 97% said the logistics of the activity were well organized and 86% said administrative support/secretariat was efficient.

Support

This course was organized with the support of and financial resources provided by IOM.

Observations

Relevance

The content and participation raised questions regarding evaluation criteria: what assessment of relevance is appropriate in the case of little reference in purposes, agenda or general content to core ILO concerns?

Can it be considered relevant with no social partner participation? (ILO Convention 143 stipulates social partner involvement in migration-for-employment policy planning, execution and monitoring.)

The course, however, was judged relevant to the specific training needs and interests of most participants who came from government institutions concerned with the topic area

Results

Implementation of learning

Only 2 participants in this course responded to the survey. One respondent answered 3 subtopics and the other answered 4 of the listed topical areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.

Examples cited on ways the course was of practical use for achieving results in work:
- For the dynamics of my institution, the learned material is applicable to distinct laboural areas, in revision of policies as well as in the attention to the migrant population.
- Better formulation of public policies regarding migration.

Impact:
   Both respondents indicated that the course had supported them in obtaining impact in their work; one respondent answered 3 subtopics and the other answered 7.

Demonstration of impact

1 respondent referred to 3 subtopics, and the other to 7.

3 demonstrable indications of impact obtained/strengthened as a result of the course were cited

New attention by your institution to migration
   - Observatory of public policy regarding migration

New institutional mechanism(s) on migration
   - Vice-ministry of Human Mobility
   - National Council for the Equality of Human Mobility

Ethiopia

(11) Fair and Effective Governance of Labour Migration in Ethiopia
9-13 January 2018, Addis Ababa

Summary review below in the Ethiopia Labour Migration Governance case study

Panama

(12) Mejorar la protección, promover el desarrollo sostenible y facilitar una gobernanza equitativa y eficaz
25-26 June 2018, Panama City

Jointly organized by ITCILO, IOM and the Panama Ministry of Labour and Development

Objectives for the training:

To provide tripartite actors in Panama with basic notions for effective migration governance:
   - Global migration trends -challenges and opportunities.
   - Labour migration and decent work in the Americas.
   - Migration and sustainable development –the UN 2030 Sustainable Development Agenda.
   - Adopting a rights-based approach, International Labour Standards, Fair employment.
   - Towards fair governance of labour migration.
   - Consultation and coordination among actors, including social partners.
   - Professional/vocation/technical education and training and migration;
   - Developing a labour migration policy

Topics and agenda:
The short two day course entailed sessions on global migration trends-challenges and opportunities; labour migration and decent work in the Americas; migration and sustainable development links; Adopting a rights based approach (International Labour Standards and Fair Contracting/Recruitment); towards fair governance of labour migration, consultation and coordination among actors, including on professional/vocation education and training and migration; a final session including role play on developing a labour migration policy.

Experts/Trainers
Not identified in the programme/agenda document nor on the participant list

Participants
30 participants, a majority (18) from the Ministry of Labour and Development, also several from Foreign Affairs and individuals from the national migration service and inspectorate general. Two participants were nominated by the national employers organisation CONEP and three by the national trade union federation CONETO. 22 women, 8 men. The essentially local participation was facilitated by proximity and the short 2-day course.

Methodology
A special short two-day intensive course, relying on expert presentations, group discussion and a role-play practical exercise.

Course evaluation

Participants gave extremely high marks in the end-of-course evaluation: 100% of the 28 respondents (out of 30 participants) indicated materials used were appropriate; logistics of the activity well-organized; the administrative support/secretariat was efficient; that they will apply some of what learned; and that they were satisfied with the overall quality of the activity.

Management, communication, monitoring
The activity was organized immediately following and 'piggy-backing' on the Labour Migration Academy held the previous week, with the support of host labour ministry to help arrange participation and the venue, thus obtaining efficient use of resources in mobilizing expert international trainers and ITCILO staff support.

Support

This course was significantly facilitated by provision of resources and venue by the Panama host Ministry of Labour and Development and local logistical support by the Panama IOM office.

Observations

A short course event that fully incorporated ILO and ITCILO core concerns and evidently met interests of all participants. The event was an effective and efficient approach to providing expert training to local officials 'piggy-backing' on the preceding Labour Migration Academy and engaging with the host labour ministry to mobilize participation and the venue.

Results:

Implementation of learning
Only one participant in this course responded to the survey. The respondent indicated 1) the course was useful for increasing own knowledge base and 2) using/implementing course knowledge and/or skills in 1 topical area:
"Involving the local government to obtain more information on migration topics"

Impact; Demonstration:
The respondent gave no response on these questions.

Turkey

(13) Establishing a fair and effective Governance of Labour Migration in Turkey
26 – 29 March 2018, Ankara

In context of and supported by an ILO technical cooperation project

Stated Objectives:
- understand and address key issues and policies regarding labour migration at the global and regional level, and also from a gender perspective;
- promote migration-development linkages and rights-based approaches to labour migration policies and programmes at national, regional and international levels;
- recognize the pivotal role of social dialogue and key world-of-work actors (representatives of employers' and workers' organizations) in the development of labour migration policy, and in resolving critical issues relating to labour migration;
- analyze and use International Labour Standards and ILO supervisory mechanisms and procedures for protecting migrant workers' human rights, including labour rights;
- deepen and master the "Decent Work" approach for migrants and refugees;
- understand how better coordinate the collaboration among institutions dealing with labour migration;
- appreciate the importance of policy coherence when dealing with labour migration.

Topics and Agenda
The agenda generally responded to objectives, which explicitly referenced all main ILO core thematic concerns. Session topics addressed migration trends and driving forces, rights-based approach, protecting migrant workers-shared approach, ratifying conventions, social dialogue, sustainable development agenda, fair and effective policy, and coordination, coherence and cooperation between government institutions and other agencies dealing with labour migration.

Experts/Trainers
The main co-trainers/facilitators were the ITCILO labour migration area executive and a migration expert from South Africa. Two sessions were led, respectively, by an ILO technical specialist in the field of crisis migration and a young professional at the ILO Refugee Response Programme in Turkey.

Participants
40 participants comprised an array of expert and assistant expert level officials in government ministries and institutions on labour, employment, development, migration and social security, including the Directorate General of International Labour Force, Directorate General on Migration Management, Centre for Labour and Social Security Training and Research, the Turkey Employment Agency and the Vocational Qualifications Authority. Three main national trade union federations were present with 7 participants and one employer organization, the Union of Chambers and Commodity Exchanges of Turkey. The Turkish Confederation of Employer Associations was not represented. Participation included 7 national ILO staff and project assistants in Turkey. Participation was gender balanced with 21 women, 19 men.

Over half of the participants indicated only *basic knowledge* of the subjects addressed in the training according to the pre-course assessment survey --over 40% to nearly 60% by topic. By topical subject, another 10 to over 22% of participants indicated they were "new to subject."

Methodology

"An action-oriented, highly participative approach was used, with particular attention devoted to sharing international experiences with a view to their adaptation and practical application. Training methods combined lectures and discussions, case studies, open space debates, role-play exercises and group work using up-to-date learning methods and technologies. Particular attention was paid to the presentation of "good practices" through case studies reflecting experiences already gained locally and internationally."   (*Activity Summary*)

Course Evaluation

A detailed pre-session needs-assessment was conducted among intending participants. In the end-of-course evaluation, "84% of all respondents indicated a high level of overall satisfaction with the quality of the activity, and high prospects of applying the learning outcomes in their day-to-day operations." (Activity Summary)

Management, communication, monitoring

This course demonstrated detailed planning, monitoring, reporting, and end-of-course evaluation. The *Activity Summary* report noted that participants gave high marks to administrative and logistical aspects in the end of course evaluation.

Support

This course was organized with support of and financial resources provided by an ILO technical cooperation project in Turkey.

Observations

Relevance

This course can be said to be fully relevant by measure of reference to the core ILO and ITCILO concerns. It also appeared to be relevant to participant interests and training needs. However, the end-of-course evaluation results indicated that some participants regretted inadequate attention to gender while the agenda and course materials did not give discernable attention to decent work and particularly application of ILS to protection of working conditions and OSH for migrant workers. Nominally, the agenda reflected **coherency of design;** *the actual agenda, content and expertise closely followed stated objectives for the training.*

Results

Implementation of learning

All 6 participants in this course responding to the survey indicated using/implementing course knowledge and/or skills in from 1 to 4 topical areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
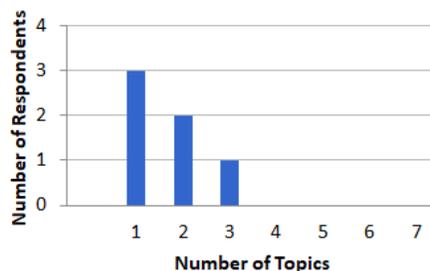
Impact:

All 6 respondents affirmed that the course had supported them in obtaining impact in their work, in 1 to 6 topical areas.
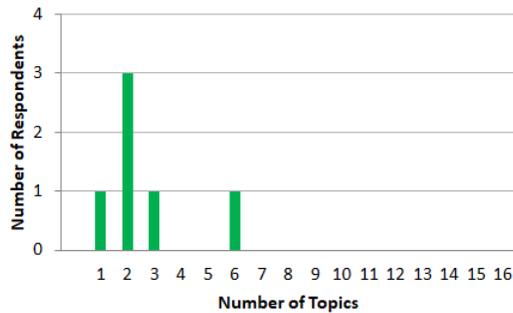
Demonstration of impact

3 respondents wrote in demonstrable indications of impact obtained as a result of the course.

Specific evidence cited included:

Strengthened social dialogue and/or cooperation on migration issues:

- The Ministry of Family, Labour and Social Services organised a tripartite conference in Ankara for better migration policies, inviting social partners, on 25-26 March 2019 in Ankara.

Measures adopted in country(s) to protect migrant workers:

- increase in number of labour inspections at workplaces by the said ministry.

Improvements in 'fair recruitment' legislation, supervision, policy…

- increase in number of work permits for migrant workers.

Observation

A question of evaluating the ultimate contextual intent and impact of this training could be posed given that participation was at level of technical experts (many with 'basic knowledge' or 'new to subject') while the national migration agenda is set at the level of executives and policy makers in national government institutions. Those decision-makers have been and continue to be trained and supported by other institutions with perspectives and policy agendas different from ILO-tripartite core values, normative standards, and decent work/social justice approaches. An ultimately strategic question is whether the ITCILO training took into consideration what might be sufficient to (re)position international labour standards, decent work, and social partners in a leading or subordinate place in shaping the country's policy and practice on migration for employment, and or whether ILO and ITCILO have a strategic approach to longer term training and capacity building in the country, particularly that which might be focused on ILO constituencies.

5.2.5 Other ITCILO activities "mainstreaming' *labour migration*

(14) Decent Work for Domestic Workers
11-15 December 2017, ITCILO Turin

Objectives

- Introduce "Decent Work" regarding domestic work, raise awareness of the need for mechanisms to actively promote it.
- Explore policy and legislative issues and challenges, to enable engaging in development of strategies on decent work, to tackle exploitation and abuse, also from a gender perspective.
- Raise awareness of the different profiles and vulnerabilities of domestic workers, especially of migrant workers, live-in workers and children engaged in domestic work.
- Familiarize participants with the relevant international legal instruments and mechanisms protecting domestic workers' rights, with a focus on the Domestic Workers Convention
- (No. 189) and Domestic Workers Recommendation (No.201)
- Offer a platform to discuss strategies useful to effectively organize domestic workers
- Map the key institutional actors and promote attention to building alliances and networking
- Promote interregional exchange among stakeholders and share knowledge and experiences
- The gender gender dimension is a cross-cutting theme

Topics and Agenda

Definition, key concepts, and global and regional estimates on domestic workers
- Relevant international legal framework, including ILO C189 and recommendation R201
- Economic and social value of domestic work
- Remuneration, working and living conditions
- Role of social dialogue and social partners
- Organization and representation strategies
- Protection of vulnerable DW, children below minimum age, live-in DW and migrant DW
- Building partnership to better protect domestic workers
- Extension of social protection to domestic workers
- Mechanisms to ensure compliance, enforcement and inspections
- Protection from abuse harassment and violence
- National and regional experiences, good practice on protection of DW around the world

Experts/Trainers

The trainers/facilitators included a range of ILO and ITCILO experts as well as field experts in domestic work topics.

Participants

26 participants attended from various ministries and public institutions, worker organisations, international organisations and national associations from countries: Brazil, Costa Rica, Egypt, Nicaragua, Hong Kong (SAR), Jordan, Kuwait, Lebanon, Morocco, Myanmar, Qatar, Zimbabwe.
Prominent among participants were officials from labour inspectorates and labour departments in several countries, as well as members of domestic worker associations and support groups. Of the 26 participants, 4 were men.

Methodology

An action-oriented, highly participative approach with particular attention to sharing experiences and "good practices" towards adaptation and practical application. Training methods combined lectures and discussions, case studies, open space debates, role-play exercises and group work using up-to-date learning methods and technologies.

Training methods combined lectures and discussions, case studies, open space debate, role play exercises and group work, characterised as an action-oriented, highly participative approach, with particular attention to sharing experiences and "best practices" through case studies to encourage their adaptation and practical application. Participants were asked to bring information on trends and statistics, legislation and policy documents on domestic work in their countries.

Management, communication, monitoring

This course demonstrated the ITCILO usual detailed planning, monitoring, reporting, and end-of-course evaluation. In particular, this training activity demonstrated the 'added value' and synergies of intra-ITC cooperation in organizing courses across different programmes where common concerns –in this case labour migration-- are *mainstreamed i*n activities initiated under responsibility of other programme teams.

Observations

In view of evaluation criteria and comparative review with other activities, this is one of the best for fully meeting criteria of relevance -both to ITCILO values and participant needs, coherency of design, effectiveness of training, and impact, and would appear to be so also for efficiency and management arrangements.

Results

Implementation of learning

6 participants in this course responded to the survey. 5 of the 6 indicated using/implementing course knowledge and/or skills in from 1 to 7 areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
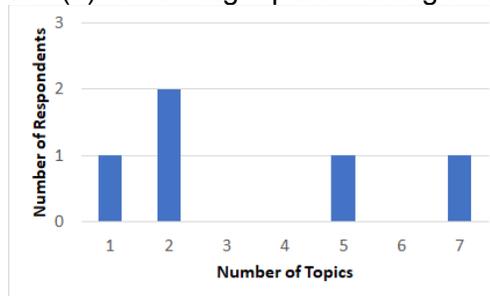
Examples
1. I've applied the knowledge gained from the training to my daily work advocating for the legal protection of domestic workers within Myanmar and overseas. I am actively involved in the CSO Working Group on Legal Protection of Domestic Workers in Myanmar, working on the development of national legislation for domestic work. Based on what I have learned from the course, I provide technical inputs to the advocacy campaigns, workshops, meetings with policy makers, and drafting of the domestic workers bill. I am currently leading the preparation to organize a public event to celebrate the 8th anniversary of adoption of ILO Convention 189 in Yangon, Myanmar on 16th June 2019, and the course

has greatly built up my skills, knowledge and self-confidence to discuss this particular issue in line with the ILO standards and good practices in other countries.

2. Incorporated examples in training modules/sessions.
3. We use learnings in promoting decent work for domestic workers through forums/seminars/trainings.
4. More appreciation of the vulnerabilities of domestic work.

Impact
Of the 6 respondents, 2 cited impact in two areas, 1 each in four and six areas, while 2 did not indicate impacts.
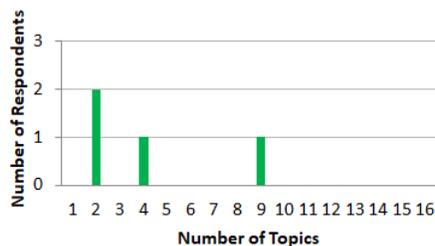
Demonstration of Impact
Only 3 respondents 'ticked the boxes' on this one, 2 indicating one area, 1 indicating nine areas.

Cited as demonstration for impact were:
● New Knowledge and external advocacy efforts
● Advocacy for implementation of DW law and inclusion of the DWs in the mandate of labor inspectors.
● Establishing a tripartite negotiating forum
● Establishing DW as an advocacy area for migrant women organization
● Providing technical inputs to tripartite constituents and social partners for the development of national legislation concerning domestic work in Myanmar.

While the responses on this one were not sufficient to be considered *reliable*, the evaluator considers them nonetheless indicative of considerable implementation and substantial impact among those who replied.

15. Establishing Fair Recruitment Processes
18 –22 September 2017, ITCILO Turin

"This course on Establishing Fair Recruitment Processes was a direct answer to the acknowledged need to reinforce the capacities of the ILO constituents and other key actors." (Final Report)

Purpose and Objectives *(stated together, followed by specific training objectives)*
● foster the sharing of promising national and international recruitment practices that meet internationally recognized human rights and labour standards;
● enhance understanding among key actors of how to strengthen regulatory and enforcement mechanisms designed to address abusive and fraudulent recruitment practices;
● promote the dissemination of fair business standards and practices and of mechanisms for the empowerment and protection of workers.

Specific Training Objectives:

- Appreciate the relevant international labour standards as well as the General principles and operational guidelines for fair recruitment
- Understand the economic determinants of informal/formal recruitment and measurement of recruitment costs
- Analyze alternative options to private employment agencies, including via public employment agencies, workers' cooperatives and directly through accredited employers, with tripartite and bipartite supervision
- Share good practices of laws, policies and enforcement mechanisms, including a compilation of regulatory and enforcement models that have demonstrated a measurable impact in reducing human trafficking and irregular migration
- Understand the needs to protect the rights of workers, including migrant workers, from abusive and fraudulent practices during the recruitment and placement process
- Provide some tools to help in the prevention of human trafficking and forced labour.

Agenda: topics and themes covered

International instruments promoting fair recruitment (General Principles, Operational Guidelines); Policies and enforcement to promote fair recruitment; Legislation regulating recruitment; licensing, monitoring, complaints, access to remedies; Different recruitment processes including through private and public agencies and BLAs; The impact of fair recruitment on the global supply chain; The nexus between unfair recruitment, trafficking and forced labour; Recruitment and costs of labour migration; Fair Business practices; The role of social dialogue in recruitment processes.

Experts/trainers

The trainers/facilitators included ITCILO and ILO experts as well as field experts in fair recruitment topics: including from ADECCO group, ITUC, International Federation of Journalists (role of media), Portuguese labour inspection, UK Gangmasters and Labour Abuse Authority (GLAA), Verite.
The academy team and resource persons' contributions were highly appreciated by participants, who judged the experts' contributions very highly by 94% of respondents.

Participants
39 participants, 18 women, 21 men, with diverse professional backgrounds and originating from all continents.

Methodology
The standard ITCILO labour migration activity action-oriented, highly participative approach was used, with particular attention to sharing experiences, good practices and case studies with a view to their adaptation and practical application. Training methods combined lectures and discussions, case studies, open space debates, role-play exercises and group work using up-to-date learning methods and technologies.
It was a standard three-phase programme: pre-training on-line preparation; one week 'residential' combining lectures, discussions, 0case studies, role-play exercises and group work; and follow-up with access to course material, new resources, and continuation of discussion online.

The on site course followed an explicit, logical process with six sessions, each with its own detailed set of objectives and corresponding content: 1 - Context and Framework; 2 - Regulation and Enforcement; 3 - The Role of the Media; 4 - Labour Supply Chains; 5 - Monitoring and Access to Justice; and 6 - Role of Labour Recruiters.

A peer-to-peer support activity was organized outside of expert lecture time slots, in order to provide participants with a more informal setting to share experiences, propose solutions and foster long-lasting networks.

Course evaluation
94% of the high number of respondents indicated that the activity's objectives were achieved to a high or very high degree. 97% expressed high or very high overall satisfaction with the activity. These results were considered "especially telling" given that this was the first edition of a course of Fair Recruitment.

Management, Communication, Monitoring
This course demonstrated the ITCILO usual detailed planning, monitoring, reporting, and end-of-course evaluation. In particular, this training activity also demonstrated the 'added value' and synergies of intra-ITC cooperation in *mainstreaming* certain key thematic areas in co-organizing courses across different programmes where common concerns –in this case labour migration-- are in effect a major component of the content of activities initiated by other programme teams.

Observations
All the bases were covered on ILO and ITCILO core concerns in objectives and agenda; the programme agenda addressed carefully and in detail the respective thematic topics in a logical sequence, for effectiveness.
The expert trainers comprised a highly relevant and highly qualified 'spread' specialists from ILO, ITCILO and, particularly, government agencies, recruiting businesses, monitoring and advocacy NGOs and others.
Methodology included an innovative peer-to-peer support activity for direct sharing and networking.

Results
Implementation of learning
11 participants in this course responded to the survey, 10 of whom indicated using/implementing course knowledge and/or skills in from 1 to 7 areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
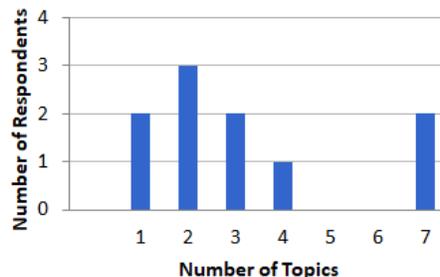
Impact

All 11 respondents cited impact, with the bulk of responses being either 1 area (3) or from 4 to 7 areas, with one respondent indicating 12 areas.
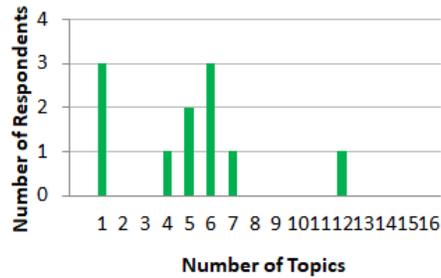
Examples on ways the course has been of practical use for achieving results in participants' work:

1. Enforcing fair recruitment with clients
2. Understanding role of employers in skills training and also in fair recruitment
3. A 'memory' of end of study project: for the implementation of the single protection system for emigrated workers in place; an Order authorizing the ratification of Conventions 143 & 181.
4. It contributed in changing and thinking way of working individually as well as institutionally. We within the institution constituted a migrant desk to look after the migrant issues. Receiving compliance from migrant victims as a feed-back of our previous Radio/FM program is still continue and support of desk is continue to protect the rights of migrant workers. Social dialogue is extending in different level and local authorities have been giving their attention on the migrant issues because of different kind of lobbying and advocacy.
5. It has influenced policy decision on labour migration
6. This course was relevant to my day to day work as head of Sub Office in Agadez (Transit locality where migrants heading to Europe via Libya and Algeria). This course helped me including new aspects or elements in my analysis such as the link between migration and development- the role of the Diaspora in the countries of origin- transit countries and in the countries of destination usually overlooked at national level.
7. Understanding of fair recruitment
8. From the training I came up with a list of 4 main areas that need changing: 1. Contract verification 2. bilateral labour agreements 3. Role of private employment agencies 4. current labour migration procedures

Demonstration of Impact

6 of the 11 respondents cited demonstration of impacts, each on between 3 and 7 topical areas.
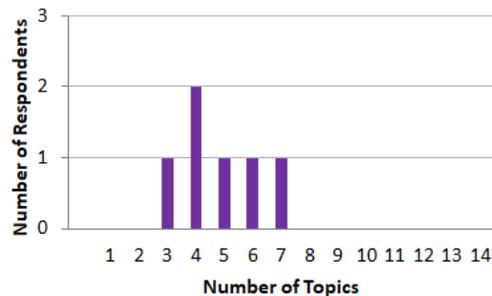
Specific responses:

Name(s) of new laws, new bills introduced in parliament concerning migration (3/11)
1. Revised Foreign Employment Act
2. Migration policy for Ghana
3. Employment Bill

Examples of new attention by your institution to migration (new policy...) (4/11)
1. Recruitment from specific areas
2. Supporting work and decimating information from migration desk and constitute a new department to look after the migrant related issues
3. IOM is involved in all forum/conference and discussion on Migration through the intervention of its experts (advices on concepts - guidance etc..)
4. New policies, new procedures, additional staff so as to be more focused

Name of new institutional mechanism(s) on migration (department/office/focal point) (2/11)
1. Migration department of Trade Union
2. A migration desk at interior ministry

Name new measures, actions to protect migrant workers in own country (4/11)
1. Information dissemination at local level through Migrant Resource Centre
2. Extending migration committees in the aboard as in Malaysia etc.
3. Labour laws which also apply to migrant workers
4. Closer relations with the police department to investigate migrant issues, leaflet on rights and duties issued on arrival at airport

Improvements in 'fair recruitment' legislation, supervision, policy… (2/11)
1. Revised Foreign Employment Act and role of agents, meaning direct link with recruitment agencies
2. Procedure on recruitment method

New or improved bilateral agreement resulting from training learning/skills (2/11)
1. Agreement between Ghana and United Emirates countries
2. Bilateral Labour agreement with Bangladesh (still in process)

New attention to migration governance at local/city level resulting from your efforts (3/11)
1. After this training, I attended many conferences on migration especially on the impact of irregular migration on the local economy. I used examples seen during the training to change people's perceptions (remittances - examples of migrants working in tomatoes firm in Italy - Mafia etc...)
2. Team has been formed dealing with LABOUR migration issues at the TUC Ghana
3. Information regarding fair recruitment is incorporated in Local Government Operation Act

5.2.6 Special activities: process support consultations

International Working Group on Labour Migration Statistics - Meeting 3
12 - 14 June 2018, ITCILO Turin

ITCILO hosting of two meetings of the ILO-convened international working group charged with developing labour migration statistics standards and criteria.

The mandate for the working group was established by the recommendation of the International Conference of Labour Statisticians (ICLS) in 2016 to devise formal labour migration statistical standards. A global practice survey was foreseen and an expert working group to draw up the proposed standards including definitions, classifications, criteria and methodology, which would be considered for adoption as the global standards of reference at the ICLS next conference in 2020.

Purpose of the Meeting
Complete the international expert consultative process of devising statistical standards and criteria for the measurement of labour migration/migration for employment phenomena.
The standards and criteria would be formally adopted at the next congress of the International Association of Labour Statisticians in 2020, to become the standards of measurement for ILO and other statistical institutions nationally and globally.

Objectives for the event:
- Review mandate from International Conference of Labour Statisticians (ICLS).
- Take account of the findings of the ILO survey of country practice in 2015.
- Formulate definitions of international migrant, international migrant worker.
- Review and agree on proposals for classification, criteria, data collection standards and methods, data analysis, and use and dissemination of labour migration statistics and statistical standards.
- Review draft methodology on the measurement of recruitment costs

Topics on agenda
Presentation of the draft guidelines, Definitions of international migrant worker; classification; indicators; data collection; data analysis and future work; Case Studies (Empirical measurement of labour migration using the ILO proposed framework: the case of the United States, and Mexican labour migration statistics from population census); Conference of European Statisticians (CES) Task Force on Measuring Labour Mobility.

Expert Participants
24 specialists and experts on labour statistics and labour migration from around the world nominated to the ongoing working group, including from partner institutions with specific competencies: ILO Statistics, ILO international migration branch, ITCILO, Eurostat, IOM, MEDSTAT IV project, UNDESA, UNHCR, and national statistical institutions and/or experts in France, Germany, Israel, Italy, Korea, Mexico, Morocco, Norway, Russian Federation, Sri Lanka, Switzerland, Tunisia, Turkey, USA.

Methodology
Expert presentations and discussion, collegial expert review of draft guidelines, definitions, classification, criteria, and data collection and analysis methodology; presentation of case studies using model proposal, expert consensus-building on draft international standards.

Management, communication, monitoring

ITCILO provided the venue, logistical support and supportive arrangements; the objectives, agenda, content and participation was determined by the working group itself and the joint technical support by ILO Stat and ILO MIGRANT.

Support

Participation and organizing costs were covered by the budget allocated to the formal working group process of devising the international statistical standards on labour migration.

Observations

An especially significant 'special' activity that demonstrated the utility, relevance and importance of the ITCILO *institution in providing the ideal hosting and support venue for special international technical working groups and processes charged with developing standards and/or advancing knowledge on particular subjects. This role and competency applies not only in the field of migration and/or statistical standards but 'across the board' on the large range of issues and topics pursuant to ILO and tripartite mandates and competencies.*

5.3 Case Studies

5.3.1 ACTRAV - Worker Group activities
Two events

(3) Trade Union Policy and Organizing on Labour Migration
3-14 July 2017, ITCILO Turin

A Global Workers' Academy integrated with the Labour Migration Academy 2017

Overall Purposes:
Stated as components of ILO Outcome 9 of ILO Program and Budget 2016-2017:
• Strengthened capacity of trade unions to engage in evidence-based policy-making that results in the implementation of fair and rights-based labour migration policies and programs for all workers;
• Fair and well-governed labour mobility and inclusion of the concerns of migrant workers in regional integration processes based on social dialogue and through collaboration with a wide range of partners.

Objectives
Provide workers input in the Labour Migration Academy and the track on "organizing and participation of migrant workers in trade unions and on action plans for trade union organizations:"
• Share information about policies and measures recently adopted by the countries represented in the course to improve the rights of migrant workers and strengthen trade union capacity to influence such policies;
• Foster transnational cooperation among workers' organizations and dissemination of best practices on organizing and membership of migrant workers into trade unions and the protection of their rights through collective agreements and through other outcomes of bipartite and tripartite social dialogue as well as best practices in legal and other assistance to migrant workers;
• Collect information on labour and social rights as well as strategies for organizing migrant workers.

Topics and agenda
Participants in this integrated but distinct activity track within the Labour Migration Agenda followed the general plenary agenda of the Labour Migration Agenda (summarized above at activity (1) and then an autonomous agenda for the trade union participants, that included information sharing on trade union activities on labour migration/migrant workers, sharing and discussion *situation assessments* specifically concerning unions in respective countries, addressing governance issues through social dialogue, and practical exercises to formulate international and individual union action plans. All ILO basics and ILO labour migration elements as well as relevant worker concerns were 'on the agenda'.

Experts/Trainers
The large and experienced group of trainers for the LMA were supplemented by trade union experts identified by ACTRAV for the trade union academy track.

Participants
15 trade union leaders and organizers, most acting as labour migration focal points in their national union/federation, from Argentina, Brazil, Dominican Republic, Georgia, Ghana, India, Kenya, Malaysia, Nepal, Ukraine, Zambia, Zimbabwe: 5 women, and 10 men.

Methodology
Integrating the worker academy and the LMA, with process emphasis on participant discussion, exchanging experiences and strategic analysis and planning group work.
The trade union participants were requested to prepare in advance an extensive situation assessment for their country, including information on migration, legislation, migrant worker conditions, union work, and perspective on what needs to be done to better protect, support and organize migrant workers. A component of the worker academy track was formulating participant actions plans to 'take home' to guide implementation of learnings from the training.

Management, communication, monitoring
A deliberate programmatic and organising approach, defining, defending and advancing union agenda in the (expanding) migration/mobility arena.

Results
Implementation of learning
6 participants in this worker/union academy (integrated with the LMA) responded to the survey. All six indicated implementation of learning in 1 to 4 of the listed topical areas: (1) proposing changes in institutional policy; (2) advocating for national law/legislation; (3) changing methodology of own work; (4) changing local/national discourse on migration; (5) changing attitude of organization; (6) establishing new practical measures in own work:& (7) enhancing tripartite dialogue on migration.
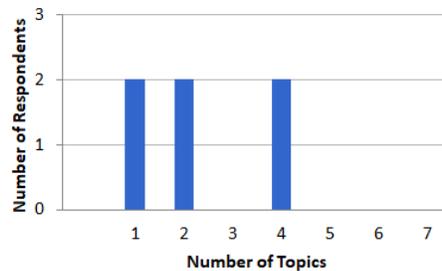
Examples cited on ways the course was of practical use for achieving results in work:
1. Conducting an awareness program for migrant workers in Gulf countries;
2. Organising migrant workers in India.
3. Supporting the GFBTU in its ongoing work to protect migrant workers.
4. Obtaining the statistical data from the *Worfold* programme

Impact:
All 6 respondents indicated that the course had supported them in obtaining impact in their work; in 1 to 5 topical areas.
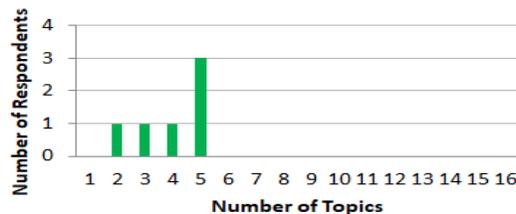
Demonstration of impact

5 respondents referred to demonstrable impact in 2 to 5 topical areas.
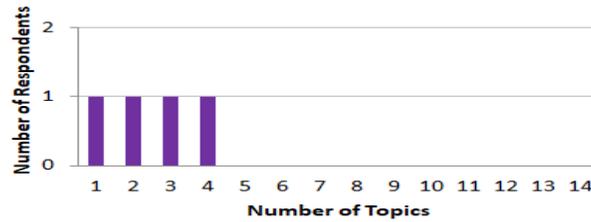
Indications of impact obtained/strengthened as a result of the course cited were:

Name(s) of new laws, new bills introduced in parliament concerning migration (⅖)
- New bill of 2019 to provide Indian citizenship to non-Muslims from Bangladesh, Pakistan and Afghanistan.
- Flexi visa

Strengthened social dialogue and/or cooperation on migration issues (⅕)
- Joint meeting with labor authority and chamber of commerce regarding migrant workers

New attention by your institution to migration (⅖)
- GFBTU established a new trade union that organized 80% of migrant workers
- Our institution is mainly focused on migrant workers working in India from different states in our country. Also now have a separate department to look after people working in middle-East countries.

Measures adopted to protect migrant workers from your country (⅕)
- National migrant labour forum

Other change resulting from your application of course learning (⅕)
- In the last quarter of 2019 we have planned for a migrant community club

(4) Trade Union Policy and Organizing on Labour Migration in Asia Pacific

Distance learning & one week on site:
23 April 2018 - 11 May 2018 - Distance learning
14 - 18 May 2018 - Kathmandu, Nepal

Purposes & Objectives

to strengthen and achieve better trade unions results in pursuit for decent work for migrant workers and their families.

Objectives cited for participant learning:

First module: Define labour migration, explain "push and pull" factors in labour migration; discuss gender dimensions, socio-economic impact of migration; explain decent work for migrant workers.

Second module: explain the rights-based framework for migrant workers; identify ways of promoting the right-based approach in home countries using ILO instruments; and determine stronger modalities of trade union engagements in achieving LM targets under SDGs, and GCM.

Module three: explain current policy developments in their respective regions; discuss country and regional social dialogue mechanisms on labour migration, and Decent Work Country Programs; and articulate trade union strategies to make full use of regional and national policies and programmes; strengthen union-to-union collaboration on labour migration.

Issues and the agenda: the content under three main modules (in distance phase):

Module 1: Overview of Trends and Developments in Labour Migration: basic definition and understanding of labour migration phenomenon; regional and global trends on women, men, and young workers' mobility for employment; analysis of gender dimensions and socio-economic impact of labour migration origin and countries of destination countries.

Module 2: Governance and International Instruments: Rights-based framework for migrant workers; International instruments (ILO conventions, Guiding Principles, ILC resolutions); the Global Compact on Migration (GCM); Relevant targets under the Sustainable Development Goals(SDGs); Making use of ILO Standards and the role of trade unions

Module 3: Labour Migration and Trade Unions: Regional policy developments on labour migration; including BLAs and trade union initiatives for the protection and promotion of rights and welfare of migrant workers; Importance of social dialogue in labour migration governance; Labour migration and Decent Work Country Programmes and the Future of Work

The one-week on-site component built on the above and focused on country and regional experiences of trade unions; promotion of migrant workers' freedom of association and collective bargaining; and developing strategies and action plans toward (a.) strengthening inter-regional trade cooperation and networking on labour migration, and (b.) enhancing and sustaining in-country trade union advocacy on rights-based governance, organizing and collective bargaining, documentation, monitoring status of cases and complaints, and service delivery through MRCs.

Relevancy and coherence of design appear fully consistent with both ILO basics and needs of participants. All key ILO basics and ILO labour migration worker agenda elements were 'on agenda".

Experts/Trainers
The trainers both for distance and on-site learning were subject matter experts from ACTRAV, ILO and trade union movement and allies.

Participants
National trade union focal points on migration from federations/confederations in Bangladesh, Cambodia, India, Jordan, Laos, Malaysia, Myanmar, Nepal, Philippines, Sri Lanka, and Vietnam; delegates of the Arab Trade Union Confederation and the ASEAN Trade Union Council; ITCILO ACTRAV regional focal points; and an NGO delegate from Nepal.

Methodology
A combination of distance learning of 5 hours per week –within reach of usually overcommitted union organisers and officials, building to and combined with a face-to-face one week on-site training. Emphasis was on participant discussion, exchanging experiences, strategic analysis and planning group work.

E-discussion and learning exercises were important part of the learning approach. Participant experience responses were extensive; a huge discussion remains posted on the course distance learning website, participants were manifestly very engaged and active in discussion.

Management, communication, monitoring
A deliberate programmatic and organising approach, defining, defending and advancing union agenda in the (expanding) migration/mobility arena*.*

Implementation and Impact of the Trade Union/Worker Training Activities on migration

All of the trade union participant interviewees reported extensive levels of implementation of learning, and particularly impressive "impact' accomplishment deriving from the experience and content of the trainings. Salient examples are listed in brief here; these are summarized in more detail later in the Chapter 10 "good practice example. The impetus and the orientation for these actions are directly attributed to the ITCILO training experience and content.

ITCILO ACTRAV training provided the impetus and the vehicle to establish an **Africa wide trade union network of labour migration focal points**, in turn generated mutual support and encouragement for union work on labour migration; the network now counts 48 union focal points in 31 countries.

In Asia, ITCILO training led to establishment of **social partner dialogue on migration at the ASEAN** (Association of South-East Asia Nations) and joint social partner input to the ASEAN Committee for Implementation of the ASEAN Consensus on Migrant Workers.

The initial ITCILO training experience inspired and guided ITUC Africa to develop its own **region-wide ongoing training on labour migration**, now involving one to two regional training activities per year.

The LMA and trade union training provided the inspiration and guidance for a now ongoing **national union training programme** on labour migration in **Lebanon**, by the national FENASOL trade union federation.

Adoption of a resolution of the Congress of the national **Dominican Republic** Autonomous Union Federation committing to a **plan of action on migrant workers** and establishing a national **Secretariat on migration and refugees**.

Union impetus to **ratification of ILO Conventions C-97, C-143 and/or C-189** in Madagascar, Morocco, and Sierra Leone; a current push for Burkina Faso ratification of C-189.

Observations drawn from the focus group discussion

Two sessions of focus group discussion took place, with participation by ITCILO ACTRAV officials and trade union organization executives in Africa and Asia. Interviews were held with unionist participants in trainings, in the Dominican Republic, Lebanon and Turkey.

The ITCILO trainings on labour migration for workers/trade unionists have been a key component for awareness raising, capacity building, attitude changing, motivating commitment, and mobilizing action on organizing solidarity and advocacy by unions worldwide.

This is a consequence of a deliberate, strategic commitment to elaborating an ongoing trade union programmatic approach to engaging on migrant workers and migration, with a training and capacity building core component to this overall engagement. The union commitments to advancing decent work, obtaining social justice, implementing human rights and labour standards, and achieving equality for all are central to this agenda and thus to the training effort. The programmatic approach to training has been set up around *defining, defending and advancing union agenda in the expanding migration/mobility arena.*

The training has been defined and organized around core and sustained core participation of identified focal points –and some leadership-- who are engaged on the issues. They likewise have formal, identified responsibilities to follow-up and deliver on common approaches and agreed action lines.

The ACTRAV Programmatic approach recognises that training in such a dynamic and complex field as migration is needs to be ongoing, at some rate of regular intervals –especially for those with core technical and political/organisational responsibilities. ITCILO has thus integration the migration training into its overall training agenda and programme as a regular integral component with at least one main activity on an annual basis. Preparation, follow-up and implementation organised in cooperation with regional TU organisations in particular

A followup consultation to the 2018 labour migration training focused on Asia is taking place mid 2019 in Nepal with ITCILO ACTRAV support and participation. Trade union/worker training on migration has now been institutionalised in Africa under ITUC Africa with ITCILO methodology and tools and ITCILO ACTRAV support and cooperation. Within the ITCULO ACTRAV team, the regional focal points explicitly cover migration and thus facilitate both ways the integration of the overall union training agenda with the areas of labour migration training.

Conclusions from the case study

1. A strategic, programmatic approach to training in this arena is imperative for a coherent relationship with the overall ILO agenda --in this case that of the organized worker constituency.

2. The "ILO basics" must be a core component of the training and of follow-up support and monitoring.

3. Participation in the training needs to be organized and deliberately linked to existing organisations or structures to ensure implementation and, especially, the supportive structure for obtaining impact.

4. The effect of the training is most productive and sustainable when trainees are charged with ongoing implementation responsibilities in their organisations --such as focal points-- as well as concerned leadership.

5. Continuing learning both by e-learning and by face-to-face meeting is essential both for effective ongoing implementation and impact, and for sustaining commitment and engagement of the actors involved in what can often be difficult and sometimes hostile environments.

5.3.2 Ethiopia Labour Migration Governance
Case Study

The ITCILO training on labour migration --organized in cooperation between the Centre and a UK DFID-supported ILO technical cooperation project-- played a demonstrably significant role in advancing the definition and implementation of deliberate labour migration governance by Ethiopia.

5.3.2.1. The Training Activity:
Fair and Effective Governance of Labour Migration in Ethiopia (#11)
9-13 January 2018, Addis Ababa

This course took place as an integral component of the ILO cooperation project entitled *'Improved labour migration governance to protect migrant workers and combat irregular migration in Ethiopia'* funded by UK Department for International Development (DFID). The project supports efforts of the Government of Ethiopia and social partners to address and reduce irregular migration by improving labour migration governance and making regular labour migration more accessible and desirable to potential migrants in Ethiopia.

Course purpose and objectives:

The purpose of the training was "Providing advanced knowledge and enhancing the capacity of key migration actors to better understand labour migration challenges and opportunities in a changing political, economic and social context". It was organized with the broad scope of a *Labour Migration Academy* set in a specific national context. The stated objectives were to:

- understand and address key issues and policies regarding labour migration at the global, regional and national level, and also from a gender perspective;
- promote migration-development linkages and rights-based approaches to labour migration policies and programmes at national, regional and international levels;
- recognize the pivotal role of social dialogue and key world-of-work actors (representatives of employers' and workers' organizations) in the development of labour migration policy, and in resolving critical issues relating to labour migration;
- analyze and use International Labour Standards and ILO and United Nations supervisory mechanisms and procedures for protecting migrant workers' human rights, including labour rights and;
- deepen and master the "Decent Work" approach for migrant workers

Topics and agenda

The training agenda followed these objectives and explicitly referenced all main ILO core thematic concerns (except gender and discrimination/equality) and ILO priority labour migration topics:

- Global, regional and national labour migration trends and driving forces, including South-South
- Migration in the Sustainable Development Goals (SDGs)
- Adopting a rights-based approach to migration:
- Coordination, coherence and cooperation between government institutions and other agencies
- Negotiating bilateral labour migration agreements
- Regional integration processes and labour mobility
- Reinforcing social dialogue in the governance of labour migration
- Instituting fair recruitment processes
- Mainstreaming migration into national development planning
- Fostering the social and professional reintegration of returning migrants

The training prospectus explicitly referenced a full and broad range of policy references, including the ILO Agenda on Fair Migration, the UN 2030 Agenda for Sustainable Development, the AU Vision 2063, Conclusions of the Addis Ababa Declaration of the 13th ILO African Regional meeting 2015, the Conclusions of the ILC discussion on labour migration 2017, the Conclusions of the Tripartite Technical Meeting on Labour Migration 2013, the ILO Multilateral Framework on Labour Migration, and the 2004 International Labour Conference Plan of Action for Migrant Workers.

Experts/Trainers

The main co-trainers/facilitators were the ITCILO labour migration area executive and a migration expert from South Africa. An official from the Ethiopia Ministry of Labour and Social Affairs made a presentation and led discussion on the national Labour Migration Proclamation (of 2016).

Participants

29 participants attended from government agencies, regional labour authorities and social partner organizations. These included all six labour migration concerned team leaders in the Ministry of Labour and Social Affairs, executives of State Bureaus of Labour and Social Affairs in the Afar, Amhara, Benishangul Gumez, Gambella, Harari, Oromo, Somali, and Tigray regions; and an executive from the Federal TVET -Technical and Vocational Education and Training- Agency. The Social Partner representation comprised the Confederation of Ethiopian Trade Unions (CETU), the Ethiopian Employers Federation (EEF); and the Ethiopian Private Employment Agencies Association. There were 23 men and six women participants.

Methodology

The course applied the standard ITCILO-labour migration methodology of a dynamic, participative combination of expert inputs, plenary discussions, good practice review, group work and practical application exercises.

Management, communication, monitoring

This course demonstrated the usual detailed planning, monitoring, reporting, end-of-course evaluation. It particularly benefited from the national TC project in organizing support and local needs-appropriate agenda and content for the training, as well as participant mobilization, preparation, and follow-up accompaniment integrated in the ILO project design and implementation.

5.3.2.2 The Context

The training took place at a moment in which the government, in consultation with social partners, re-established a concerted effort to implement an earlier policy commitment on labour migration governance, and put in place the organizational structures and operational mechanisms to do so. While there are no reliable estimates on the number of Ethiopians living abroad, the Ministry of Foreign Affairs has estimated the country's diaspora at 2 million persons. The actual number, including children born abroad and descendents of Ethiopian emigration and refuge flight over the nearly a century since the Italian military invasion and occupation in 1935 (resulting in an estimated 760,000 Ethiopian dead). Hundreds of thousands of Ethiopians have departed in recent years, including many to the Middle East and, particularly, Gulf States, to work abroad.

In 2013, the government had issued a formal ban on labour migration deployment abroad to countries in the Middle East, after horrendous abuses of Ethiopian migrant workers were widely publicized and following the start of mass forced expulsions of hundreds of thousands of African workers –many of them Ethiopians--from Saudi Arabia.[16]

However, in the absence of legislation, policy and practice to administer labour emigration and support protection of migrants abroad, informal emigration continued unabated in response to strong labour demand in Gulf countries and absence of decent work 'at home.' As well, emigration whether regular or not permitted escape for some from internal conflict situations and rights abuses.

---

[16]   See https://www.hrw.org/news/2015/05/09/saudi-arabia-mass-expulsions-migrant-workers

Again in mid-2017, Saudi Arabia embarked on mass deportations of mainly Africa migrant workers; Ethiopians were estimated to number half a million in that country at that time.[17]

In 2016, the Ethiopian government issued its national Labour Migration Proclamation, committing to establish a comprehensive governance framework and administration of deployment of migrant workers abroad. However, the government and social partners knew they needed international perspective, technical guidance and capacity building to realize effective governance of labour migration and to enhance protection of migrant workers abroad.

The ILO cooperation project entitled "Improved labour migration governance to protect migrant workers and combat irregular migration in Ethiopia"[18] was a direct response to providing the needed support to Ethiopia, albeit with an unfortunate reference to '*combating*' irregular migration. Training and capacity building naturally comprised a key component of the project form the start.

The January 2018 training course in Addis was organized as a national, tripartite Labour Migration Academy to: 1) provide the core knowledge for policy elaboration and implementation, 2) bring core tripartite stakeholders together to build a well-founded joint approach and requisite cooperation, and 3) impart skills and build capacity of the key actors to do their jobs well.

Subsequent project-organized stakeholder workshops on specific topical aspects, and particularly, decentralized regional trainings were prompted and shaped by the January 2018 training.

Since that event, the government announced in February 2018 lifting of the migrant deployment ban and subsequently, initial plans to implement the 2016 Proclamation on labour migration. A new Bilateral Labour Agreement was signed with the United Arab Emirates in December, 2018 --following an ITCILO course on negotiating BLAs organized jointly with the project. BLAs are currently being negotiated with Bahrain, Lebanon and Saudi Arabia, and a first regular deployment of Ethiopian migrant workers to the Gulf recently took place.

5.2.2.3 Results

While correlations are not necessarily causalities, practitioners concerned highlight that the ITCILO training and followup to it have been key instigators for the progressive operationalisation of the national labour migration policy, as well as for conducting decentralised training of key operational stakeholders around the country and for building competence and capacity in the Ministry of Labour and social partner organisations.   Without that training, and the confidence and competence acquired in it, the government agencies concerned would not have had adequate specialised knowledge and means to either operationalise the policy nor to negotiate bilateral agreements responsive to Ethiopia's interests and with at least minimal protections for Ethiopian migrant workers.

Of note is that 26 of the 29 participants in the January 2018 training remain in their posts of migration-relevant responsibilities. Nearly all have been engaged in followup activities supported and/or monitored by the ILO TC project.

---

[17]See https://www.hrw.org/news/2017/08/24/why-saudi-arabia-must-halt-deportation-half-million-ethiopians

[18]See project summary at: https://www.ilo.org/africa/technical-cooperation/WCMS_553870/lang--en/index.htm

Observations

The training event itself was a fully relevant, tripartite, a deliberately ILO project-driven and project-tied activity, ensuring organized participation relevant to and engaged in training preparation, followup and implementation of training learnings. Project staff and resources provided organizing and logistical support and project resources provided for costing of training activity. Especially importantly, the project provided the context for implementation and impact of the training in advancing migration governance, protection of migrant workers, involvement of social partners, etc in line with implementation of International Labour Standards, tripartism, and the decent work agenda.

The ongoing project provided the framework, mechanisms and direct support to national and regional government actors and to social partner organizations to engage 'on the ground' in implementing a national migration governance framework with approaches and measures consistent with the ITCILO training learnings and ILO standards and principles concerning the world of work.

Sources

This case study was built on information provided by stakeholder project staff as well as direct interaction by the evaluator with Ethiopian tripartite actors in a subsequent ITCILO training on labour migration. The evaluator also drew on 20 years own professional experience on migration in Africa, including in Ethiopia.

6. THE PARTICIPANT SURVEY

All of the more than 500 total participants in the training activities under review were invited to fill in an on-line survey questionnaire, available in three languages: English, French and Spanish. **108** responses in total were received, 64 in English, 24 in French 19 in Spanish, representing a respectable overall response rate of **22%**.

Responses were received from participants in **46 countries**: Argentina, Bahrain, Bangladesh, Belgium, Brazil, Cambodia, Colombia, Costa Rica, Dominican Republic, Ecuador, Egypt, El Salvador, Ethiopia, Germany, Ghana, India, Italy, Jamaica, Japan, Kenya, Kuwait, Kyrgyz Republic, Lebanon, Madagascar, Malaysia, Mexico, Moldova, Morocco, Myanmar, Nepal, Niger, Panama, Philippines, Seychelles, Spain, Sri Lanka, Tanzania, Thailand, Togo, Tunisia, Turkey, Ukraine, United States, Venezuela, Zambia, and Zimbabwe.

6.1 Profile of respondents

Of those who answered the survey questions, **42** (39%) were men and **65** (61%) were women.

Type of organization worked for at the time of the training

More than half of the respondents worked for governmental institutions, the largest proportion in ministries of labour. Trade union participants were about a fifth of all respondents.

Trade union organization	
Ministry of Labour	22
Employer organization	4
Government/public institution	32
Non governmental/civil society organization	6
Private enterprise	3
Training/academic institution	2
International Labour Organization	7
UN organization (other than the ILO)	6
Other	5
Answered	**108**

Other included a staff member of the European Parliament.

Course followed by survey respondents

Academy on Labour Migration (2017)	17
Academy on Labour Migration (2018)	29
Governing Migration at Local Level	6
Mainstreaming migration into policy planning	11
Extending social protection to migrant workers, refugees …	6
Fair and Effective Governance of Labour Migration in Turkey	6
Mainstreaming Migration into Ecuadorian policy planning	2
Mejorar la protección, promover el desarrollo sostenible y facilitar …	1
Negotiating bilateral labour agreements	7
Trade Union Policy and Organizing on Labour Migration	6
Establishing fair recruitment processes	11
Decent Work for Domestic Workers (DW4DW)	6
Answered	**107**

6.2 Summary of results

ILO and ITCILO core topics evident to participants in the content and delivery of the training
(multiple responses)

Decent Work	**79%**	84
Social Justice	**41%**	44
Sustainable Development	**59%**	63
International Labour Standards	**69%**	74
Social Dialogue	**54%**	58
Gender equality	**54%**	58
Non-discrimination/Equality	**64%**	68
Social Protection	**66%**	71

Responses suggest that more explicit and substantive attention is merited to core ILO and ITCILO topics. However, these responses are an aggregate across all respondents; the individual activity assessments above showed that such attention was deliberate and high in some activities such as the LMAs, but lacking in several others, notably those cosponsored with external institutions with different agendas.
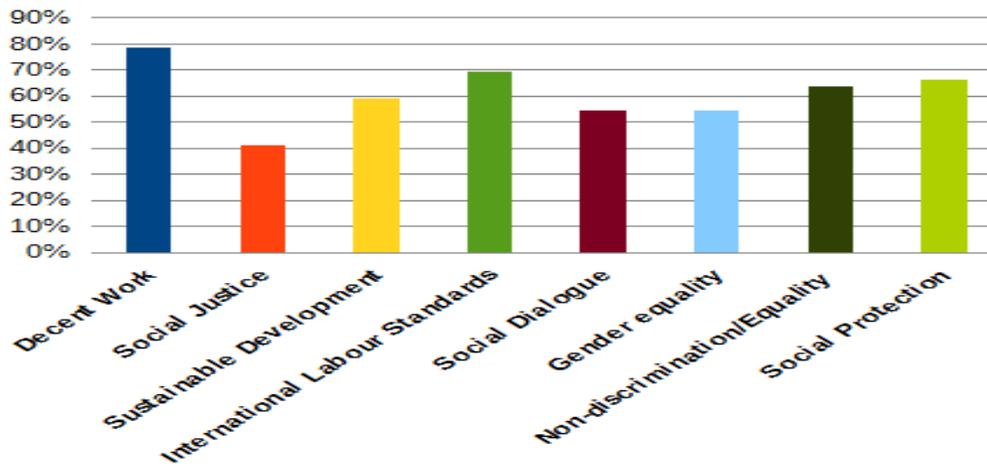
Meeting participant training needs and priorities

The responses showed high levels of satisfaction on meeting participant training needs and priorities on migration issues, with a total of 74% saying *fully* or *to a great extent*, and another 21% indicating _sufficiently_ --meaning 95% were satisfied or more than satisfied.
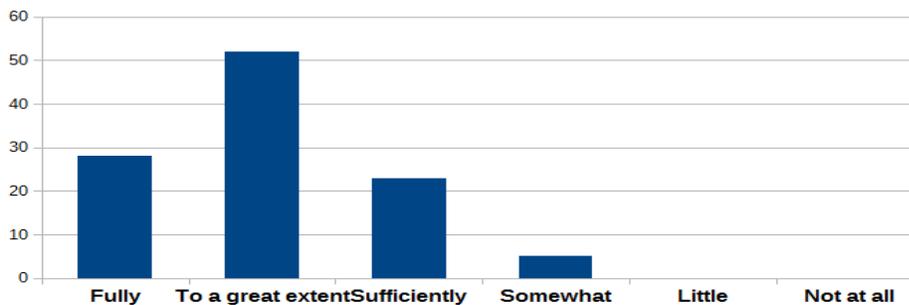
Elements helpful in the activity content (multiple choice)

Understanding international migration today	**76%**	81
Reviewing the situation of migration concerning your country	**41%**	44
Providing knowledge on ILO standards and decent work approach	**58%**	62
Explaining roles & responsibilities of government, employers, worker unions, other actors	**49%**	52
Promoting social dialogue & cooperation among social partners on migration	**53%**	57
Understanding important components of policy & practice on migration	**60%**	64
Understanding specific aspects as per the topic of the course	**50%**	54
Answered		**107**

Usefulness of learning methods used for engagement on the topics

Expert background presentations	**54%**	58
Expert topical presentations	**64%**	69
Opportunities for questions and answers with experts	**66%**	71
Plenary discussions	**58%**	62
Group work exercises	**79%**	84
Situation simulations	**41%**	44
Answered		**107**

Combination of training/learning methods used in the course
61 people (**57.6**%) found it to be *excellent, learned a lot*, plus 44 people (**41.5%**) responded that they *benefited from the course.* And only 1 respondent found it 'difficult, had a hard time following'.

Usefulness of course for participants work
Nearly all respondents indicated that the course either provided *"a significant input to daily work"* (**46%**) or was "*helpful in solving specific questions"* (**49%**), together <u>95% </u>of respondents.
4 respondents (4%) found it "*interesting but not decisive for the purposes it was designed*" and 1 person indicated the course was "*less useful and it could or should have been*."

6.3 Application and impact of training

How training learnings have been used/applied
67% of survey respondents indicated how they have applied learnings from the course; many of the respondents affirmed that they used course learnings in several topical areas. An overall distribution is shown below; a breakdown of number of areas by respondent and examples of application are shown above under "implementation" for individual activities.

In proposing changes in institutional policy	**35%**	37
In advocating for national law/legislation	**28%**	30
In changing methodology of my work	**27%**	29
In seeking to change local/national discourse and discussion on migration	**51%**	54
In changing the attitude of my organization	**35%**	37
In establishing new or different practical measures in my work	**41%**	43
In enhancing tripartite dialogue on migration	**26%**	28
Not yet applied	**4%**	4
Other	**9%**	10
Answered		**106**

Improvement of competencies and on-the-job performance resulting from participation in the training activity

A majority, **67%,** of all respondents assessed *very large* (20%) or *large improvement* (47%) in their **competencies**. Another 31% indicated moderate improvement.
Similarly, a total of **66%** indicated either *very large improvement* (19%) or *large improvement* (48%) for their **job performance**. Another 26% noted moderate improvement in job performance as a result of participation in the course.

Concrete impacts obtained by institution and/or country in applying training content

103 of the total 108 respondents to the survey indicated concrete impacts to their institution and/or country resulting from applying training content; most indicated application in several action areas. The graph below indicates the number and percent of total of respondents who indicated impact in each of the respective areas. The overall listing of outcomes with the number and percentage of respondents citing each point is shown below; a breakdown of number of areas by respondent and examples of application are shown above under "implementation" for individual activities.

New/better/changed national legislation	**9%**	9
Adoption by country of (additional) International Labour Standards	**12%**	12
Strengthened social dialogue and/or cooperation on migration issues	**45%**	46
Adoption or progress towards adoption of national migration policy	**32%**	33
Improved, enhanced cooperation on migration across government	**36%**	37
Improved, enhanced cooperation with social partners	**40%**	41
Improved, enhanced cooperation with civil society and other actors	**41%**	42
More specific attention by my institution to migration	**42%**	43
Adoption of new institutional mechanisms on migration (department/office/focal point)	**16%**	16
Adoption/application of new measures to protect migrant workers in own country	**17%**	18
Adoption/application of measures to protect MW in countries of employment of nationals abroad	**13%**	13
Changed discourse and use of terms about migration in your organization	**32%**	33
Adoption of specific improvements in fair recruitment	**13%**	13
Improvement of bilateral agreements	**17%**	18
Improvement of implementation of multilateral arrangements	**4%**	4
New attention to protection of migrants/migration governance at local/city levels	**30%**	31
Other (please specify)	**9%**	9
Answered		**103**

Demonstration of changes/improvements resulting from application of training learnings

64 respondents (67% of the total) identified specific tangible changes in law, policy, practice, mechanisms, agreements organization etc. demonstrating impacts resulting from their application of course learnings. The overall listing of outcome demonstration with the number and percentage of respondents for each is shown below; a breakdown of areas by respondent and examples of demonstration are shown above under "demonstration of impact" for individual activities above.

Name(s) of new laws, new bills introduced in parliament concerning migration	30%	19
Adoption of International Labour Standards –which ILO Convention(s):	17%	11
Strengthened social dialogue and/or cooperation on migration issues	47%	30
Name of national policy being drafted/date of adoption if applicable	20%	13
Name(s) of coordination instances or forums on migration; dates of recent meetings…	38%	24
Examples of new attention by your institution to migration (new policy, measures, actions ...)	41%	26
Name of new institutional mechanism(s) on migration (department/office/focal point)	28%	18
Name new measures, actions to protect migrant workers in own country	20%	13
Name any measures adopted abroad and country(s) to protect MW from your country	17%	11
Name any improvements in 'fair recruitment' legislation, supervision, policy...	19%	12
Name any new or improved bilateral agreement resulting from training learning/skills	16%	10
Name any improvement(s) in free circulation agreements/practice to which your action contributed:	9%	6
Name any new attention to migration governance at local/city level resulting from your efforts	19%	12
Demonstration of other change resulting from your application of course learning	14%	9
Other	11%	7
Answered		**64**

7. FINDINGS BASED ON EVALUATION CRITERIA

'triangulated' from careful reading of documentations, survey responses, and interviews with institutional stakeholders and participants.

7.1 Relevance

Consistency with overall ILO approach

As shown in course content, materials, activity summaries and survey responses, most of the ITCILO activities on labour migration <u>reflected a content consistent with the overall ILO concerns of decent work, social justice and the sustainable development agenda</u>. The Labour Migration Academies and the ACTRAV organized activities showed agendas and content that reflected decent work and sustainable development concerns and highlighted the core areas of International Labour Standards, social dialogue, equality of treatment/non-discrimination.

However, four activities 'came up short' on this indicator. As noted in activity summaries above, three courses --one on local governance and two in relation to 'mainstreaming migration in development planning' co-conducted with external partners, manifested no reference to several key ILO core concerns. Two of these had no social partner participation. Also, one course on bilateral agreements --originally formulated with reference to tripartite participation-- comprised only government officials --in a topical area where social partners have concerns. (ILO C-143 stipulates involvement of social partners in consultation with government on policy and implementation arrangements on labour migration.)

More generally, several interviewees signalled shortcomings in the integration of the ITCILO training effort on migration concerns with the relevant branch at the ILO. As one referent lamented, "there is limited consultation and interaction with MIGRANT and other ILO units in finalising training modules." Concern was raised that the limitations were on both sides: more adequate engagement with training by the ILO Labour Migration Branch labour MIGRANT is merited in cooperation with an ITCILO strategic approach that is more than a mostly one-person effort.

While the agendas of most ITCILO organized courses were similarly consistent in including core ITCILO topics, this evaluator would have like to see a basic model curriculum document that clearly specifies expected core components and/or core ILO take-away knowledge as a standard baseline for activities addressing migration, whether for general participation as in academies and/or courses on specialized topics and or specific audiences, particularly as a measure for arranging activities with external partners.

Application of ITCILO learning approaches

As shown by agendas and affirmed in interviews with ITCILO staff, ILO staff, external partners and trainers, <u>all of the migration-related trainings deliberately implemented ITCILO methodology and learning approaches</u>. Staff and trainers noted that trainings in this area have elaborated on ITCILO methodology and have developed innovative approaches, notably in participatory working group and plenary exercises, situation simulations, role play.

<u>The value and effectiveness of ITCILO learning methodology and approaches is widely recognized</u> in the international migration field; an explicit interest by external partners --particularly the IOM-- in joint training activities has been to draw on and utilize ITCILO training methodology --even if to advance migration management agendas contending with ILO approaches.

Assessment of and response to needs of participants and stakeholders

The terms of reference in activity descriptions and on-line indicated that <u>most training activities had a participant needs pre-assessment</u> online and/or in the participation application process. In addition, as indicated in agendas, many of the migration-concerned trainings started with an

interactive session exercise intended to assess existing participant knowledge and their needs and expectations.

The survey responses, as well as end of course evaluations and interview comments, indicated enormous participant satisfaction with the training courses and their impact on trainee competence and performance. 95% of survey respondents were satisfied or more than satisfied; **74%** saying **fully** or **to a great extent**, and another **21%** indicating *sufficiently.* All participant interviewees expressed similar sentiment.

Joining Needs & ILO Agenda
In general, the activities, their approach and their content were able to join needs and priorities of participant stakeholders and constituencies with the ILO agenda. Likely the most telling affirmation of this is in the results, where a large majority of survey respondents and all participants interviewed affirmed implementation of learning and impact in topic areas of ILO concerns. Similarly, many of the demonstrational indications of achievement of impact were on social dialogue initiatives, several ratifications of ILO Conventions, advances in BLAs, initiative on social protection for migrants, etc.

7.2 Validity & Coherency of Design

Validity of Design
The activity description briefs and agendas of training activities --in particular the clear and detailed correlation between objectives and agenda show the design of all of the training activities in this area to be valid and coherent for their stated purposes and objectives, regarding the general thematic content, intended participation, and expected learning outcomes and eventual application of learning. This was ironically the case in activities that did not encompass ILO core concerns --or did not include social partner participation.

In a few activities, the training expertise employed may not have been commensurate with the notion of assuring the highest level of recognized specialist achievement on particular topics. Similarly, trainers from institutions with perspectives and agendas significantly differing from ILO and persons with no ILO experience or familiarity with its rights-based approach are not able to convey ILO messages effectively. Reliance on trainers in former and/or latter situations posed not necessarily apparent risks of detracting from the image and substance of assuring the highest quality knowledge on thematic content in ITCILO trainings consistent with ILO values.

Strategic design to activity area/programme
One over-riding observation is that this very important--indeed strategic-- area of training for ILO and ITCILO remains defined as a cluster of activities, whereas the needs, challenges, opportunities and risks make imperative defining a strategic orientation and articulating a coherent topical/thematic programmatic approach.

At present, there does not appear to be an activity area 'prodoc' or terms of reference document describing general purposes, programming, strategic development or work-plan for this important ITCILO thematic area of knowledge and training.

Focus of design features
The Labour Migration Academies by design sought to provide a broad, comprehensive overview of labour migration and ILO approaches and instruments for effective governance of all main aspects of migration for employment and protection of migrant workers. The factors the LMAs addressed are central to obtain a rights-based, decent work and social just governance of migration and treatment of migrants worldwide. A certain confirmation of validity of these factors is shown by the

content of impact indicators and demonstrated accomplishments cited by a majority of survey respondents.

In contrast, as reflected in activity agendas, thematic and country-specific trainings were organized to address immediate topical questions posed by the theme and/or by co-sponsoring partners. This entailed a focus on enhancing participant knowledge and skills on specific subjects: social protection for migrants, bilateral agreements, mainstreaming migration in development planning, local governance on migration. In certain cases, emphasis was also on training on specific skills, such as negotiating bilateral agreements. These factors were directly expected by the logic of those trainings and/or in relevant cases, were defined by course donor-sponsor(s) or training partner organization. At an immediate level, those topical components were critical factors to realize stated purposes and objectives for those trainings.

Influence on participants
67% of all respondents assessed *very large* or *large improvement* in their competencies. while a similar **66%** saw *very large improvement* or *large improvement* in their job performance.
However, an expert trainer referent lamented that lack of attention to providing contextual knowledge and analysis in some courses may impede arriving at successful implementation and impact. For example, emphasis on negotiating skills may not assure successful outcomes in absence of understanding the context of situations of countries concerned and knowledge of application of ILO Standards on decent work and protection for protection for migrant workers.

Design for knowledge increase, skill acquisition and behaviour change
The activity documentation, interviews with activity staff and trainers and the results indicated by survey responses and participant interviews all emphasize that the course curricula and the learning methods were deliberately formulated to stimulate knowledge increase, skill acquisition and attitude/behaviour change of participants. Course agendas were generally structured to involve participants in participatory exercises from the outset and ensure the course was a continuous learning and practice-application process from start to finish.

According to the activity manager, emphasis was consistently given to identifying, inviting and retaining trainer-lecturer-resource persons with demonstrably effective communication and teaching/training skills that motivate participant engagement in the training-learning process.

The participant responses to the survey cited above clearly at least correlate high appreciation and generalized implementation with the course content and design, enough so to indicate a strong degree of causality. Several survey respondents explicitly affirmed that the course changed their understanding and attitudes on migration issues.

7.3 Effectiveness

Delivery as Planned

Planning and delivery remains a "relative question" in the apparent absence of an overall strategic programmatic definition for the topical area of this *cluster of activities*. Delivery of activities is of course subject to numerous internal and --mostly-- external variables. According to the project manager and other referents, the expected labour migration activities in this period were delivered as proposed and planned during the period. While several activities such as the LMAs are an established expectation for an annual calendar of events, proposals or offers of some other activities arose over the course of the same time period, some with expectation of relatively rapid organisation. According to staff and partner interviews, particular factors that affected timing and delivery of proposed activities included:

- changes in project calendars affecting dates of project-tied activities
- availability of project staff for project-tied activities and of resource persons.
- slow, late, or insufficient enrolment to meet minimum participation for event viability.
- lack of delivery or late transfer of expected financial resources,

The evaluator observed an apparent inadequacy of assigned staff capacity to effectively deal with a large and continually growing agenda of labour migration activities. The period under review comprised some 10 one-week to two-week training activities per year, plus other activities under the responsibility of the sole activity manager. This would have represented 15 work-weeks in course time alone and at least 15 work-weeks in direct course training preparation time (at a teaching rule of thumb of one classroom time-unit requires at least one time-unit of preparation). In addition, training institution work necessarily demanded executive time for management and administration, development of future activities, resources/funding mobilisation, communications and promotion, reporting, own continuous learning, etc. The current rhythm is reported to be even more intense with some 15 activities in 2019.

Achieving objectives

By all indications: documentation; participant end-of-course evaluations; survey responses; and staff, partner and participant interviews, the respective training activities achieved their stated specific objectives. The survey responses indicating high levels implementation and impact support this observation.

Knowledge enhancement

Nearly all participants indicated significant learning. As noted above **67%** of all respondents assessed *very large improvement* or *large improvement* in their competencies, while another 31% indicated moderate improvement. **98%** overall indicating improvement of competencies, which can be read as both knowledge and skills enhancement.

Influence on confidence, attitude and delivery

Interview comments and survey results indicate that the training generally enhanced the confidence, attitude and abilities of at least a majority of participants. The data do not permit determining actual degrees of influence or improvement. However, the figures cited of **98%** of respondents indicating improvement of competencies and **95%** reporting *significant input to work* or *helpful in solving questions* are reasonable proxies for this influence.

In addition, the survey reported a generally high level of application and a majority of respondents indicating achievement of impact. These could in part be attributed to enhancement of skills and abilities resulting from the training.

Participant interviewees were explicitly affirmative in this regard, all spoke of the ways the course they attended and its content specifically enhanced their confidence and performance, based on increased knowledge on the topics and their enhanced abilities to obtain impact in applying learnings.

7.4 Impact and Sustainability

Application of learning

All interviewees and nearly all survey respondents reported significant application of skills and knowledge –attributable to learning approach and content of the training.

The survey, supported by interviews, indicated that the training had a large influence in their daily work and in problem solving. **95%** of survey respondents judged the course attended to be *"a significant input to daily work"* or was "*helpful in solving specific questions."*

The survey responses and interviews reported generally a large application and a very broad range of situations, actions and activities in which learning and skills were applied.

Tangible changes and impact

103 of the total 108 respondents to the survey indicated concrete impacts to their institution and/or country resulting from applying training content; most indicated application in several action areas. Participant interviewees were particularly eloquent about the impacts achieved as a result of the training. Several examples are featured in chapter 9 below.

The areas of impact cited by 31 or more (30%+) of the survey respondents were (bearing in mind that most respondents cited impact in 2 or more areas): strengthened social dialogue/cooperation on migration; cooperation across government on migration; national migration policy: cooperation with civil society; new attention to migration in own institution; changed discourse on migration; and new attention to migration at local level. Interviewees also gave emphasis to other impacts such as advancing ratification of ILO Conventions in several countries, building an Africa region-wide union network on migration, establishing a social partner consultation mechanism with an ASEAN commission, and consolidating a nation-wide union training programme.

Demonstration of Impact

64 respondents (67% of the total respondents to the survey) identified specific tangible changes in law, policy, practice, mechanisms, agreements, organization etc. demonstrating impacts resulting from application of course learnings. Examples are cited above in each activity summary for respondents attending that event. All of the participant interviewees cited with enthusiasm accomplishments and evidence thereof they attributed to the experience and learnings of the course they attended.

The areas of impact each cited by 20% or more of the respondents to this survey question were (most citing 2 or more):
new legislation introduced or passed in parliament; new national policy proposal in process; new measures to protect migrant workers in own country, instances of strengthened social dialogue/cooperation on migration; enhanced coordination mechanism or forum on migration: new attention to migration in own institution; new mechanism on migration in own organisation.

A few salient impacts, explicitly attributed in part to content and consequences of training:
- steps to ratification of ILO conventions in Madagascar, Morocco and Sierra Leone.
- establishment of social partner dialogue on migration at ASEAN level and joint proposal for social partner input to ASEAN committee for implementation of ASEAN Consensus on MW implementing ASEAN Declaration on Rights of Migrant Workers.
- Successful conclusion of new Bilateral Labour Agreements by Ethiopia with destination countries.

Contributors and Barriers to Impact

Interview perspectives supported by survey data make evident that a main contributor to implementing learning and to obtaining impact is participant engagement in an organizational and/or programmatic role that expects use of knowledge and skills acquired and expects results. All participant interviewees directly linked their implementation of learnings to their organizational roles and responsibilities. In parallel, their reported achievements of results and demonstrable impact were accomplishments obtained in institutional contexts, ranging from results of organizational advocacy on ratification or legislation, to conducting training across their own institution or constituency, to expanding social dialogue, to enhancing provision of direct services.

Conversely, it appears that participants who were not organizationally or programmatically embedded, or whose jobs or responsibilities changed to a different area less relevant to migration, achieved less or little implementation and consequently, little or no impact. The survey data and interview responses can only be indicative of this finding. Respondents to interview requests were those with continuing engagement in the area and it can be presumed that respondents to the survey were more likely participants with current engagement on migration in their work.

Sustainability of learning and impact

It can reasonably be presumed that <u>knowledge and skills learned will continue to be applied by participants who remain in organisational and/or programmatic situations</u> where those learnings remain relevant. The ILO core content, and the ILO approaches to migration for employment are 'basic stuff' in a field which will continue to remain central to decent work, sustainable development and rights based governance in the foreseeable future.

Survey responses enumerating specific demonstrable impact accomplishments suggest that <u>many of the impacts will be enduring by their nature</u>, such as ratification of conventions and new legislation; others can be expected to be relatively stable, such as setting up national or regional consultative forums among institutional stakeholders or institutional training programmes. However, the sustainability of these and other impact accomplishment is dependent to a significant degree to evolution of the local and national political context.

However, some projects or initiatives cited as impact are time-bound term and/or are dependent on engagement of particular leading or initiating individuals. Nonetheless, behaviour and attitude changes achieved in organizations and ministries often outlive the initiators/initial promoters.

Enabling factors for long-term impact

Participants in the worker/union focus group emphasized two factors as particularly important for sustainability of training and impact: 1) <u>that the actors need to be in a supportive and enabling organisational environment</u> and 2) <u>ongoing *continuing learning* and regular face-to-face networking</u> among organisational focal points/coordinators/executives responsible for the topic. Both of these factors are essential for maintaining commitment, mutual support as well as evolving knowledge.

Other interviewees said as much in emphasizing the relative success of "project-tied" training activities in, firstly, mobilizing participation of tripartite actors actively engaged in their institutions in relevant activity and, secondly, encouraging and supporting engagement of training participants in ongoing implementation activities following the training.

7.5 Efficiency

Adequacy of budgetary resources

The evaluator did not have access to activity budgets, nor the opportunity to do a quality/cost comparative review of ITCILO trainings in the field of migration with other offers.

However, a general observation from extensive knowledge and experience in the field coupled with comments from several interviewees is that the <u>overall financing allocated for training by the ITCILO on this crucial global topic is not commensurate with already large need and growing demand</u>. The latter is not only the case across the ILO constituency, but is much broader given both the key importance globally of ILO values and approaches and the recognition of ITCILO as the sole 'centre of excellence' for training on migration for employment broadly and labour migration in particular.

The findings noted above show that <u>the Centre managed to deliver satisfactorily the trainings undertaken during this period</u>. However, an impression from interviews and experience is that the core staff for this area worked beyond the call of duty to ensure the successful outcome.

A bigger picture concern is that while trainings were delivered in several ILO areas of concern (BLAs, development planning, domestic work, fair recruitment, social protection), <u>a number of crucial ILO specialized knowledge and skills areas on migration remain unaddressed at the depth of specialised attention their importance merits</u>. Among these are: adoption, supervision and reporting on relevant ILS; social dialogue and tripartism regarding migration; decent work and labour inspection for migrant workers; equality and anti-discrimination; and gender and migration.

Efficiency of resource use

Documentation, observations and interview content all indicate <u>highly efficient use of resources in terms of the quality of training organized and delivered.</u>

As referred above, <u>highly dedicated staff contributed to success and efficiency.</u> It is evident that the effectiveness and hard work by staff compensated in some measure to achieving large results with seriously constrained resources.

No further options were identified by any interlocutor or in documentation to increase 'productivity' of personnel or from centre infrastructure.

External support

<u>A considerable number of courses were made possible with resources provided by ILO technical project allocations for training activity</u>. These allocations provided financial resources for constituent participation in training and capacity building activities. Equally importantly, project engagement on training enabled project staff time for planning, organizing, secretariat support for training activity. Notably, it also enabled project staff and activity in supporting implementation of training learning. All this significantly supplemented ITCILO staff capacity that otherwise would not have been able to organize and carry out the number of activities accomplished in this period.

Several activities were realized with support from external donors and partner support. However, the activity review above showed that it was certain partnered activities that were lacunary in featuring the ILO and ITCILO core agendas. Three activities partnered with IOM featured reflected IOM concerns and constituency. However, those events saw little or no participation of social partners, nor explicit discussion of international labour standards, social dialogue/tripartism nor decent work, nor trainers with strong ILO backgrounds.

Economical use of resources and inputs

A large part of costs are fixed –travel, lodging and meals, facilities use, ITCILO staff costs and costs of engaging external trainers with requisite specialized knowledge. These are set in the ITCILO standard costings for training activities at the Center.

No significant options appear evident for additional economies for migration training activities at the Turin Centre --that benefit from the already built-up reasonably "state of the art" technical and logistical residential facilities. The perspective from multiple interviews with staff insists that <u>attention has been constant to seeking economical use of resources and inputs</u>. During the period under review, several measures sought synergies among training initiatives that enhanced efficient use of resources. One example was integrating a workers academy on labour migration and migrant worker protection with the 2017 Labour Migration Academy. A second was 'piggy-backing' an intensive course for host country tripartite participants immediately following the 2018 LMA in Panama, thus utilising international training expertise and the Centre support staff already 'on site'.

Regarding *localising* training activities to regions and countries as a means of economising resources, several referents insisted that one of the greatest benefits of ITCILO is the venue for

international inter-regional learning, participant exchange, and synergy-building on a global level on globalised concerns. These referents emphasized that such inter-regional mutual learning is impossible to accomplish by e-learning along, while by definition regional or national level trainings are just that, even with participation of one or several international trainers/resource persons.

Expanding the resource base for expanded capacity

Three country-specific training activities and several thematic courses were made possible by training funding allocations established in ILO technical cooperation projects on labour migration. As noted above, these allocations in several ILO TC project budgets allowed for coverage of both participation costs and organizing expenses, including staff time for planning, preparation, mobilizing participation, logistics and on-site support. This was done in close collaboration and complement to the small ITCILO core team.

Do the results justify the costs?

Unequivocally **yes** from reading of survey results, participant evaluations and documentation as well as from interviews, The universally high ratings on learning and on satisfaction are a strong affirmation. Even more significant is the clear sense from survey results and interviews that most participants put learning into practice and many were able to identify concrete legislative, policy, and operational impact results, both within their organizations and at national and in some cases, regional levels.

The affirmative response is also a contextual assessment, both regarding the cost of quality education/learning/training and in a highly competitive environment where not investing in the future will mean no future.

ITCILO is highly competitive in cost for competent, professional, high quality training. It is indeed relatively inexpensive for premium *excellence training*, in comparison with costing for courses with similar --and lesser-- quality levels offered at academic institutions.

ITCILO is only 'expensive' when compared with cheap training –where levels of competence, quality, and effectiveness correlate quite directly with the level of resources invested.

As affirmed in a number of interviews, the highly complex and technically sophisticated field of labour and skills mobility/migration for employment requires what can be called MIT/Cambridge/Sorbonne/ITCILO quality standards. These are the quality standards essential to train the leaders, policy-makers and practitioners able to do their jobs well in government, social partner organisations and other concerned entities.

Efficiency measures engaged

A number activities took place over the period with aspects that could be considered particularly cost efficient --although the primary intention was for effective training. A significant number of activities took place in regions, namely the 2018 LMA in Panama with Latin American emphasis and national training activities in Bangladesh, Ecuador, Ethiopia, Panama and Turkey. Use of training course *e-platforms* was a standard instrument for participant advance preparation and for continuing learning and post-course follow-up exchanges among participants and with the Centre.

No referent made mention of any potential efficiency measures that went unused.

A concern, however, is whether limitations on availability of resources impede a wider participation in the labour migration training activities from low income countries and from social partners and, particularly, migrant-based organisations.

7.6 Effectiveness of management, visibility and monitoring arrangements

Roles and responsibilities of Centre officials and programmes

From discussion with nearly a dozen Centre staff and comments from ILO colleagues, it appears that <u>individual roles and responsibilities of Centre officials and programmes for designing and delivering training activities in the area of labour migration been defined and understood</u>.

Correlating with outcomes noted above, the existing arrangements have reasonably effectively underpinned successful organisation of activities --as measured by participant satisfaction and, especially, learning implementation and impact outcomes, even when the latter depend to a significant degree on external factors.

There is room for further refinement in a few areas:

a) A more <u>strategic planning and programming</u> to meet growing demand in a complex and competitive environment. An explicitly defined programmatic approach to this transversal arena of thematic and technical knowledge would encourage more coherent and adequate organisational response.

b) <u>Awareness of contextual dynamics and external challenges</u> concerning ITCILO training on migration merits enhancement to address potentially existential concerns for *the future of training* at the Center in this area.

c) An informal mechanism for <u>consultation among ITCILO programmes and staff</u> concerned could enhance synergies, coherence and efficiency in training on labour migration.

d) Ensuring that training expertise always represents the <u>top levels of competence</u> in the respective technical areas and is familiar with <u>and supportive of ILO values</u> and approaches.

Management arrangements for promotion

<u>ITCILO training activities have generally been extensively promoted</u> through relevant constituency networks and on-line networking. Promotion is of course differentiated between thematic courses for specialized constituencies and the wider appeal for Labour Migration Academies. Communications and outreach have naturally been focused first on reaching across the ILO 'system', with its tripartite constituencies and related technical networks.

However, partnership activities with the IOM have engaged outreach to other constituencies, albeit its networks of contacts for the courses it co-organized or commissioned.

The <u>potential benefit of wider outreach and promotion efforts</u> was raised in several interviews, including those with staff who expressed worry that the Labour Migration Academies may be struggling to obtain an adequate number of participants to remain viable.

However, as highlighted by participant referents, <u>there are significant potential 'untapped' audiences for ITCILO training in arenas outside ILO constituencies and networks</u>. Parliaments and parliamentary bodies were cited as one large field. Another would be national human rights institutions and human rights organisations as these entities increasingly address rights of migrants and labour rights in their mandates and activities in many countries.

The low representation of employer-business-private enterprise participation in the labour migration activities in the period reviewed suggests there is ample utility to <u>expand strategically targeted outreach to business/employer institutions and networks</u> –in consultation with ACTRAV. Expansion of the offer of activities including content specific to employer concerns would be a natural complement.

Monitoring and Evaluation

Course monitoring and participant evaluation are mainstays of oversight manifested in all of the courses reviewed. ITCILO activity managers were present and participated directly in nearly all of these activities, usually in both executive and expert capacities. A standard participant end-of-course evaluation was conducted at the conclusion of all the activities; the return rates were very high and these evaluations were tabulated and summary results presented in written form for each exercise. (The evaluator was provided with the summaries for nearly all the courses)

However, this evaluation represents the first assessment of results in implementation of learning and impact the training has had in practice. Budget and capacity limitations referred to above have not permitted realisation of such a field evaluation exercise.

ITCILO ACTRAV referents noted the decision to establish and conduct at mid-2019 a wide-ranging implementation and impact assessment of its training activities, including those on migration.

8. CONCLUSIONS

The Conclusions of the evaluation, taking account of the findings across the evaluation criteria, are formulated in a framework: of Attributes, Expectations, Challenges, Risks, and Constraints. This presentation intends to build on its strengths, recognize opportunities, address challenges and reduce constraints to realizing its potential as a global center of excellence in this arena.

8.1 Attributes

1. ITCILO is carrying out substantial, well-appreciated training activity in the migration field comprising Labour Migration Academies, specialised thematic courses, and country and constituency-specific activities.

2. The ITCILO with its knowledge base and methodology combined with the unparalleled infrastructure is acknowledged as a global center of excellence for training on migration for employment/labour migration.

3. The core ILO and ITCILO values, strategic themes and technical approaches are incorporated in the agendas and content of ITCILO-organized migration activity trainings, with particular reference to *decent work, international labour standards, sustainable development, social dialogue,* and *social protection.*

4. 'Gender balanced' participation was generally promoted in the labour migration courses, if not always realised due to factors beyond ITCILO influence. Attention to gender was '*mainstreamed*' in the content of most activities.

5. The ITCILO-designed and -delivered courses reflected relevance and coherency of design in joining ILO and ITCILO concerns with participant needs and expectations.

6. ITCILO methodologies and techniques are the core learning approaches in all of the training activities in this area; their added value includes a highly participatory approach and emphasis on practical exercises.

7. The migration courses received very high participant evaluation ratings for learning process.

8. All participant interviewees and nearly all of the 108 respondents to the survey of migration-related course participants cited explicit and substantial use made of knowledge and skills imparted by the training.

9. A large majority cited specific tangible impact outcomes attributed to training learnings and skills enhanced by the trainings.

10. The implementation and impact of several ILO Technical Cooperation projects has been strengthened by cooperation with ITCILO and constituent participation in ITCILO trainings.

11. The Center counts on highly competent and dedicated staff for the activity cluster in SPGT.

12. Staff in other ITCILO programmes, particularly ACTRAV and the International Labour Standards, Rights at Work and Gender Equality (ILSGEN) programme are also highly engaged.

13. The evaluation exercise itself was a substantial measurement of results of the training in the migration area; it obtained verifiable evidence of considerable change accomplished resulting from the training. It is nonetheless understood that, in the complex context of migration, no one factor can be said to be solely responsible for achieving outcomes.

8.2 Expectations

14. A huge need and potential demand is evident across the world of work for the unique, specific and highly relevant ITCILO training on migration; the recognizable need worldwide is for substantive, standards-based, and technically competent training with an integrated approach to migration, migration for employment and international skills and labour mobility.

15. A large potential audience awaits beyond ITCILO and ILO constituents, such as regional and national parliamentary staff, executives and policy-makers in other than labour/employment ministries, human and labour rights institutions, CSOs-NGOs, etc. in all regions.

16. There is unmet need for ILO-based training on the migration dimensions of application of International Labour Standards; on social dialogue and tripartism regarding migration; on decent work and labour inspection for migrant workers; on gender and migration; and on equality and anti-discrimination for migrants.

17. ILO technical cooperation activity should and often does incorporate training components that naturally should be implemented in close collaboration with ITCILO.

18. New Interest and commitment to develop migration activities is signaled by ITCILO ACTEMP.

19. ACTRAV intends to retain its strong ongoing strategic commitment by an annualized programmatic training approach on labour migration.

20. There is recognition of topical importance and interest to engage on migration in other ITCILO technical programmes.

8.3 Contextual Challenges

21. A major preoccupation is the increasingly hostile environment for migration and for protection of migrants in many places worldwide –despite growing objective needs for both labour and skills mobility and protection of human and labour rights to maintain economic viability and social development everywhere.

22. The widespread predominance of migration control approaches and measures is impeding the realisation of existing and emerging regional free movement systems.

23. Low ratification rates and absence of promotion of normative instruments on migrant for employment is undermining rights protection for migrant workers and facilitating their exclusion from coverage by and/or enforcement of labour standards.

24. Social partner involvement in labour migration /migration is widely excluded or absent in legislating, policy-making and implementation.

25. Control institutions of some States are pre-empting responsibilities of labour ministries and social partners on migration for employment and protection of migrant workers.

8.4 Risks for ITCILO

26. Institutional underestimation of the importance and the potential of the topical area for the future of ITCILO.

27. Competition by other actors asserting competency on labour migration:

- capturing resources for training on migration/mobility for employment, eclipsing ITCILO;

- soliciting ILO constituent participation in competing activities,

- seeking joint ventures acquiring ITCILO knowledge and materials, building on ITCILO credibility, and identifying constituents to recruit to engagement on differing agendas.

28. A parallel risk is loss of *market share* and loss of credibility to maintain the primacy of ILO competencies and knowledge as the core content of training on *labour migration*.

29. Institutional incoherency and inadequacy to meet constituent needs and contextual challenges in absence of well-integrated approach among the ILO labour migration branch and the migration training activities at ITCILO.

30. Institutional budgetary limitations and/or internal contentions also risk posing constraints to meeting the challenges and opportunities in this area of training.

8.5 Constraints

31. Insufficient documentation and publicity on the specificity, the added value, the uniqueness and the multiple advantages of the ITCILO migration training.

32. Maintaining an ad-hoc approach to training in this arena with 'stand alone' learning and skills acquisition exercises rather than a strategic vision and programmatic definition commensurate with the global importance and constituent need for training in the arena.

33. Need for more optimal consultation and coordination among multiple activity locations across various ITCILO programmes engaging in de-facto parallel activity.

34. *Less than potential* integration of training in ILO migration activity overall, including in TC projects on labour migration.

35. Careful and consistent selection of resource persons familiar with ILO values and approaches needs reinforcement in all ITCILO migration-concerned activities and similarly, ensuring trainers represent top specialized expertise in the fields of ILO competency.

36. Less than proportionate participation by social partner participants in some activities.

9. RECOMMENDATIONS

I. Define a strategic, programmatic approach for ITCILO training in the field of migration

a) Affirm *migration for employment* as a programmatic area of the ITCILO training curriculum.

b) Re-brand ITCILO as it *de-facto* is: the global training and capacity-building *centre of excellence* on migration for employment, labour migration and international skills and labour mobility.

c) Articulate a strategic vision for training on migration as a programmatic cross-sector topic area of the ITCILO, with a definition of strategic objectives, core content and deliberate outreach, with implementation remaining 'decentralized' across concerned ITCILO technical programmes.

II. Strengthen deliberate incorporation of ILO and ITCILO "basics" in a written core curriculum and in specific topical/thematic activities concerning migration for employment, as well as guiding activities with external partners.

a) Articulate a core model curriculum to serve as a basic guide for all migration-related courses; use the core model curriculum to ensure adequate ILO content for co-sponsored and/or externally-commission activities.

b) Develop migration-concerned thematic activities/courses on: adoption, supervision and reporting on relevant International Labour Standards; social dialogue and tripartism regarding migration; decent work and labour inspection for migrant workers; gender and migration; and equality and anti-discrimination for migrant workers and their families.

c) Reinforce selection of training experts and facilitators knowledgeable and supportive of ILO principles and approaches and with highest level knowledge on technical topics.

III. Enhance cooperation on training with ILO technical cooperation (TC) projects, including by incorporating training components in all ILO TC projects on migration-related concerns:

a) Mobilize support, resources and cooperation through Technical Cooperation (TC) projects in cooperation with constituents and partners to expand delivery of activities --without necessarily increasing core budget-- in view of availability of such resources "in the field".

b) Propose inclusion of training components in all ILO TC proposals/projects addressing migration and/or with migration components from the outset, to be implemented in cooperation with ITCILO.

c) Identify roles and relationships permitting training organisation and implementation to be shared with TC project staff and budgets, and where viable and appropriate, with partner entities.

d) Strengthen ITCILO outreach and enrolment-recruitment for migration-concerned activities to and through TC projects, to constituencies that TC projects can reach, including parliaments, other government institutions addressing migration concerns particularly development, social protection, foreign affairs, as well as labour/employment ministries and social partners.

IV. Enhance dialogue, synergies, coordination and mutually-defined cooperation across the Centre and with the ILO on migration activities.

a) Consider convening a regular meeting forum among concerned ITCILO actors to facilitate coordination and enhance cooperative synergies regarding (labour) migration; such a forum could contribute to collectively developing ITCILO strategy and activities in this area.

b)   Strengthen coordination with concerned technical units at ILO, notably the Labour Migration Branch, particularly in developing a strategic programmatic approach to training in the arena of migration.

c)   Promote *mainstreaming* of migration components in ITCILO activities in Academies and other training activities

V. Develop a strategic approach on communications for promotion of ITCILO activities and knowledge sharing on migration for employment, in particular beyond the core "ILO constituencies":

a)   Engage in promotion of ITCILO training on migration to regional and national parliamentary bodies for participation in academies, and as possible, specialized courses.

b)   Identify and target other constituencies and networks potentially interested in and benefiting from participation in ITCILO migration Academies and topic-specific courses.

VI. Build implementation and impact monitoring into the agendas of constituent organizations, TC projects and other partner activity so that monitoring is conducted in the direct context of application of learning and skills and activity intending to obtain impacts.

10. GOOD PRACTICE EXAMPLES

Africa regional trade union network on migration
ITCILO ACTRAV training on labour migration provided both the impetus and an initial vehicle to establish an Africa-wide trade union network of labour migration focal points, which in turn has generated mutual support and encouragement for improving protection of migration workers, for union organizing incorporating migrants, and for social partner dialogue on migration governance. The impetus and the occasions for the network to meet --and for capacity building-- were provided by the ITCILO training in Turin and subsequent ITCILO-inspired training in Africa. The network now counts 48 union focal points in 31 countries plus 3 sub-regional union organisations and 6 global union federations are on board.

Social partner engagement in formal ASEAN process
In Asia, establishment of social partner dialogue on migration at ASEAN (Association of South-East Asia Nations) and joint social partner input to the ASEAN Committee for Implementation of the ASEAN Consensus on Migrant Workers implementing the ASEAN Declaration on the Rights of Migrant Workers were the direct consequence of Asian trade union participation in two complementary training events at ITCILO. One was the joint Labour Migration Academy-Workers Academy on Labour Migration in 2017, the other was the Academy on Social Dialogue. The initiative of unions to invite a joint approach at the ASEAN level with employers organisations was welcomed by the latter. Both partners found a common agenda in this area and have been able to jointly bring shared concerns to the ASEAN table.

Grounding the European Parliament in a standards-based and decent work migration governance agenda
The experience in and learnings from the 2018 Labour Migration Academy were 'Extremely useful for our group members work in the European Parliament' to paraphrase a participant working as a parliamentary group advisor on migration. 'It provided exactly what I needed as the staff expert on migration to orient the group with accurate knowledge and proposals for legislation consistent with international standards. This allowed our group to take a leadership role and promote discussion and legislation based on facts and reality, whereas others were only bringing discourse and rhetoric – often wrong. It has become especially important since May when our group expanded to 70 members to be the largest single group in the EP, reinforcing our leadership on migration issues. Other parliamentarians look to our group knowing that we can offer appropriate guidance in formulating proposals to put items on the EP agenda and we can provide appropriate text in drafting resolutions.

As said by the participant, "This is especially critical now that migration has become one of the two main topics in EP discussion, along with the environment and climate change...I highly recommend the ITCILO labour migration academy to colleagues. ITCILO should do promotion here, nobody knows about it is the only training I know of that gives the comprehensive coverage of what we need on this critical subject. Furthermore, the EP budget line for training is not being fully spent."

Lebanon: nationwide union training inspired by the Labour Migration Academy
Participation in the LMA and trade union training provided the inspiration, motivation, and guidance to set up an ongoing national union delegate training programme on labour migration in Lebanon by the national FENASOL trade union federation.

The ITCILO training experience and materials shaped the content for the regularised national training programme; particular emphasis has been on decent work for migrant domestic workers

and implementation and monitoring of application of labour standards for migrant workers in the country.

Dominican Republic: Engaging the unions with migrant workers
Within six months of participation of two national union federation delegates in the combined Labour Migration Academy/workers academy on labour migration in 2017, the national federation representing unions in multiple sectors as well as informal work adopted a resolution at its Congress formally committing the Federation to a plan of action on migrant workers and establishing a national Secretariat on migrant workers.

The impetus and the orientation for these actions are directly attributed to the training experience and content. For the participating delegates, the ITCILO training was an eye-opening awareness raising experience conveying the importance of trade union attention to migrant workers and to concretely engaging in organizing and advocacy for protection and decent work for migrants. A main focus of this union activity has been on the half million Haitian workers in the country and a quarter million persons born in the DR of Haitian parents. Recently attention has been given to solidarity with and organizing Venezuelan workers arrived in the country, about 30,000 by current estimate.

Ratification of Conventions
Resulting from impetus of ITCILO training on labour migration combined with encouragement by international union federations, trade union focal points have mobilized national awareness-raising and advocacy efforts with other organizational networks for ratification of ILO conventions in several countries. Concrete steps to ratification of conventions C-97, C-143 and/or C-189 have been made in Madagascar, Morocco, and Sierra Leone, with deposit of ratification instruments at ILO anticipated "soon," while a push is underway to obtain ratification by Burkina Faso of C-189 as it ratified some time ago C-97, C-143, and the International Convention on the Rights of Migrant Workers.

Replicating ITCILO labour migration training in Africa
The initial ITCILO training experience has also inspired and guided ITUC Africa to develop its own region-wide ongoing training on labour migration, now involving one to two regional training activities per year. These are conducted in cooperation with ITCILO ACTRAV and are conducted with ITCILO methodology, including substantial e-learning activity. The experience of African trade unionists with ITCILO training resulted in changed attitudes and engagement with e-learning, which has become accepted and utilized by unionists in training across the region. A regional three part training on labour migration was being conducted at the time of this evaluation, comprising a one week first stage e-learning experience followed by a one-week face to face residential course in Maputo, in turn followed by post course implementation consultation and networking.

ANNEXES

Annex 1. Terms of Reference for the Evaluation

Terms of Reference

Independent external evaluation of the ITCILO training and learning activities in the area of labour migration

I. Introduction and Background

Globalization, demographic shifts, conflicts, income inequalities and climate change will encourage ever more people to cross borders in search of employment and security. Labour migration affects most countries in the world, and migrant workers contribute greatly to development, both in countries of origin and countries of destination. According to the ILO global estimates on migrant workers, in 2017, migrant workers accounted for 164 million of the world's approximately 258 million international migrants. Migrant workers contribute to growth and development in their countries of destination, while countries of origin greatly benefit from their remittances and the skills acquired during their migration experience. Yet, the migration process entails complex challenges in terms of fair and effective governance, migrant workers' protection, migration and sustainable development linkages and international cooperation.

The International Labour Organization (ILO) is the Specialized Agency of the United Nations, which promotes social justice and human rights in the world of work. The ILO works to forge policies to maximize the benefits of labour migration for all those involved.

The International Training Centre of the International Labour Organization (hereinafter the Centre) is the training arm of the ILO. The Centre thrives to become a global leader for the sustainable provision of high quality capacity-building services for Governments, Workers and Employers with the aim to advance social justice and the Decent Work Agenda. The ITCILO assists countries in their social and economic development through learning and training. The Centre runs more than 400 courses and other training activities for over 11,000 participants from more than 180 countries each year.

One of areas of expertise of the Centre's training activities is labour migration, which strengthens the capacity of ILO constituents and other key stakeholders to develop and implement rights-based policies that minimize the negative individual costs of labour migration and maximize its positive effects for all those involved. The majority of the activities in this thematic area are delivered by the Centre's Social Protection, Governance and Tripartism (SPGT) Programme, while other units such as the Worker's Activities (ACTRAV) Programme and the International Labour Standards, Rights at Work and Gender Equality (ILSGEN) Programme have also been delivering training on labour migration related topics.

II.Objectives of the Evaluation

The objectives of the evaluation are to assess the performance and impact of Centre's training and learning activities in the area of labour migration, to identify relevant contributors and barriers, and to facilitate organizational learning for better planning and delivery of the Centre's training offers.

The Centre is committed to better service impact and has established in its 2018-19 Programme & Budget as a key performance indicator the knowledge application rate of participants after training. The

result of this indicator will be verified as part of the evaluation, along with other criteria to assess the performance and impact of the Centre's training activities in the selected thematic area[1].

III. Scope of the Evaluation

The evaluation will assess the Centre's training and learning activities delivered from the beginning of 2017 till mid-2018, thus allowing for a gap of 9 - 12 months between treatment and evaluation two groups of activities. Two groups of activities will be assessed:

- The first group consists of activities in the thematic area of labour migration mainly delivered by the SPGT Programme, ie. the main area of expertise of these activities is classified as labour migration;
- The second group will be made of activities where labour migration is mainstreamed. This includes activities linked to the ILO outcome on promoting fair and effective labour migration policies and/or to the thematic area of labour migration though not being the main area of expertise.

IV. Clients of the Evaluation

The main users of the evaluation will be:
- the Board of the Centre
- the Management Team of the Centre
- the Training Department directorate
- the technical programmes

V. Evaluation Criteria and Key Questions

The key evaluation criteria are relevance, validity of design, effectiveness, efficiency of resource usage, effectiveness of management arrangement, impact and sustainability.

1. Relevance
   - How did the activities contribute (or not) to the strategic priorities of the international development agendas, the Member States, the UN, the ILO and the ITCILO?
   - To what extend did the training assess and responded to the need of the stakeholders, including that of the tripartite constituents and that of both men and women?
   - Did the training meet the expectation of the participants and, if applicable, the sending organizations?

2. Validity of design
   - Was the design of the training activity valid and coherent for its expected contribution (eg. in the thematic discourse, to the pre- conditions, for increased awareness, etc.)?
   - What factors did the training design seek to influence, and in which way? Are the factors valid and effective in achieving the objectives of the training?
   - How were the curriculum and learning method designed to achieve knowledge increase, skill acquisition and attitude change of the participants? Are they adequate and effective?

3. Effectiveness
   - To what extent has the training achieved its objectives?
   - To what extent has the training increased the knowledge of the participants on the topic?
   - To what extent has the training equipped the participants the skills and methods to apply their learning at work(place)?
   - To what extent has the training influenced the confidence and attitude of the participants in working with labour migration related issues?

4. Efficiency of resource usage
   - Have the resources invested in delivering the activity been used in an efficient manner? How economically were resources and inputs (funds, expertise, time, fellowships etc.) converted to results in outreach and performance? Do the results justify the costs?
   - What time and cost efficiency measures could have been introduced without impeding the achievement of results?

5. Effectiveness of management arrangement
   - Have the roles and responsibilities of Centre officials and programmes for designing and delivering training activities in the area of labour migration been clearly defined and understood? Are they effective in developing and delivering training activities?
   - What have been the management arrangements in place to facilitate the promotion of training activities in the area of labour migration? Are they adequate and effective?
   - To what extent have the quality and performance of the training been monitored and evaluated?

6. Impact and sustainability
   - To what extent and in which way have the participants applied their learning?
   - What tangible changes have been accomplished by the participants and their organizations in the area of labour migration, because of the training activity?
   - To what extent and in which ways has the training contributed to the policies, thematic discourse and practices in labour migration?
   - What are the key contributors to and barriers from making an impact in this area, respectively?
   - Have the changes and initiatives that the participants and organizations have made due to the training been – and will they be – able to sustain over time? What are the enabling factors and obstacles for sustaining long-term impact in the area of labour migration?

In addition to the above-mentioned evaluation criteria, the evaluation should also assess the training activities according to the crosscutting policy drivers of the Centre: 1) innovation and learning; 2) gender equality and diversity; and 3) triparitism, social dialogue and international labour standards. The assessment should consider the three respective Centre-wide Action Plans.

The assessment on gender equality should also follow the requirement of the United Nations System-wide Action Plan on Gender Equality and the Empowerment of Women (UN-SWAP)[2]. Namely the currently proposed evaluation should address and integrate gender equality and empowerment of women (GEEW) in its scope of analysis and indicators, evaluation criteria, questions and methodology (including data collection and analysis), as well as in its conclusions and recommendations. Analysis of the gender related concerns should be advised by the ILO Guidelines on Considering Gender in Monitoring and Evaluation of Projects[3].

VI. Evaluation Methodology

The methods to be used for the evaluation will be designed by the Evaluator on the basis of the present Terms of Reference (ToR) and documented in an inception report. The Evaluator will apply a mixed-method approach combining both quantitative and qualitative methods to analyze data from multiple sources. For each evaluation question and sub-question, the Evaluator will select the methods that are appropriate for collecting information and for the context in which the data is collected. The Evaluator will employ data triangulation for improving the validity of evaluation findings.

In principle, the evaluation methods will include - but are not limited to - the following:
- Desk review: review of policy and training activity documentation, and analysis of existing administrative and in-house evaluation data
- Survey
- Interviews: with the Centre's staff, as well as with former participants and (at least three) institutional clients
- Focus Groups: at least two focus groups with former participants

- Case Studies: at least three in-depth examinations on the impact of the Centre's training and learning activities in the participants' organizations

In the evaluation conclusion, there should be summary analysis on gender issues, tripartite issues, international labour standards, and innovation respectively.

VII.   Deliverables

The main deliverable of the assignment is an evaluation report, with statistical annexes, three case studies and a briefing of lessons learned and good practices by the participants and organizations (namely ILO constituents), as well as by the Centre Staff in designing and delivering training in the area of labour migration, in the attachment. All the aforementioned outputs will be delivered in English.

Table 1: Deliverables and preliminary deadlines

Deliverables	Deadline
Inception report The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions, methodology and schedule.	Mid-April 2019
Visit to the Centre Interviews with the Centre's staff will be conducted during the consultant's visit to the Centre. At the end of the visit, the consultant will deliver a debriefing of preliminary findings.	Mid-May 2019
Draft evaluation report The draft evaluation report will be reviewed and commented by the Director of Training of the Centre. The Evaluator will consider and make best efforts in addressing the issues raised in the comments.	May 2019
Final evaluation report	Mid-June 2019

The evaluation report will be structured as the following:
Cover page with key intervention and evaluation data
1. Executive Summary
2. Brief background on the evaluation project and its logic
3. Purpose, scope and clients of evaluation
4. Methodology
5. Review of implementation
6. Presentation of findings, based on evaluation criteria and questions
7. Conclusions
8. Recommendations
9. Lessons learned and good practices
Annexes: ToR, questionnaires, list of informants, statistical annexes, case studies (at least 3), documentation of detailed lessons learned and good practices (by participants, ILO constituents and the Centre).

VIII.   Management Arrangement
The Evaluator will report to the Director of Training of the Centre. The Office of the Director of Training will liaise with and provide logistic and administrative support to the Evaluator.

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

X. Qualifications of the Evaluator

The Evaluator shall have the following competencies:

- proven track records of conducting thematic and impact evaluation on training and adult learning activities;
- experience in carrying out evaluation with national and international organizations;
- expertise in quantitative and qualitative methods for data collection and analysis;
- knowledge of the ILO's and the Centre's role and mandate, tripartite structure and policies;
- knowledge of the evaluation guidelines and standards of the ILO and of the UN Evaluation Group (UNEG);
- demonstrated experience in the design and implementation of institutional capacity-building interventions in general, and training interventions in particular, which focus on labour migration, is highly desirable;
- demonstrated experience in results-based management is highly desirable;
- proficiency in oral and written English and ability to communicate clearly and concisely;
- no relevant bias related to the ILO or the Centre, or conflict of interest that would interfere with the independence of the evaluation.

XI. Selection of the Evaluator

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 Terms of Reference.

The selection committee will adopt the following criteria for the final selection of the Evaluator:
- knowledge, skills and experience of the Evaluator;
- quality of the proposal in terms of pertinence, clarity, feasibility and costs.

ITCILO – 20.02.2019

_____

1 Strategic Plan of the ITCILO for 2018-21 https://www.itcilo.org/en/the-centre/board-documents/board-2017/item-2- strategic-plan-of-the-itcilo-for-2018-21
Programme and Budget Proposals for 2018-19 https://www.itcilo.org/en/the-centre/board-documents/board-2017/item-2- programme-and-budget-proposals-for-2018-19

2 For United Nations Evaluation Group (UNEG) guidance on UN-SWAP evaluation performance indicator refer to http://www.uneval.org/document/download/2148

3 http://www.ilo.org/wcmsp5/groups/public/@ed_mas/@eval/documents/publication/wcms_165986.pdf

Annex 2. ITCILO Labour Migration activities reviewed

CODE	From	To	DOT	TITLE	LANG	VENUE
A9010325	03/07/2017	14/07/2017	10	Academy on Labour Migration	AR | EN | FR	Turin Centre
A9010324	20/11/2017	24/11/2017	5	Governing Migration at Local Level	EN	Turin Centre
A9010326	30/10/2017	03/11/2017	5	Mainstreaming migration into policy planning	EN | FR | RU	Turin Centre
A1511404	09/01/2018	13/01/2018	5	Fair and Effective Governance of Labour Migration in Ethiopia	EN	Addis Ababa
A9011105	19/03/2018	23/03/2018	5	Extending social protection to migrant workers, refugees and their families	EN	Turin Centre
A4511563	26/03/2018	29/03/2018	4	Fair and Effective Governance of Labour Migration in Turkey	EN	Ankara
A3511639	02/04/2018	05/04/2018	4	National Training on Bilateral labour Agreements for Bangladeshi officials	EN	Dhaka
A2511473	28/05/2018	31/05/2018	4	Mainstreaming Migration into Ecuadorian policy planning	EN	Quito
A9011737	12/06/2018	14/06/2018	3	Third Working Group Meeting on Labour Migration Statistics	EN	Turin Centre
A9511123	18/06/2018	22/06/2018	5	Academy on Labour Migration	EN | ES	Panama City
A2511817	25/06/2018	26/06/2018	2	Mejorar la protección, promover el desarrollo sostenible y facilitar una gobernanza equitativa y eficaz	ES	Panama
A9011107	09/07/2018	13/07/2018	5	Negotiating bilateral labour agreements (new)	EN | FR	Turin Centre
A9010010	03/07/2017	14/07/2017	10	Trade Union Policy and Organizing on Labour Migration	EN | ES | FR	Turin Centre
A9010216	18/09/2017	22/09/2017	5	Establishing fair recruitment processes (NEW)	EN	Turin Centre
A9010524	11/12/2017	15/12/2017	5	Decent Work for Domestic Workers (DW4DW)	AR | EN	Turin Centre

Annex 3. Evaluation Framework: the questions

The following EQs cover all the questions listed in the terms of reference. The evaluation questions, judgement criteria, and indicators have been articulated according to contents of inception stage documentation review and consultations with ITCILO and programme staff.

EQs 1	Relevance
Are the activities and content of the programme consistent with the overall ILO approach on migration in context of its decent work, social justice and the sustainable development agenda?	
What and how was the application of ITCILO learning approaches?	
To what extend did the training assess and respond to needs of participants and stakeholders, including those of the tripartite constituents and those of men and women?	
Did the training meet expectations of participants and, as applicable, the sponsoring organizations?	
To what extent were the activities, their approach and their content able to join needs and priorities of participant stakeholders and constituencies, with the ILO agenda?	

Working questions	Indicative sources of information:
What elements of the ILO labour migration, decent work, social justice and sustainable development agenda were consistently featured in the training activities?	Analysis of programme and activity documents and data; Programme documents and relevant ILO documents; documents on UN Sustainable Development Agenda and application to migration; programme own assessments.
Did the activities meet priorities and needs of target groups, consistent with the ILO agenda?	
Was the identification of stakeholders and target groups deliberate and appropriate?	Interviews/consultations with participants, staff, ILO stakeholders, and partner organization referents.
Was participation and content of the activities flexible and adapted to changes in the context?	

EQs 2	Validity and Coherency of design
Was the design of the training activity valid and coherent for its expected contribution (e.g. in the thematic content, the participation, preparation, for increased awareness, etc.)?	
Was there a clear strategic design to the ITCILO migration programme to pursue specific ILO and ITCILO objectives in the areas of migration for employment and related concerns?	
What factors did the training design seek to influence, and in which way? Are the factors valid and effective in achieving the objectives of the training?	
How were the curriculum and learning method designed to achieve knowledge increase, skill acquisition and attitude/behaviour change of the participants? Are they adequate and effective?	

Working questions	Indicative sources of information:
Were the *ILO basics* evident in content and delivery of training activities?	Analysis of programme and activity documents/ data: Programme and budget documents; project management, administration and activity reports; programme own assessments; reports of relevant governance bodies;
To what extent did the design of the programme address the challenges of linking the ILO agenda to stakeholders interests and needs?	
What factors were specifically supportive to the implementation of progamme/activity design?	

What learning needs assessment was conducted and how were responses applied?	*Interviews with:* Programme actors, activity participants, ITCILO staff/executives, relevant ILO officials, partner organization referents.
Are there evolving internal and/or external issues not taken into account in the design of the programme?	
To what extent were anticipated benefits delivered and received, as perceived by participants and other stakeholders?	

EQs 3	**Effectiveness**

To what extent were activities/ outputs delivered as planned?
To what extent has the training achieved its objectives?
To what extent has the training increased the knowledge of the participants on the topic?
To what extent has the training equipped the participants the skills and methods to apply their learning at work(place)?
To what extent has the training influenced the confidence, attitude and ability of the participants in working on (labour) migration-related issues?

Working questions	*Indicative sources of information:*
Were the activities/ outputs delivered as planned? If not: Why were there deviations?	Analysis of documents/ data and survey responses: Programme and budget documents; project management, administration and activity reports; programme own assessments; reports of relevant governance bodies;
Did the activities reflect ITCILO pedagogical standards and learning approaches?	
How do participants perceive change and improvement in their abilities and attitudes as a result of the training(s).	
What factors were specifically supportive to the influencing attitude and abilities of participants?	*Interviews with:* Programme actors, ITCILO staff/executives, relevant ILO officials, partner organization and donor referents.
To what extent did methodologies of programme activities encourage 'ownership' of content and thus contributed to its use/implementation?	
What are main factors influencing achievement or non-achievement of training purposes and objectives?	

EQs 4	**Impact and Sustainability**

To what extent and in which way have the participants applied their learning?
What tangible changes have been facilitated/accomplished by the participants and their organizations in the area of (labour) migration, attributable to the training activity?
To what extent and in which ways has the training contributed to the thematic discourse, to legislation, policy, and practice on (labour) migration?
What are the key contributors to and barriers from making an impact in this area?
Are the changes and initiatives attributed to the training made by participants and organizations sustainable, or likely to be sustainable?
What are the enabling factors and obstacles for sustaining long-term impact in the area of labour migration?

Working questions	Indicative sources of information:
To what extent were/are participants engaged in/committed to implementation of learning?	Analysis of activity documents and data: Programme documents; documentation and assessments obtained from participants and their organizations; situation information from other sources; programme own assessments.
How have training learnings been applied/implemented/used by participants?	
What concrete impacts did participants/their institutions obtain from applying training content?	
How is this demonstrated?	*Interviews with:*
Have action patterns changed and/or new initiatives been undertaken by training participants as a result of the trainings?	*Programme actors, activity participants, ITCILO staff/executives, relevant ILO officials, partner organization referents.*
How definitive or sustainable are the changes attributable to training consequences?	
What risks or impediments (both contextual and internal) restricted implementation of learnings?	

EQs 5	Efficiency

Is the programme budget adequate and is financing obtained allowing programme purposes and objectives to be met?
Have the resources invested in delivering the activities been used in an efficient manner?
Did external donor offers and conditions support and/or diverge from course topics and training content defined by ILO approaches and ITCILO methodologies?
How economically were resources and inputs (funds, expertise, worktime, fellowships etc.) converted to results in outreach and performance?
Do the results justify the costs?
What time and cost efficiency measures were engaged/could have been introduced without impeding the achievement of results?

Working questions	Indicative sources of information:
What are the budgets and costings for the respective training activities?	Analysis of documents/ data: Programme and budget documents; pricing policy; project management, administration and activity reports; programme own assessments; reports of relevant governance bodies;
How do these compare with similar exercises at ITCILO and in other institutions?	
Have resource contributions from institutions, concerned projects, government and other *donors* been provided as needed/requested?	
What were terms of partnership, activity content, expertise, participation etc. of externally supported/initiated activities?	*Interviews with:* Programme actors, activity participants, ITCILO staff/executives, relevant ILO officials, partner organization referents.
To what extent did donor offers and conditions support and/or diverge from ILO defined topics and course content?	
What resource efficiencies have been identified, sought and/or implemented in the programme activity?	
How and to what extent did management engage in addressing and resolving these questions?	

EQs 6	Effectiveness of management, visibility and monitoring arrangements
Have the roles and responsibilities of Centre officials and programmes for designing and delivering training activities in the area of labour migration been clearly defined and understood?	
Are they effective in developing and delivering training activities?	
What have been the management arrangements in place to facilitate the promotion of training activities in the area of labour migration?	
Are they adequate and effective?	
To what extent have the quality and performance of the training been monitored and evaluated?	

Working questions	Indicative sources of information:
How did organization and delivery of the programme activities benefit from management arrangements?	Analysis of activity and programme documents and data; Communications and promotional material; Programme and budget documents; project management, administration and activity reports; programme own assessments; reports of relevant governance bodies;
What management arrangements impeded effective and efficient programme activity?	
How have visibility, promotion and communication of the programme/its activities evolved?	
What is the content and logic of programme monitoring and evaluation of its activities?	*Interviews with:*
What challenges, strengths and/or weaknesses require further attention/improvement?	Programme actors, ITCILO staff/executives, relevant ILO officials, partner organization referents.

General scoping questions regarding the migration activities

1. Scoping Questions on the ITCILO migration portfolio/cluster:
- What are the explicit purposes and objectives for the ITCILO migration activity portfolio?
- Does the portfolio/cluster have a distinct "Prodoc" type terms of reference definition document?
- How is the strategy/strategic approach of the migration activity defined?
- To what extent is the migration portfolio definition and content linked to ILO strategic objectives and the ILO programme on (labour) migration?
- Is a specific explicit linkage made with the UN Sustainable Development Agenda (as a defining reference for all ILO activity according to current institutional policy)?
- What needs assessments were conducted for the cluster activity overall (and for specific activities)?
- What kinds of collaboration took place with other ILO/ITCILO functions, including standards, employment policy and analysis, ACTEMP, ACTRAV, etc.?
- What are the knowledge application and impact rates for the respective activities?
- What are the main sources of financial support for realisation of the migration portfolio activities?
- What are the management, governance, reporting and accountability lines, structures and mechanisms for the programme?
- What are main visibility, communications and promotional functions and tools of the programme?
- What are the monitoring, evaluation, follow-up and outcome/impact assessment tools and approaches of the programme?

General scoping questions regarding the programme activities (in complement to the EQs in section 4 below)
- How are the activities/their subjects and participation identified and formulated?
- Have resources and support for proposed/planned activities been adequately forthcoming?
- Have there been activities proposed or requested that were not implemented and if yes why?
- Have there been proposals for activities or partnerships not in line with ILO/ITCILO principles and standards that the project refused? Or did not refuse?
- Has the technical expertise engaged in the courses been the best and most appropriate available?

Questions for each training activity:
- What are/were the purposes and expected results?
- What needs assessment was conducted for the activity?
- How were learning methods determined?
- How were trainers selected? With what criteria?
- Were expected results achieved?
- What concrete demonstrable implementation/impact of trainings were identified/identifiable?
- What were the specific roles, actions and activities of the programme/its staff for each training activity?
- What were the specific relationships, contributions and cooperation with ILO? With other institutions and organizations for each activity?

The evaluation also addressed cross-cutting normative and policy drivers of the ILO and ITCILO:
1) international labour standards, tripartism and social dialogue-foundational mandates of the ILO.
2) gender equality and diversity;
3) innovation and learning, as main drivers of the ITCILO.

Innovation and learning Basic Questions
- Were ITCILO learning approaches, methodologies and techniques systematically applied in each/all migration training activities?
- Were new and/or innovative approaches utilised or experimented with in migration training activities?
- Are there measures of training effectiveness that can assess outcomes and impact attributable to the ITCILO approaches and methodologies?
- Has the migration programme documented and assessed its evolving approach, methods, exercises and processes on migration (specific to ILO and the ITCILO context)?
- Has the migration programme and parent ITCILO identified its unique and specific approaches to migration training?
- Have these been recognized, validated and/or promoted as ITCILO 'value added' and 'comparative advantage'?
- Is ITCILO prepared to meet and withstand competition for market in this subject arena and poaching of methodology and constituents by other actor institutions?

Gender Equality and diversity Basic Questions
- Is/was gender equality, participation of women, and empowerment of women explicitly addressed in each training activity
- Was specific attention included to need for and approaches to gender responsive law, policy and practice regarding migration in each activity?
- What was the 'gender balance' in each training activity? If significantly different, what were the reasons?
- What discernible results/outcomes/impacts of addressing gender issues within organizations and/or participant national/local contexts resulted from training courses?
- What attention was given to equality of treatment and non-discrimination according to all grounds in UN and ILO instruments (such as ILO Convention 111) in each/every activity?
- Were racism and xenophobia (as particular generalized concerns for migrants) addressed in each activity?
- Where addressed in courses, what results/impact are identifiable in organizations and/or participant national/local contexts resulted from the training?

International labour standards, tripartism and social dialogue Basic Questions
- Are International Labour Standards emphasized in each activity as foundational means for governance of migration and protection of all workers including all migrant workers?
- Is promotion of ratification of migration-relevant conventions featured in each/all migration training activities?
- What impacts on national norms/legislation and/or application of ILS resulted from training activities?
- Was tripartism and social dialogue explained and emphasized in each activity?
- Is there at least minimally representative tripartite participation in every activity –including those sponsored by member governments?
- Are tripartite participatory approaches incorporated in all relevant sessions/exercises in each activity?
- Are there identifiable outcomes of migration trainings regarding establishment or enhancement of social dialogue and social partner cooperation on migration?

Annex 4. Evaluation stages, steps and actions

Evaluation Phases	Activity Content		Details / Communications
Set up			
	Finalisation of agreement, issuing contract		Exploratory meeting with evaluation staffperson in Turin at end of March, presentation of proposal 30 March, email exchanges and issuance of contract 15 April.
	Teleconsultation to refine expectations		With ITCILO Evaluation unit team
Inception Phase			
	Collection of documentation from ITCILO and other sources		The evaluator collected relevant first-hand primary data (e.g. project documents, reports, activity documents, context assessments, information on trainers, trainee practitioners, stakeholders, partner organisations, donors) from ITCILO, ILO, relevant stakeholders, participants. Provision via ITCILO eval office of project documents, reports, evaluations, other documents on all main activities over the period.
	Conducting a documentation and literature review		Reading, analysis and preparing summary notes on relevant documentation on the training activities, on the programme, and on context and background regarding the migration situation and intersecting actors.
	Defining evaluation questions		The listing of guiding evaluation questions refined according to inputs from ITCILO and stakeholders in a dynamic process throughout the interview and review stages. The guiding EQs were refined to obtain evaluation date on programme implementation and outcomes as well as assessment information on contextual factors.
	Finalising an evaluation Matrix		Elaborating the evaluation Matrix as a guideline for interviews and other interactions with stakeholders and in processing and analysing data and perspective obtained. The matrix framed semi-structured interview guidelines, survey questions and focus group discussions.
	Draft Inception Report		Submitted to ITCILO
	Teleconsultation with ITCILO evaluation team		Feedback on IR, inputs and possible precisions and suggested revisions needed.
	Inception Report revision		Revisions based on recommendations at teleconsultation.
	Followup teleconsultation		Reviewed draft interviewee lists, refined work plan
Interview Phase			
	Identifying stakeholders and selecting referents for Interviewing		Mapping stakeholders towards setting selection criteria and identifying a representative list of stakeholder referents for Interviewing
	Preparation for interviewing		Refinement of questions, interviewee lists, dispatch of introductory message by ITCILO to prospective interviewees
	Stakeholder interviewing		Teleinterviews, by Skype/WhatsApp as possible, following introductory message from ITCILO.
	Survey mailout		Designing and preparing a specific survey form, using prior ITCILO evaluation surveys as models.

	ILO & IOM interviews		At Geneva, in person as possible
	ITCILO referent interviewing		Interviews at ITCILO in Turin as scheduled.
	Focus Groups (post initial analysis)		Telemeetings to be arranged, possible visit to one 'concentrated' site for interviews and focus group.
Analysis and Synthesis Phase			
	Preliminary Synthesis & Analysis of interview data		Following intensive documentation research and review and referent interviews
	Synthesis & Analysis of ITCILO interview/visit data		Integrating specific ITCILO referent perspective into synthesis and analysis of data
	Articulation of (draft) findings & conclusions		
	Focus group meetings		Agendas and questions refined to solicit views as well as review and validation/revision of initial findings.
Report Preparation			
	Draft report submission		Initial formulation of narrative summary descriptions, evaluation framework, findings on evaluation questions, conclusions, and initial recommendations deriving
	Review of draft by ITCILO quality officer		Comments and precisions expected from ITCILO towards refining final report.
	Consultation with ITCILO quality officer		Discuss content, findings, conclusions and draft recommendations, suggest modifications and additions.
	Revisions for Final Report		Revisions and precisions to report following comments and additional inputs from interviews and focus groups.
	Delivery Final Report		

Annex 5. Interviews and consultations with participants

Main stakeholder categories for interviewing

Category	Organisation	Location
Training Activity Participant-Beneficiaries	Distribution across tripartite constituents, different entities	Tele-interviews, focus groups for selected places/categories
Trainers, resource persons	Distribution of different topics and locations	Tele-interviews; in person at ILO, IOM
Parent/reference organization	ILO	Geneva/Tele-interview
Implementing organisation	ITCILO	Turin
Global social partner organizations	IOE & ITUC	Tele-interviews or in-person in Geneva
Activity Partner Organisations	IOM, FIERI	Geneva for IOM
Donors for externally funded activities	DFID, SDC, Italy cooperation.	Tele-interviews
Focus groups	Trade Unions; Ethiopia	Tele-conference

List of people interviewed for the Evaluation (as of 1 August 2019)

N	Name	Position/job title
	ITCILO Turin	
1.	Ms Miriam Boudraa	Senior Programme Officer, Social Protection, Governance and Tripartism Programme (SPGT)
2.	Mr Charles Crevier	Officer-in-Charge, Social Protection, Governance and Tripartism Programme
3.	Mr Henry Cunningham	Manager, Workers' Activities Programme (ACTRAV)
4.	Mr Andreas Klemmer	Director of Training
5.	Mr Yanguo Liu	Director of ITCILO
6.	Ms Benedetta Magri	Manager, International Labour Standards, Rights at Work and Gender Equality Programme
7.	Mr Rafael Maralo	Labour migration focal point, Workers' Activities Programme (ACTRAV)
8.	Mr Sandro Pettineo	Jr Programme Officer, Employers' Activities Programme
9.	Ms Hedayet Selim	Jr. Project Officer, Social Protection, Governance and Tripartism Programme
10.	Ms Yordanka Tzvetkova	Manager, BRICS Desk, Office of the Director of Training
11.	Ms Xiaoling Zhang	Jr Programme Officer, Quality Assurance, Office of the Director of Training
	Participants	
12.	Mr. William Charpantier Blanco	CASC- Confederación Autónoma Sindical Clasista (Autonomous Confederation of Trade Unions); Coordinator, National Secretariat for Migration and Refugees in the Dominican Republic, Santo Domingo
13.	Ms Selin Eren	Confederation of Turkish Craftsmen and Tradesmen (TESK), EU and Foreign Relations Department Deputy Expert, Ankara
14.	Mr Ghassan Hijazi	FENASOL - National Federation of Trade Union of Workers and Employees, Responsible of International relations, Beirut, Lebanon

15.	Ms Maria Giovanna Manieri	European Parliament, Greens/EFA Group, Advisor Migration Asylum. Brussels
16.	Mr Joel Odigie	Focal point labour migration, ITUC Africa, Lome, Togo
17.	Mr Dom Tuvera	Coordinator, ASEAN Trade Union Council (ATUC), Singapore
	ILO	
18.	Mr Ryszard Cholewinski	Senior Migration Specialist, ILO Regional Office for Arab States, Beirut
19.	Ms Maria Gallotti	CTA, Labour Migration Branch, ILO Geneva
20.	Ms Samia Kazi Aoul	Specialist, Labour Migration, Labour Migration Branch, ILO Geneva
21.	Ms Clara Van Panhuys	Technical Officer, Labour Migration Branch, ILO Geneva
	Trainer/Experts	
22.	Mr Piyasiri Wickramasekara	Former Senior Migration Specialist at ILO; Vice-President, Global Migration Policy Associates. Sri Lanka
23.	Mr Vincent Williams	Independent Migration Expert. Capetown, South Africa
	Activity Partner Organisation	
24.	Ms Cécile Riallant	Senior migration and development specialist, IOM Geneva
	Ethiopia	
25.	Ms Kidest Getahun	National Project Coordinator, ILO Country Office for Ethiopia, Djibouti, Somalia, Sudan and South Sudan, Addis Ababa

Annex 6. ITCILO Standard Evaluation Framework

Evaluation system - summary

RBM	Input	Output	Outcome	Impact

Kirkpatrick Model	Reaction	Learning	Behaviour	Result

Level	Satisfaction with quality	Knowledge acquisition	Change in behaviour	Knowledge application and impact

Method	Learner Satisfaction Survey	Knowledge Assess-ment	Focus Group Discussion	External Independent Evaluation
	Questionnaire on key quality elements; **End of training**	Knowledge Acquisition Tests (KAT) of 10 MCQ; **Pre and Post Training**	Participant panels; **6 months after training**	Annually for activities in a thematic area; **1 year after training**