



Tracer Study for Evaluating the Effectiveness of the ITCILO Masters Programmes

Final Report

TDIR July 2024

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1. Executive Summary

Overview

The Turin School of Development (TSD), operating under the International Training Centre of the ILO (ITCILO), offers a range of Masters programmes designed to combine theoretical knowledge with practical skills. This tracer study evaluates the effectiveness of the TSD Masters Programmes in preparing graduates for their careers. It focuses on the career trajectories, professional advancement, and satisfaction levels of alumni from the 2021-2022 and 2022-2023 cohorts, as well as early insights from the 2023-2024 cohort.

Purpose and Objectives

The primary purpose of this tracer study is to understand the outcomes and impacts of the TSD Masters programmes on graduates' careers and professional development. The objectives are to:

- Evaluate employment status and career progression of alumni.
- Assess alumni satisfaction with the programme content, delivery, and overall experience.
- Identify key skills and competencies acquired through the programmes.
- Gather feedback for continuous improvement of the programmes.

Methodology

The study utilized a mixed-method approach, including quantitative surveys and qualitative interviews with alumni and current students. The data collection focused on employment outcomes, skill application, satisfaction levels, and specific feedback on the curriculum and programme delivery.

Key Findings

- **Alumni Employment and Career Advancement:** The majority of TSD alumni have successfully secured employment in their respective fields, with many reporting significant career advancements. The Masters programmes have been instrumental in enhancing their professional skills and competencies.
- **Satisfaction Levels:** Alumni expressed high levels of satisfaction with the Masters programmes. They valued the comprehensive curriculum, the quality of instruction, and the practical applications of their studies. However, there were suggestions for improvement in areas such as workload management and the inclusion of more diverse case studies.
- **Skills and Competencies:** Alumni highlighted the acquisition of critical skills, including analytical thinking, policy analysis, and project management. These skills have been directly applicable to their current roles, contributing to their professional growth and effectiveness.
- **Curriculum and Delivery:** Feedback indicates a need for better preliminary information regarding workload and expectations, more control on attendance to ensure group cohesion, and a call for diversifying the contexts of lectures and case studies to include regions outside the EU and the US. There is also a suggestion to make the face-to-face phase of the programmes longer.

- **Communication and Networking:** Opportunities for both formal and informal communication among participants of different Masters programmes have been identified as beneficial. Alumni appreciated the networking opportunities provided during their studies and recommended expanding these interactions.
- **Innovative Teaching Methods:** There is a recommendation to explore teaching and knowledge assessment methods beyond the traditional approach, including the introduction of artificial intelligence where relevant. This would enhance the learning experience and better prepare students for the evolving demands of their professions.

Recommendations

1. **Diversify Resource Persons:** Increase the diversity of resource persons to provide a wider range of perspectives and expertise.
2. **Diversify Case Studies Contexts:** Include case studies and examples from regions outside the EU and the US to provide a more global perspective.
3. **Measure Satisfaction after Every Module:** Implement regular satisfaction surveys after each module to gather ongoing feedback and make timely adjustments.
4. **Provide Opportunities for Formal and Informal Communication between Various Masters Students:** Foster more opportunities for formal and informal communication between participants of different Masters programmes to enhance cross-disciplinary learning and networking.
5. **Better Preliminary Information:** Provide clearer information regarding workload expectations and living arrangements in Italy to help students better prepare for their stay.
6. **Readings and Materials in eCampus and on Campus:** Ensure that all readings and materials are readily accessible through the eCampus platform and physically on Campus.
7. **Better Control on Attendance:** Implement stricter attendance control measures to ensure group cohesion and active participation.
8. **Coherence and Continuity of Sessions:** Plan sessions to ensure coherence and continuity of content across different lecturers and modules.
9. **Look in to extending the Face-to-Face Phase:** Consider extending the face-to-face phase of the programmes to provide more in-depth learning and interaction.
10. **Provide a Kick-Off Course:** Introduce a kick-off course to ensure all students have a basic level of knowledge and consistent terminology.
11. **Introduce Artificial Intelligence to Innovate Teaching and Assessment Methods:** Integrate the use of artificial intelligence in relevant areas to enhance learning and application of skills. Explore and implement innovative teaching and assessment methods to keep pace with the changing educational landscape.

2. Introduction and Background

The [Turin School of Development](#) (TSD) is an educational programme anchored under the roof of the [International Training Centre of the International Labour Organization](#) (ITCILO) that combines the world of international organizations with academia. The School draws on the expertise of the ITCILO, ILO and UN-related agencies, local universities such as the [University of Turin](#) (UNITO) and the [Politecnico of Turin](#) (POLITO), and a wide network of international experts to offer courses for graduate students that are both theoretically grounded and practically oriented.

The TSD is undergoing a management transition in the academic year 2023-24. The transition has provided an opportunity to review the School's operations and to gear them for growth in the 2024-25 biennium, in line with output 1.3 of the [ITCILO 2024-25 P&B](#) according to which the TSD Masters Programmes are to be firmly positioned as the Centre's premium learning offer.

The review of the operations of the school has resulted in the elaboration of a competitiveness strategy for the 2024-25 biennium¹ which foresees (among other targets) by end 2025, that the TSD will have refined the quality of its evaluation processes and tools, and bolstered the credibility of its internal control mechanisms².

To prepare the ground for effective actions, the new TSD management has carried out in a first step an analysis of the TSD portfolio³. The analysis was informed by desk research, interviews with key informants from partner universities, former students survey, and focus group discussions with internal stakeholders.

Resulting from the analysis was a strong recommendation that TSD invest in a systematic follow-up evaluation exercise with the purpose of refining future editions of the Masters' programmes and to better tailor its outreach campaigns to high potential clients.

During the TSD portfolio analysis phase, a follow-up survey of the Masters Programmes student cohort 2021-22 was conducted. More than 70% of all respondents flagged their willingness to participate in tracer studies as part of a more systematic follow-up evaluation exercise. This result demonstrated a strong willingness from the TSD alumni to positively contribute in the foreseen student-centered, data-driven TSD quality assurance process. It has been strongly recommended that TSD invest in such a systematic follow-up evaluation exercise to refine future editions of the Masters' programmes and better tailor its outreach campaigns to high potential clients.

This Tracer Study marks an important step in the ongoing evaluation and quality assurance enhancement plan. It aims to assess how effective the Masters programmes are in getting students ready for their careers. By tracking the experiences of the Masters alumni, valuable insights into the outcomes and how the programmes have contributed to the students' success can be gained.

The tracer study is expected to provide insights into the effectiveness of the Masters programmes in preparing graduates for their careers. Findings will inform programme improvements, curriculum revisions, and strategies for enhancing alumni engagement and support.

The outcomes of the tracer study will be disseminated through a final report that will be used by the Masters Programmes stakeholders to facilitate data-driven decision-making and continuous improvement.

¹ Refer to the 2024 document "TSD action plan"

² Refer to the 2024 document "TSD Portfolio Analysis" p2 points 3 and 7

³ Refer to the 2024 document "TSD Portfolio Analysis"

3. Purpose, objectives and Scope

Quality Assurance in TSD has been largely limited to the assessment of service satisfaction rates by way of student surveys carried out at the end of the online-learning stage and again at the end of the face-to-face learning stage (at the **out-takes level** of the results chain). These service satisfaction rates were not reported separately but can be extracted from the Centre's quality management system and be benchmarked cautiously with other learning activities in the Centre's RBM framework.

Conducting a tracer study for the Masters programmes is a comprehensive way to evaluate its effectiveness at the **outcomes level**. Tracer studies typically involve tracking and interviewing graduates to understand their experiences, career paths, and the impact of their learning.

The purpose of the tracer study is to assess the effectiveness of the Masters programmes in facilitating the career development and success of its graduates, and to emphasize the need to understand alumni experiences, employment outcomes, and perceptions of the programmes' strengths and areas for improvement.

The tracer study has the following objectives:

Primary Objective: The study aims to assess post-Master employment status, career trajectories, professional advancement, memorable experiences, satisfaction levels, skills acquired, and other possible relevant outcomes from the two previous editions of the Masters programmes.

Secondary Objectives:

- To identify the skills, knowledge, and competencies acquired through the Masters that are most valued by graduates in their careers.
- To assess alumni satisfaction with the Masters and their relevance to their professional goals.
- To generate conclusions and inform future decisions for enhancing the Masters Programmes based on alumni feedback and insights.
- To gather early insights from current students halfway through their respective Masters studies.

The tracer study will focus on graduates of the **two previous cohorts** of the Masters programmes (2021-2022 and 2022-2023) as well as a sample for the **current cohort** (2023-2024).

Interviews and surveys will be conducted with a representative sample of alumni and current students to ensure comprehensive coverage and diversity of perspectives.

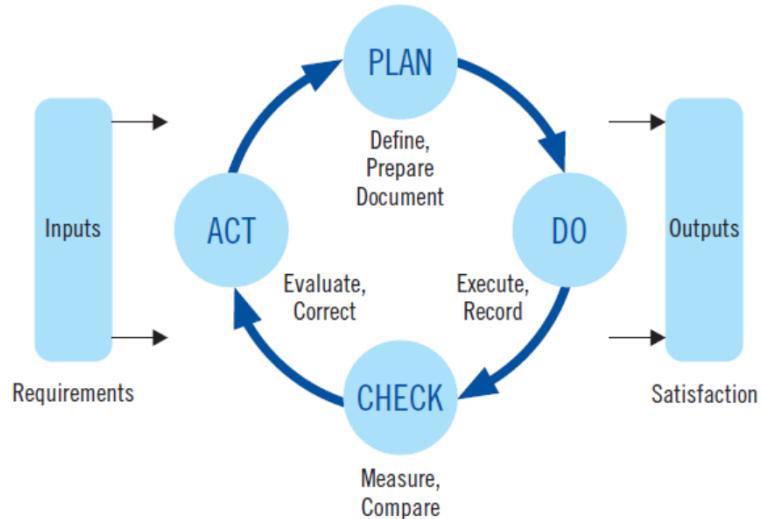
Analysis will focus on identifying key themes and insights to inform programme improvements and potential future developments.

Note: It is worth noting that the graduate selected to represent the *Master en gouvernance et management des marchés publics en appui au développement durable* (2021-2022) did not respond to the invitations sent out by the Quality Assurance Team. Additionally, no satisfaction questionnaires were found for this Master neither for the Master in Industrial and Employment Relations (2021-2022 edition) in the dedicated platform.

4. Methodology

To effectively carry out the tracer study, the process involved several stages that follow the ISO recommended PDCA cycle.

THE PDCA CYCLE ILLUSTRATED



Source: Camilleri 2018, ISO 21001 – Presentation and overview of the standard

At the PLAN stage

1. Define the Objectives

2. Identify the Participants: Alumni from the current and the two previous editions of the Masters programmes have been identified with the help of activity managers and assistants. The participants were formally invited to participate in the tracer study.

3. Design the Methodology: For the purpose of this Tracer Study, to avoid repetition of actions that already took place during the TSD Portfolio analysis phase, and the ones that are planned to take place in the future (both on the short and long terms), the team decided to go for a simple approach of **interviewing a group of former and current Masters students** using a fixed list of interview questions.

Additionally, the study will briefly draw on the results of the **satisfaction questionnaires** that have been filled by the students towards the end of their course of study, as well as the results of the **survey** that has been sent out to the **alumni of the 2021-2022 edition of the Masters** at the beginning of the TSD transition phase (November 2023).

A report including the findings and the documentation of case studies will be synthesized. Additionally, a video footage of the interviews will be produced for documentation and outreach purposes.

4. Assign tasks and responsibilities: The conceptualization, planning, implementation and reporting of the tracer study has been carried out by the Quality Assurance focal point in the Office of the Director of Training.

The students interviews were carried out by an external consultant and have been based on a pre-set list of interview questions provided by the focal point. The consultant was in charge of documenting the interviews and extracting relevant case studies for the final report.

The video footage of the in-person interviews were managed (in terms of production, shooting, and editing) by an external service provider. The task was jointly supervised by the external consultant and the Quality Assurance focal point.

At the DO stage

1. Data Collection: Semi-Structured in-depth interviews with the selected alumni and students have been conducted to explore their career paths, experiences, and perceptions of the programme. A set of open-ended questions that allow for detailed responses while still covering key topics have been prepared ([See Annex 3](#)).

2. Data Analysis: Thematic analysis has been used to identify common patterns, themes, and insights from interview responses and questionnaires data. The interviews responses have been used to create detailed case studies highlighting individual experiences.

Ethical Considerations: Informed consent has been requested from interview participants at the onset of every interview.

At the CHECK stage

The final report of the tracer study including findings, conclusions, case studies, highlights, and identified potential areas for enhancement of the Masters Programmes provided by the TSD is drafted, reviewed and finalized.

At the ACT stage

The final report of the tracer study will be shared with the management and stakeholders. The results of the study will be used as an input to the PLAN stage of the future implementation cycle of the upcoming editions of the Masters Programmes.

5. Findings

5.1 Alumni Survey of the 2021-2022 Masters Editions (November 2023)

During the TSD Portfolio analysis phase in 2023, a [follow-up survey of the Masters Programmes students of the 2021-2022 academic year](#) was sent out to the graduates and resulted in the following findings⁴:

Fifty-two students responded to the survey (29% response rate). The feedback was generally positive with interesting insights in response to open questions.

Respondents from the Procurement Management programme are strongly represented in the sample and weigh heavy on the side of positive responses, possibly an indication that this particular learning offer has resonated particularly well with students.

Ninety-five per cent of all students participating in the survey reconfirmed that they acquired new knowledge during their Master studies. Ninety per cent felt that the Master programme had met their original expectations. About 85 per cent of all students stated that they had applied the newly acquired knowledge after graduation – largely in line with new knowledge application rates observed in other learning activities of the Centre.

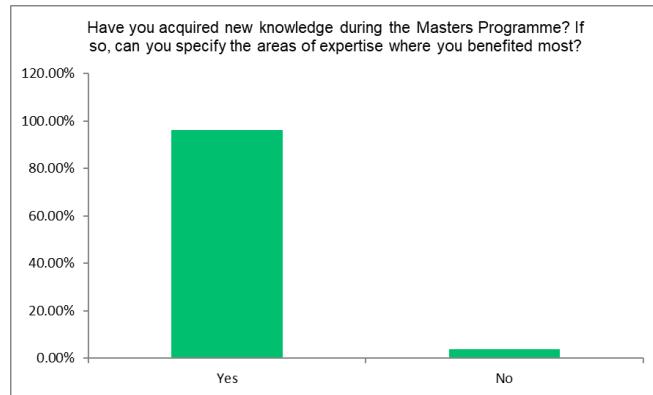
Notably, the majority of the students provided concrete examples of how they had applied the newly acquired knowledge in their workplace and/or in their academic careers. More in particular, many students reported that they had broadened their technical expertise, and several respondents documented how they had advanced their careers thanks to the Master studies. Several students highlighted the value add of the study tours and field visits that are part of the programme, and one respondent encouraged the TSD to offer even more of these hands-on learning experiences in future editions. Many students underscored the networking opportunities with their peers even though few respondents also felt that more networking opportunities could have been provided.

On the downside, several students complained about the delays in obtaining the final proof of their Master degree, owed to the lengthy administrative process in the University of Turin. More than seventy per cent of all respondents flagged their willingness to participate in tracer studies as part of a more systematic follow-up evaluation exercise.

⁴ Refer to the 2024 document “TSD Portfolio Analysis”

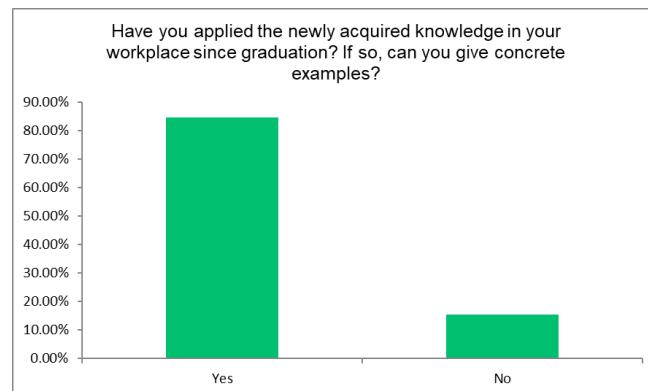
In response to Question 1: *"Have you acquired new knowledge during the Masters Programme? If so, can you specify the areas of expertise where you benefited most?"* some of the graduates provided the following responses:

- Toutes les connaissances acquises étaient nouvelles pour moi, dans le domaine de Marchés publics.
- Preparation of tender documents for goods works and services, procurement regimes for development banks and partners, sustainable public Procurement, evaluation techniques for sustainability, Procurement audits.
- The relationship between intellectual property and international law, and I have deepened my knowledge of trademark, patent and copyright law.
- There were so many new things I learned during the Masters Program, like the EU regulations on procurement, which are very useful since I work on several EU-funded projects. This knowledge definitely helps me integrating both the Cambodian laws and the EU rules on procurement to efficiently and effectively procure goods for the EU funded projects.
- Detailed explanation of connection between Intellectual Property and Economics was extremely informative for me.
- I somehow had already superficial knowledge in all subjects; however, thanks to the Masters programme my knowledge got more profound and I understood why I am doing what in procurement. The most progress I perceived in classes on sustainability, PPP and advanced (FIDIC) contract management.
- All subjects were added new knowledge to me specifically in the field of project management and project cycle management.



In response to Question 2: *"Have you applied the newly acquired knowledge in your workplace since graduation? If so, can you give concrete examples?"* some of the graduates provided the following examples:

Risk assessments, to find possible risks at work, we regularly carry out risk assessments, this includes finding potential hazard areas, assessing the risks involved, and choosing suitable preventative solutions. Safety Training, workers received instruction on safety protocols and methods pertinent to their positions, this covers instruction on emergency protocols, handling hazardous materials, and equipment usage. Personal

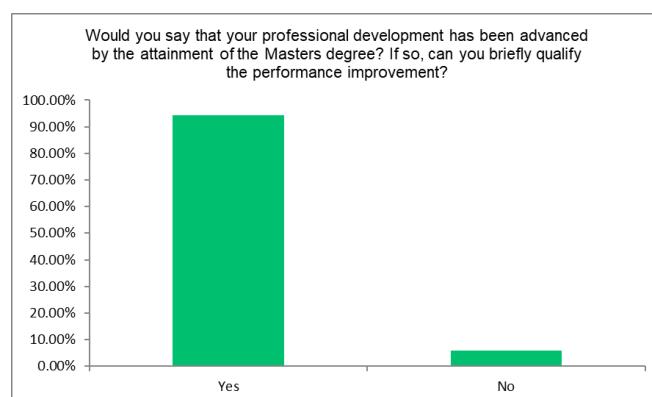


Protective Equipment (PPE), we supplied workers with the proper PPE, such as gloves, safety glasses, earplugs, helmets, and respiratory protection, depending on the hazards that have been discovered at work. Safe Work Procedures, for a variety of jobs and activities, we create and distribute safe work procedures and protocols, to reduce hazards, employees are expected to adhere to certain practices. Machine safety, in order to prevent incidents, we installed safety measures on machinery and equipment, interlocks, guardians, and lockout/tagout protocols are a few examples of these safety measures.

- I try to implement combination of social, environmental and economics criteria in the procurement process for sustainable development in my workplace (Ministry of Economy, Finance and Prospective). I have a perfect knowledge of donor procedures. I raise awareness on prevention and detection of fraud and corruption in public procurement.
- I feel more confident to provide advice to project managers. I take into account components affecting the supply chain in a more macro point of view, in my strategies. I use risk matrix in all procurement processes regardless the threshold.
- During the LLM I worked in a call center. Since I acquired knowledge, I started to work in a startup and after 6 months they promoted me as head of legal. I am currently working in France but I plan to pursue my career abroad and it is thanks to the LLM I validated.
- Yes. I joined an accelerator program, where I applied the theory in my to be enterprise. I then supported social innovations as a consultant. I presented my paper/thesis in an academic conference in Glasgow - where I also met a teacher that is now the supervisor of my Doctorate.
- Designed a project proposal for an NGO, in the Education sector. Developed project concept for Grant Aid in Nigeria. Engaged in project design surveys on collaboration with other international Organisations. Developed implementation plans and strategies for my organization.

In response to Question 3: *“Would you say that your professional development has been advanced by the attainment of the Masters degree? If so, can you briefly qualify the performance improvement?”* some of the graduates provided the following explanations:

- When I apply for new jobs, my resume is more seen. I perform better in technical written tests and interviews. I am also a better training facilitator for suppliers and staff.
- I have profound foundation in Public Procurement management that has enabled me to deliver lessons pertaining to the Malawian public Procurement regime without struggles.
- I secured a new job as a procurement manager because of my masters.
- I managed the implementation of Gender-Based Violence and Prevention of Sexual Exploitation and Abuse programming in an emergency context setting priorities and targets and quality

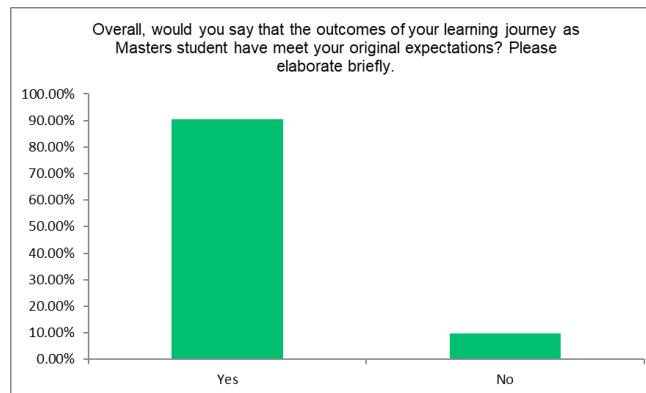


performance indicators. I monitored the work progress and ensured that results were achieved on time, thus meeting the standards and quality required by UNICEF.

- My professional development has advanced significantly, especially in the area of teaching where I was invited to teach classes in two postgraduate courses in occupational safety engineering.

In response to Question 4: *“Overall, would you say that the outcomes of your learning journey as Masters student have met your original expectations? Please elaborate briefly.”* some of the graduates provided the following responses:

- Definitely. Although I was already working in the field of procurement, I feel more knowledgeable now. I can work on strategic level, and improve guidelines and procedures. I am a better manager and mentor.
- Now I have get promotion and motivation to established of occupational safety and health consultancy in my country. Also now I have teach workers and employer about safety and health.
- It is a really helpful master's degree, and just because of this, I got an international job in procurement.
- The master's gave me much more than I expected.
- Overall, yes. The course has immensely broadened my knowledge of procurement and also some other aspects, like the importance of procurement in one country's economy. It has indeed contributed a lot to my career development.
- Overall, I would say that the outcomes of my learning journey as a Master's student have exceeded my original expectations. When I initially started, I had specific goals in mind. I wanted to gain a deeper understanding of sustainable procurement and supply chain management, improve my analytical skills, and enhance my decision-making abilities in this field. I also aimed to broaden my knowledge about emerging trends in procurement practices. Throughout the course of my Master's program, I was exposed to a wide range of subjects, engaged with knowledgeable professors and peers, and had the opportunity to work on real-world cases. This combination of theoretical knowledge and practical experience greatly enriched my understanding of procurement. I developed critical thinking skills, honed my ability to analyze complex procurement scenarios, and learned how to make well-informed decisions in a fast-paced, ever-changing environment...
- It went above. I was doing those additional studies mainly for myself, to take a work break, and to get a refresher. It helped me to increase my income and enjoy my work more. I also now decided to do a Doctorate - which I would not have done without this Master.
- The learning journey at the TSD exceeded my expectations. This was the best organized degree course, I have ever been to. I really enjoyed it! Keep up the good work!



5.2 Analysis of the Satisfaction Questionnaire Responses (Cohorts 2021-2022 and 2022-2023)

Cross-comparison of the analysis of the Masters students' responses to the end-of-training participants' satisfaction questionnaires for the two cohorts 2021-2022 and 2022-2023 shows that Master students register similar satisfaction rates as participants in other learning activities of the Centre.

The satisfaction is measured by means of a questionnaire that consists of a mix of open and closed questions on a scale from 1-5 where 5 denotes service excellence.

5.2.1 Master in Industrial and Employment Relations

The satisfaction questionnaire of the 2021-2022 edition of this Master was not managed in the dedicated official platform. However, a feedback questionnaire was administered via eCampus. For comparability purposes, the responses collected from this questionnaire will be excluded from this study.

As for the 2022-2023 edition of the same Master, a questionnaire has been created in the dedicated platform. However, only one response was detected in the system. For this reason, also this response will not be considered in this study.

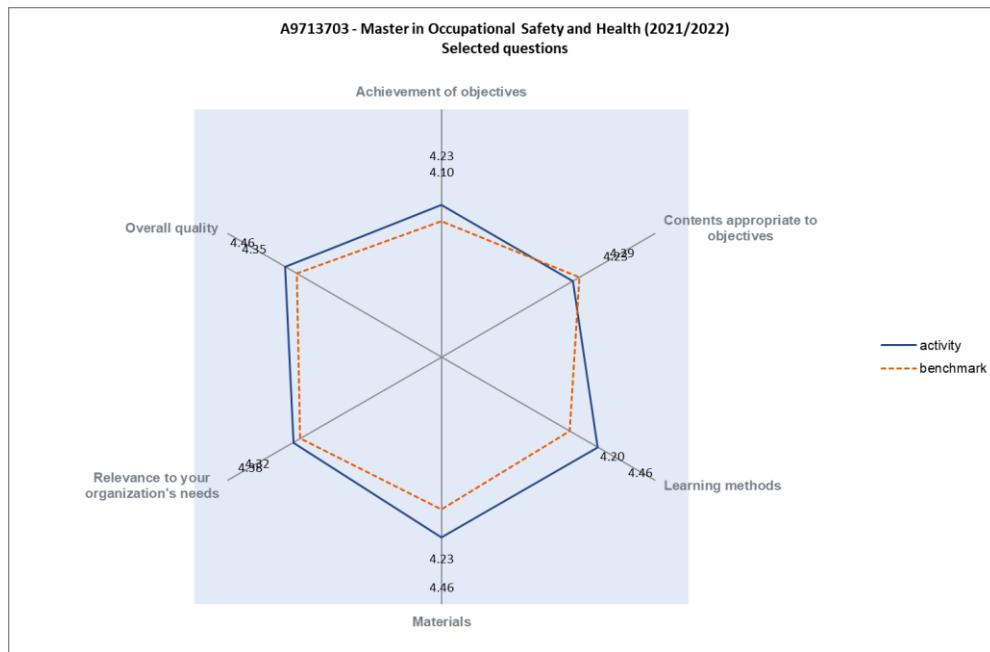
5.2.2 Master in Occupational Safety and Health

Thirteen out of fifteen students responded to the satisfaction questionnaire of the 2021-2022 edition of this Master (86.7% response rate).

With an average score of 4.37, this edition of the Master scored high in all the evaluation criteria. It even exceeded the ITCILO benchmark in most of the criteria.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.85
2	To what extent were the activity's objectives achieved?	4.23
3	Given the activity's objectives, how appropriate were the activity's contents?	4.23
4	Did the training make reference to Social Dialogue and Tripartism?	4.31
5	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.23
6	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	4.08
7	Were the learning methods used generally appropriate?	4.46
8	How would you judge the resource persons' overall contribution?	4.23
9	Did the group of participants with whom you attended the activity contribute to your learning?	4.15
10	Were the materials used during the activity appropriate?	4.46
11	Would you say that the logistics of the activity were well organized?	4.77
12	Would you say that the administrative support/secretariat was efficient?	4.92
13	Did you find the study tour/visit useful?	4.69

14	How likely is it that you will apply some of what you have learned?	4.46
15	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.38
16	Are you satisfied with the overall quality of the activity?	4.46
	Average	4.37



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- Course material dealing with safety in construction was so complex and excessively detailed. It was hard to follow.
- Some professors used too many slides during their presentations.
- The content of the program should be aligned to practical OSH methods and needs to update to evolving trends and methodologies
- Balance the information load of the second block of lessons.
- More attention should also be paid to the African and Asian context.

As for the 2022-2023 edition of the same Master, Fifteen out of 24 students responded to the satisfaction questionnaire (62.5% response rate).

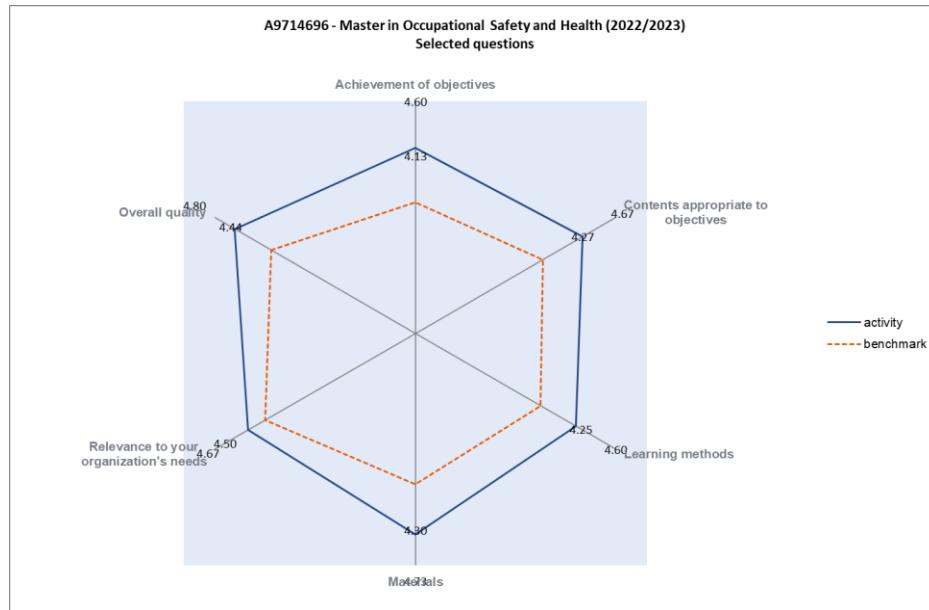
With an average score of 4.6, this edition of the Master scored even higher than the previous one and exceeded the ITCILO benchmark in all criteria.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.80
2	To what extent were the activity's objectives achieved?	4.60
3	Given the activity's objectives, how appropriate were the activity's contents?	4.67
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.80
5	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	4.27
6	Were the learning methods used generally appropriate?	4.60
7	How would you judge the resource persons' overall contribution?	4.47

8	Did the group of participants with whom you attended the activity contribute to your learning?	4.47
9	Were the materials used during the activity appropriate?	4.73
10	Would you say that the logistics of the activity were well organized?	4.53
11	Would you say that the administrative support/secretariat was efficient?	4.93
12	Did you find the study tour/visit useful?	4.73
13	How likely is it that you will apply some of what you have learned?	4.93
14	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.67
15	Are you satisfied with the overall quality of the activity?	4.80

Average

4.60



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

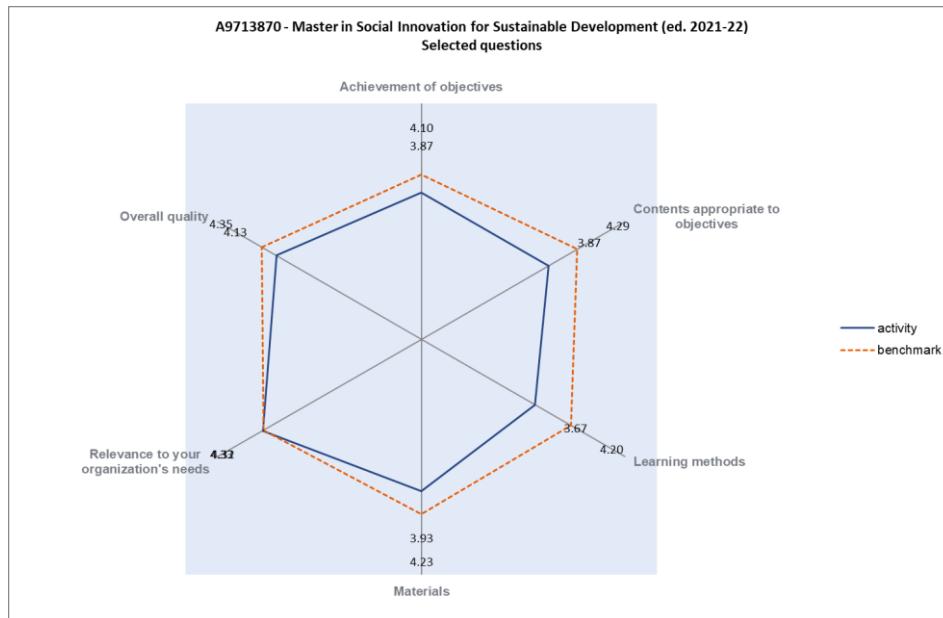
- What about adding a very senior professional to explain the development history of occupational safety and health management?
- The study visit to SaniFrutta was irrelevant. A visit to the ILO headquarters for a Focused Group Discussion with the experts at the Secretariat.
- I would suggest the inclusion of Dermatology (Occupational Dermatological Diseases) in the contents of Occupational Medicine.
- Some units needed to come earlier in the course like the teaching skills should have been in the first week.
- Training the trainers (resource persons) on how to communicate effectively and engage students.
- I am impressed with the quality of the lecturers and I would like to highlight the unique contribution to the program provided by Mr. Felix Daza and Mrs. Liza Zambernardi, they are 100% committed to the success of the program and the students.

5.2.3 Master in Social Innovation for Sustainable Development

Fifteen out of Twenty-two students responded to the satisfaction questionnaire of the 2021-2022 edition of this Master (68.2% response rate).

With an average score of 3.92, this edition of the Master scored below the ITCILO benchmark in most of the evaluation criteria.

	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.53
1	To what extent were the activity's objectives achieved?	3.87
3	Given the activity's objectives, how appropriate were the activity's contents?	3.87
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	3.40
	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	2.80
5	Were the learning methods used generally appropriate?	3.67
7	How would you judge the resource persons' overall contribution?	3.87
8	Did the group of participants with whom you attended the activity contribute to your learning?	4.67
9	Were the materials used during the activity appropriate?	3.93
10	Would you say that the logistics of the activity were well organized?	4.07
11	Would you say that the administrative support/secretariat was efficient?	4.07
12	How likely is it that you will apply some of what you have learned?	4.71
13	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.33
14	Are you satisfied with the overall quality of the activity?	4.13
	Average	3.92



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

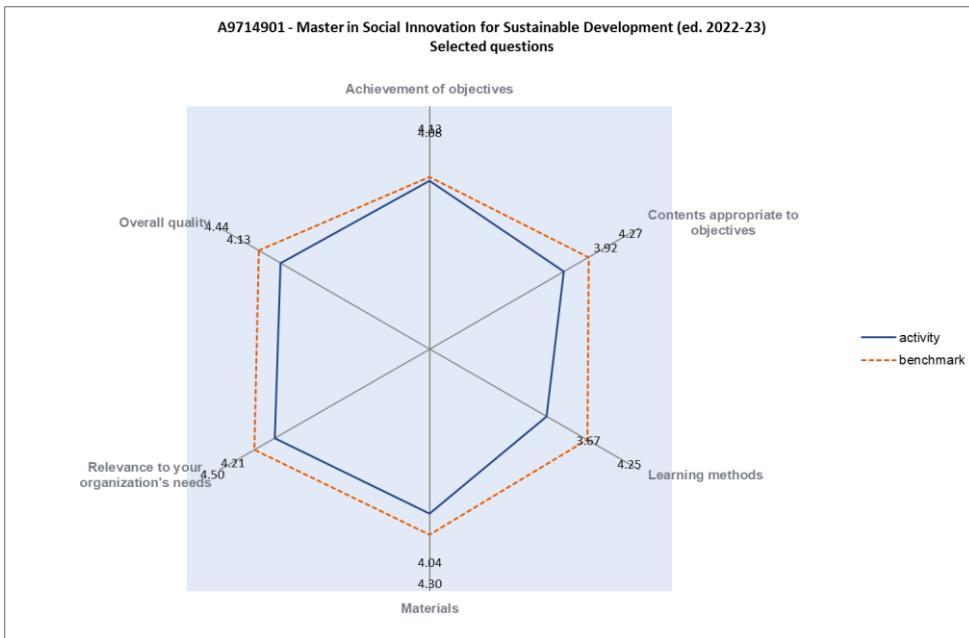
- The essence of social movements towards new governance innovation should be given some consideration. Diversity in regard to lecturers must also be put in consideration.

- I think there were some incredibly standout lectures and valuable knowledge learned, but ultimately we learned a lot of things none of which we learned in immense detail ... I wish there were additional classes where we could take these introductory lectures and go much deeper on them.
- Provide a solid background in finance for development and corporate finance -More focus on Design Thinking - Less Italian-centred focus on Social Innovation, more engagement with international Social Entrepreneurs, specifically in emerging countries - Less theoretical academic redundant approach and more analytical project approach.
- I think class should start on time, and in the beginning, do a glossary with vocabulary / acronyms. It would also be helpful if every class the students were given time to practically apply the topic to their project [...] Overall, I loved the different speakers each day and just wonder if it's possible to get more diverse speakers - women, other nationalities, races, etc.
- I recommend that the professors be more diverse, for example we had very few women. Most were men and Europeans.
- Shortened class periods starting earlier on. Greater cohesiveness from one professor to the next.
- Include study visits in course in order to better experience the implication. The participation of lecturers from different countries and nationalities will provide more diversity.
 - Increase diversity among the lecturers: gender, and south experiences. Introduce project design and management as a theory then apply them into project ideas. Great motivated and committed team coordinating the program! Thank you!

As for the 2022-2023 edition of the same Master, All students (24) responded to the satisfaction questionnaire (100% response rate).

With an average score of 4.09, this edition of the Master scored slightly higher than the previous one yet still below the ITCILO benchmark in most of the evaluation criteria.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.46
2	To what extent were the activity's objectives achieved?	4.08
3	Given the activity's objectives, how appropriate were the activity's contents?	3.92
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.25
5	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.39
6	Were the learning methods used generally appropriate?	3.67
7	How would you judge the resource persons' overall contribution?	4.29
8	Did the group of participants with whom you attended the activity contribute to your learning?	4.67
9	Were the materials used during the activity appropriate?	4.04
10	Would you say that the logistics of the activity were well organized?	4.04
11	Would you say that the administrative support/secretariat was efficient?	4.71
12	How likely is it that you will apply some of what you have learned?	4.38
13	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.21
14	Are you satisfied with the overall quality of the activity?	4.13
Average		4.09



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- The program focused on technical and theoretical knowledge. It should also look at behavioral and leadership skills focused for social innovation e.g. global mindset and collaboration/inclusion.
- Invite more key resource people to speak about digitalization since it is currently peaking and we had few key people dwell on it.
- Some of the classes had very similar content, especially from the foundations and incubators side. I believe we could have used more time for the innovation lab and teamwork exercises instead.
- As we have learned during the course, it is important to adapt the service to the needs of the students through empathy. Some activities, such as exams, were very tightly squeezed in between other time-consuming and attention-consuming actions, so I experienced very stressful periods. It would also be good to analyse other more friendly methods to measure learning, outside the conventional methods of exams.
- It would have been interesting to combine theoretical lessons with more practical aspects.
- In addition to the case studies, it would have been very interesting and useful to be able to see in practice the work of project and evaluation people and to be able to visit facilities and agencies that deal with this.
- Giulia was an excellent choice for the beginning of being on campus, someone like her could be better at the end because is more stressing time. Last lecture was hard to follow since our minds were not in it so much. The lecture of Prof Montagna was good but not for the last week, at least two weeks would be good. Very grateful for the activities, for the kind people that is in ITCILO helping us and guiding us. Every other lecturer is very well prepared and some are born to be lecturers like Tom W. Thank you for your patience.
- In general I think is important to create a new way to evaluate the course, because we are attending a master in social innovation and making common evaluations is not very coherent with the development of the master's degree.

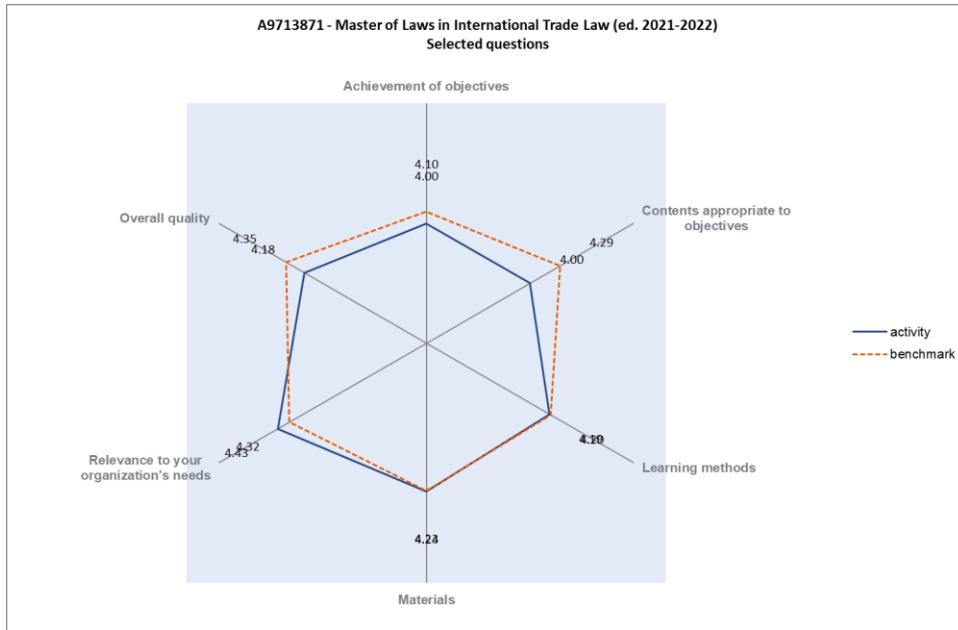
- I recommend about a day or two days break before right after classes before the exams, to give room for final preparations.
- The type of evaluation should be changed. It is very old fashioned to take definitions by memory, and in my point of view, not so effective to know if students understood and know how to apply concepts. Being a social innovation masters, there should be a more innovative way to evaluate.
- I think the face-to-face programme should prioritise more interactive classes, with more methodologies used in social innovation and always ensure a practical link or application of theory to practice, in all modules or classes.
- There is a disconnect between the classes and the project, it is difficult to connect if you do not have previous experience in these subjects. The monitoring and evaluation issue should be seen as connected to design thinking.

5.2.4. Master of Laws in International Trade Law

All students (17) responded to the satisfaction questionnaire of the 2021-2022 edition of this Master (100% response rate).

With an average score of 4.16, this edition of the Master scored very close to the ITCILO benchmark (4.18), with some criteria above and others below the respective benchmarks.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.82
2	To what extent were the activity's objectives achieved?	4.00
3	Given the activity's objectives, how appropriate were the activity's contents?	4.00
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.12
5	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.24
6	Were the learning methods used generally appropriate?	4.19
7	How would you judge the resource persons' overall contribution?	4.41
8	Did the group of participants with whom you attended the activity contribute to your learning?	4.41
9	Were the materials used during the activity appropriate?	4.24
10	Would you say that the logistics of the activity were well organized?	3.88
11	Would you say that the administrative support/secretariat was efficient?	4.53
12	Did you find the study tour/visit useful?	4.31
13	How likely is it that you will apply some of what you have learned?	4.71
14	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.43
15	Are you satisfied with the overall quality of the activity?	4.18
Average		4.16



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

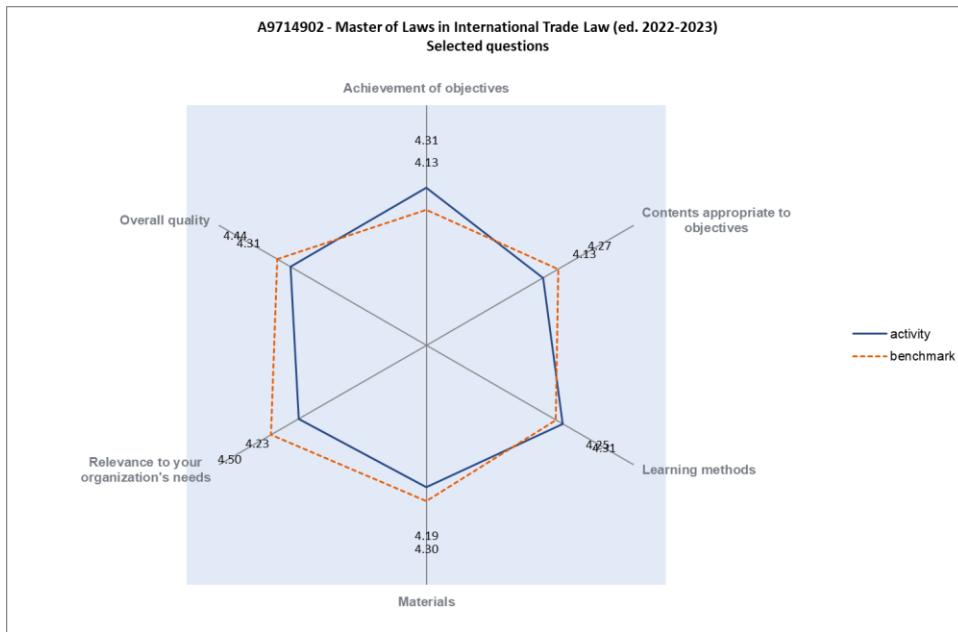
- More study visits & library times since the beginning of the program would add a lot to the program.
- Full programs schedule submission in advance for the students (adjustable of course when needed) is vital in order for the participants to know before hand and plan their schedules accordingly.
- A longer face to face phase would be of a huge positive impact (5 or 6 months for instance instead of 3 so it still matches with the practitioners who join or candidates who cant spend a full year abroad).
- An EU system illustration to the non-EU backgrounded students.
- Focus more on the actual trade law, Maritime law, incoterms, international taxation, corporate law.
- Increase in out of class activities for the programs
- I would suggest inviting Niccolo Landi earlier in the program and allow more time on the topic of purely international trade.
- Being an International course i would have loved to get more learnings from Asia ie China, South America and Africa from an International Trade perspective.
- Some professors took too much time on European affairs, but we came from all over the world (ex. Ortolani).
- The course should bring more critical visions about international trade law. The institutions are still based on the Western leadership of post-WW2, but the world completely changed. For instance, we should pay more attention on the rise of China/Silk Routes, BRICS countries, other regional institutions beyond EU (ex. African Union, ASEAN, Mercosur, USMCA). In summary, the rise of a multipolar world in this century. WTO, for example, is about to die, what is not necessarily bad news for developing countries.

- In this way, I appreciate the theoretical vision of center-periphery relation bring by Correa, one of the best classes we had, criticizing the role of IP for peripheral countries. Cantore, for example, who is very skilled, refused to answer any critical question because of his position on WTO.
- It would be useful to discuss a little more about international finance and trade, creating more bridges between trade and economics, and a little less of arbitration.
- The sequencing of the classes need to have a smoother flow, so those related can be grouped together or delivered one after the other. To have lectures in the University of Turin
- I would suggest preparing the schedule for the whole period of F2F and sharing it with the students at the beginning of the F2F, not during it.
- Give better and clearer instructions.
- Include some lessons dedicated to the different ways of transporting products.
- Mr. Land's class was extremely helpful and perhaps should have been moved earlier.
- Moving the Case Study taught by Niccolò Landi in the first weeks of the F2F Phase, as it was very insightful. Also, I would suggest introducing a course solely on conflict-of-laws rules and one on Incoterms (maybe instead of ICSID arbitration). Furthermore, I would suggest to make the course of Pietro Ortolani on cross-border litigation longer.

As for the 2022-2023 edition of the same Master, 16 out of 19 students responded to the satisfaction questionnaire (84.2% response rate).

With again an average score of 4.16, this edition of the Master scored the same as its previous edition, however with slight variations among the scoring of individual criteria.

	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.63
1	To what extent were the activity's objectives achieved?	4.31
3	Given the activity's objectives, how appropriate were the activity's contents?	4.13
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.19
5	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.73
6	Were the learning methods used generally appropriate?	4.31
7	How would you judge the resource persons' overall contribution?	4.25
8	Did the group of participants with whom you attended the activity contribute to your learning?	4.25
9	Were the materials used during the activity appropriate?	4.19
10	Would you say that the logistics of the activity were well organized?	3.50
11	Would you say that the administrative support/secretariat was efficient?	4.25
12	Did you find the study tour/visit useful?	4.50
13	How likely is it that you will apply some of what you have learned?	4.69
14	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.23
15	Are you satisfied with the overall quality of the activity?	4.31
Average		4.16



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- I think this Master will be really useful and interesting for non-Lawyers and Lawyers who have had some working experience. I therefore kindly suggest that the advertisement for the course reflect this, so that non-lawyers will be encouraged to apply.
- The course organizers and administrators did a fantastic job. Thank you !!
- There should be reading materials for every lecture
- Inclusion of the African Continental Free Trade Agreement (AfCFTA) in the work programme.
- I would recommend introducing a module of more lessons focused on commercial contract drafting.
- Regarding arbitration, I suggest that the lesson on arbitration and the ICC is held before the work on the moot court is assigned, i.e. in the DL phase, so to provide students with the tools necessary to complete the moot court assignment more properly.

5.2.5 Master in Public Procurement Management for Sustainable Development

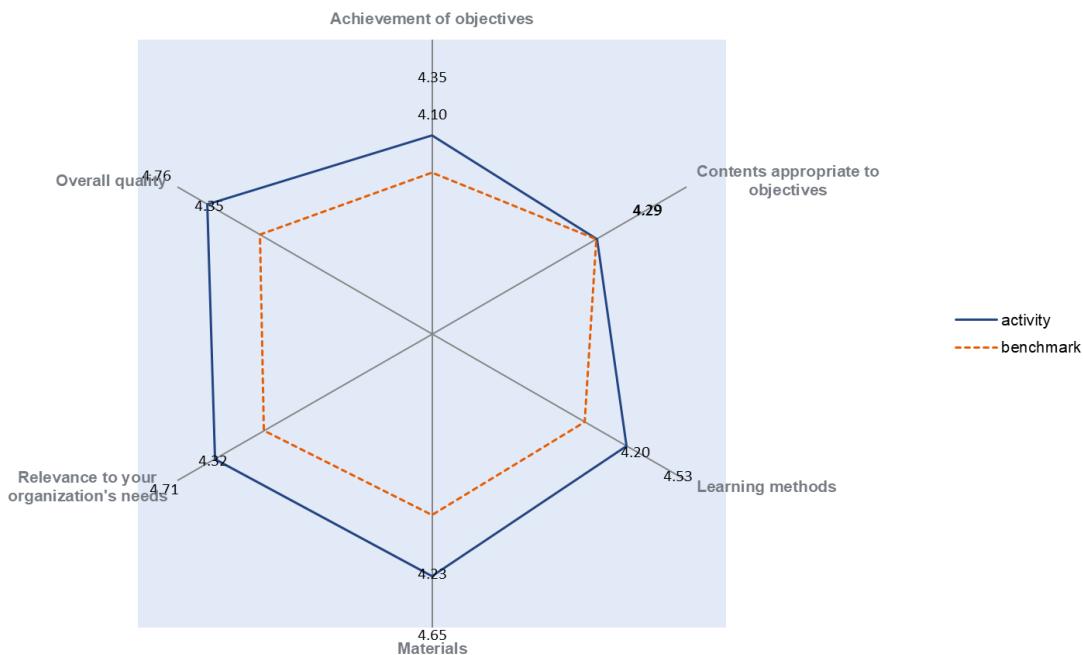
Seventeen out of Twenty-two students responded to the satisfaction questionnaire of the 2021-2022 edition of this Master (77.3% response rate).

With an average score of 4.51, this edition of the Master scored higher than the ITCILO average benchmark, also in all the individual evaluation criteria.

	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	4.18
1	To what extent were the activity's objectives achieved?	4.35
2	Given the activity's objectives, how appropriate were the activity's contents?	4.29
3	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.41

	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	4.00
5	Were the learning methods used generally appropriate?	4.53
7	How would you judge the resource persons' overall contribution?	4.59
17	Did the group of participants with whom you attended the activity contribute to your learning?	4.41
18	Were the materials used during the activity appropriate?	4.65
19	Would you say that the logistics of the activity were well organized?	4.71
20	Would you say that the administrative support/secretariat was efficient?	4.82
21	Did you find the study tour/visit useful?	4.35
22	How likely is it that you will apply some of what you have learned?	4.82
23	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.71
24	Are you satisfied with the overall quality of the activity?	4.76
Average		4.51

A9713802 - Master in Public Procurement Management for Sustainable Development (2021-22)
Selected questions



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- Tutors must have homogeneous materials. The curriculum should be approved beforehand. More practical work.
- All slides should be checked before presenting in class. I will suggest the alumni of ITCILO give career advice to young graduates to envelope their career.
- I wish the Master would have had the original duration of 18 weeks in the face-2-face phase and not, the 10 weeks (due to Covid-19).
- The schedule for studying was too tight.
- It was interesting to engaging with well experienced people from around the world. The Professors, amazing choices by the ITCILO all of them they have out done their job. The

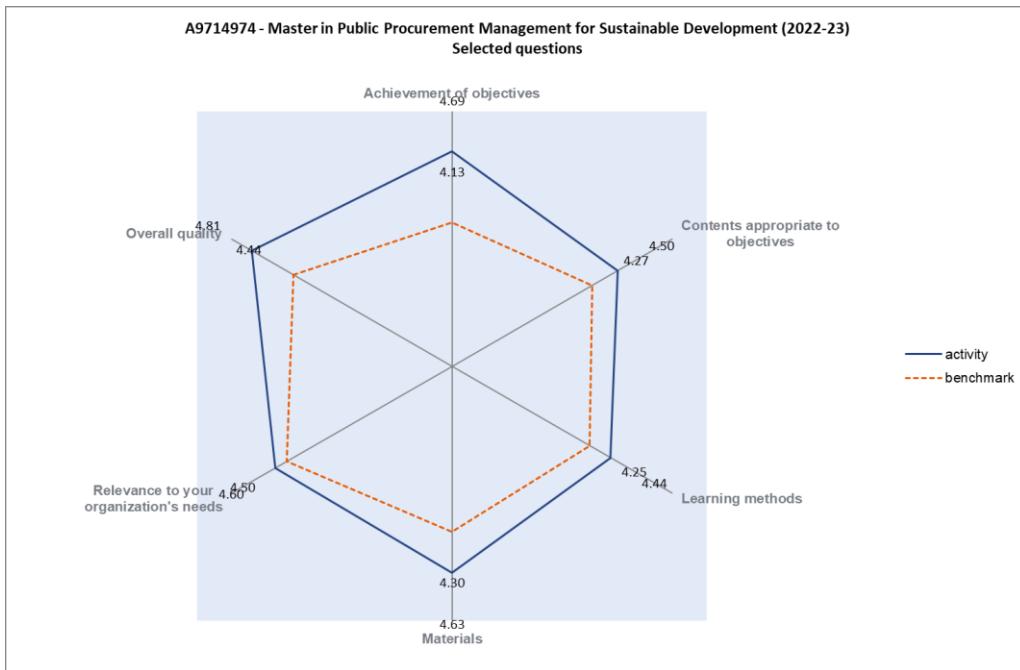
administrative and guidance from the tutors was something I have not experienced before, exceptional service from all staff we interacted with during the distance and face-to-face learning.

- Please try to organize more the topics and assignments during the Face to Face. Also DON'T implement virtual classes during this face to face stage
- Include Italian language on the course in order to know and be able to speak basic Italian during the stay in Italy Turin.
- ITCILO should encourage Esmerina, Blerina and Dina to continue be facilitator as they loved their jobs and they are very resourceful people for this course.

As for the 2022-2023 edition of the same Master, 16 out of 23 students responded to the satisfaction questionnaire (69.6% response rate).

With again a high average score of 4.56, this edition of the Master scored even higher than its previous edition, with all the evaluation criteria above the ITCILO benchmark.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.63
2	To what extent were the activity's objectives achieved?	4.69
3	Given the activity's objectives, how appropriate were the activity's contents?	4.50
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.50
5	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	4.06
6	Were the learning methods used generally appropriate?	4.44
7	How would you judge the resource persons' overall contribution?	4.88
14	Did the group of participants with whom you attended the activity contribute to your learning?	4.63
15	Were the materials used during the activity appropriate?	4.63
16	Would you say that the logistics of the activity were well organized?	4.63
17	Would you say that the administrative support/secretariat was efficient?	4.94
18	Did you find the study tour/visit useful?	4.56
19	How likely is it that you will apply some of what you have learned?	4.88
20	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.60
21	Are you satisfied with the overall quality of the activity?	4.81
Average		4.56



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- Great team and amazing guest lecturers and tutors.
- The program should be extended to at least 15 weeks
- The support from all the three tutors was great (with a special mention to Davor who was awesome and always went the extra mile for us!)
- Excellent program line up and delivery. Concerned that the work on the Research Papers do not end up on an online repository - meaning that our findings and recommendations will not be made available to the world. This takes the steam out of the exercise - as it then becomes a pure administrative exercise to write a paper and graduate as opposed to contributing to the body of knowledge
- It would have been advisable to extend the duration at least to start at 0800hrs to accord more time. The units were too packed in such a short time
- The workload was too heavy, the team work assignments could be taken out of the programme
- As I have written a thanks message to Blerina, Dina, Davor, Alessandro e Leila, which I reproduce here: Dearest Dina, Davor, Leila, Alessandro and Blerina, With this simple message, I would like to express my very special thanks to you who accompanied me daily during these intense days of the Master's in Torino. Information, advice, attention, affection, patience, sharing stories, laughing (and even crying), celebrations: a mix of emotions and situations experienced together that created a bond of friendship, companionship and trust that I want to take with me for the rest of my life. It is probably easier to give a lecture for two days and become a symbol of inspiration and admiration for students... Now being in everyday life, sharing achievements and challenges, and maintaining that symbol is for few. And you are very, very, very special: each of you – in your own way, personality, teaching methods, skills and approaches – is a wonderful human being who has earned my affection, respect and admiration. I wish this farewell is not final... I wish it to be a "see

"you soon" and that we can keep in touch still after the conclusion of the Master's program. I wish you to find in your lives people just like you: loving, good, willing to welcome, help and transform other people's lives. I wish you the best moments and the fulfilment of your personal and professional dreams. I wish you complete happiness with family and friends. Thank you so much for all your support on this journey! You are the best!

- I would suggest to have more diversity among the professors (the majority were men and European or American).
- Combining students on short courses with the masters students totally destabilized the learning process
- Given the composition of the class of at least 50% Africans it would go a long way for Diversity, Equity and Inclusion to have some facilitators of African descent. It goes a long way to make all feel included
- For the F2F, I understand the need to keep everybody's engagement. However, the last weeks were exhausting not for learning but for preparation to so many exams and take-home assignments. This is my suggestion: less exams and group take-home assignments, more individual feedback and time for interaction. Each exam was one previous day less of class, and a lot of no need anxiety. 2. Tutors' feedback to all the exams and assignments, not only on demand. Part of learning is revisiting the mistakes, so we need this feedback. 3. All lecturers should have ppts and material updated. The world is changing very fast, to give a lecture based on material of 10 years ago is only for context purposes, not acceptable or useful for considering best practices to be applied.
- The tutors were not diverse enough. Considering that the majority of students are from Africa, surely there must be Tutors who can deliver the content from the African continent. Gender diversity was also lacking.
- The 11 weeks face to face was too short. I understand before it was for four months. If not possible to add additional time, then turn the Masters into a distance programme with perhaps only a 4 week face to face. Too much subject matter was squeezed into little time with the study tours. The one to Venice, I am not sure made any sense, so close to exams. I found it unnecessary. The focus on World Bank documentation, I found overwhelming and dismaying, as only one student from this particular cohort works at the World Bank. Other institutions have also their own material. Since the ITC-ILO is part of the UN family, more emphasis should have been placed on UN procurement documentation. The exams should be open book.

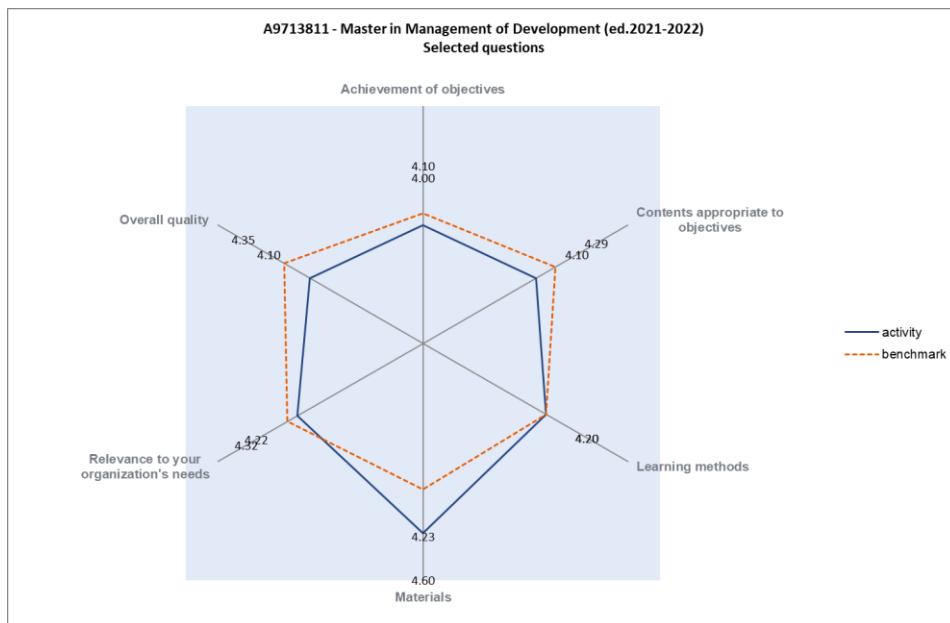
5.2.6 Master in Management of Development

Eleven out of Seventeen students responded to the satisfaction questionnaire of the 2021-2022 edition of this Master (64.7% response rate).

With an average score of 4.27, this edition of the Master scored higher than the ITCILO average benchmark. However, it stayed at a lower score in some of the evaluation criteria.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	4.00
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2	To what extent were the activity's objectives achieved?	4.00
3	Given the activity's objectives, how appropriate were the activity's contents?	4.10
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.10
	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	4.10
5		
6	Were the learning methods used generally appropriate?	4.20
7	How would you judge the resource persons' overall contribution?	4.30
24	Did the group of participants with whom you attended the activity contribute to your learning?	4.80
25	Were the materials used during the activity appropriate?	4.60
26	Would you say that the logistics of the activity were well organized?	4.60
27	Would you say that the administrative support/secretariat was efficient?	4.90
28	Did you find the study tour/visit useful?	3.60
29	How likely is it that you will apply some of what you have learned?	4.44
30	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.22
31	Are you satisfied with the overall quality of the activity?	4.10
Average		4.27



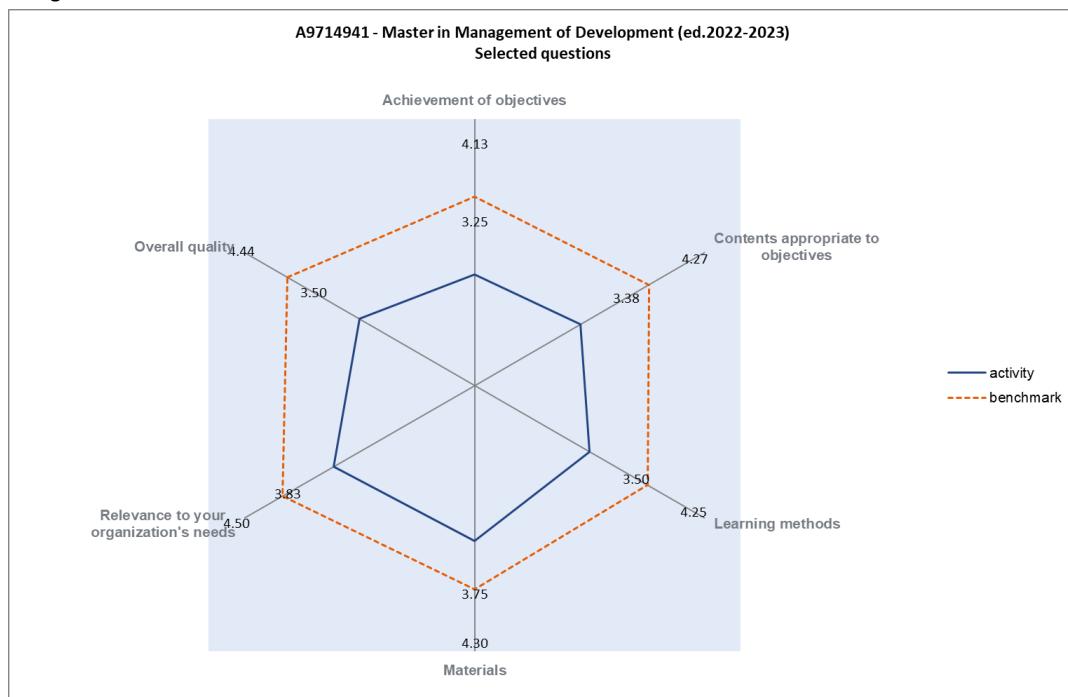
In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- I would like to suggest that Gaia be considered to deliver a course on Gender in subsequent cohorts. She provided deep insight during the gender in migration class.
- The faculty team needs to be diversified. I also think that since the course is about management in development, it might be useful to introduce management or organisational development and public policy courses. The course was too heavy on environmental and migration themes.
- The online phase should be limited to only reading materials and tests. The presentations and lectures were not very effective.

As for the 2022-2023 edition of the same Master, only 8 out of 16 students responded to the satisfaction questionnaire (50% response rate).

With a much lower average score of 3.79, this edition of the Master scored below the ITCILO benchmarks in almost all the evaluation criteria. The scores in this case should be considered with caution as the low response rate entails that the scores are not accurately representative of the opinions of the whole group.

	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.13
1	To what extent were the activity's objectives achieved?	3.25
3	Given the activity's objectives, how appropriate were the activity's contents?	3.38
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.25
	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.50
6	Were the learning methods used generally appropriate?	3.50
7	How would you judge the resource persons' overall contribution?	4.14
8	Did the group of participants with whom you attended the activity contribute to your learning?	4.88
9	Were the materials used during the activity appropriate?	3.75
10	Would you say that the logistics of the activity were well organized?	3.88
11	Would you say that the administrative support/secretariat was efficient?	4.25
12	How likely is it that you will apply some of what you have learned?	3.88
13	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	3.83
14	Are you satisfied with the overall quality of the activity?	3.50
Average		3.79



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- It would have been insightful to have insights and professors from the Middle East. Balanced views that represent development issues from both a "left and right" perspective. Decent work was not discussed much and given an ILO program, I would have expected more.

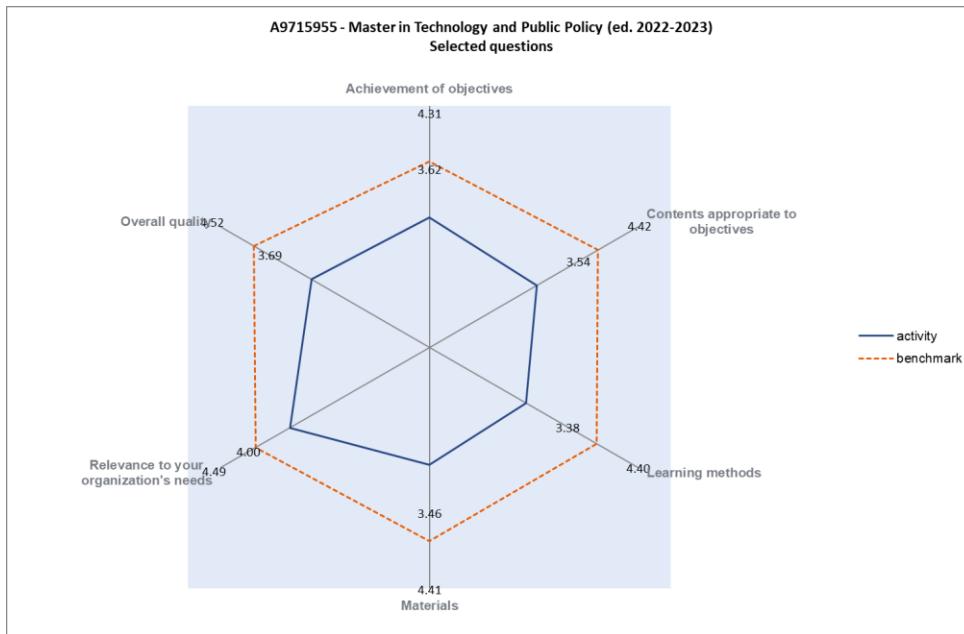
- Please do such kind of survey before and after each phase it will help you and the participants to proper design and implement learning process and methods. It will help you in planning properly if you initiate it in the first day. A clear roadmap to be explained and repeatedly (follow-up) will help a lot.
- The course needs to have a solidified syllabus with each lecturer ensuring that they know what their objectives are and how they link to the broader picture of the masters. The linkage between the online phase and the f2f phase was weak. Feedback from the participants should be on rolling basis so that feedback is taken into account for upcoming classes.
- More emphasis in the PCM and RBM Module, More days off with the opportunity to go to campus to work on the final project, field trip to a UN Entity, more group activities.

5.2.7 Master in Technology and Public Policy

All thirteen students responded to the satisfaction questionnaire of the 2022-2023 edition of this Master (100% response rate).

With an average score of 3.61, this Master scored lower than the ITCILO average benchmark and in most of the individual evaluation criteria.

	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	2.92
1	To what extent were the activity's objectives achieved?	3.62
3	Given the activity's objectives, how appropriate were the activity's contents?	3.54
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	3.77
	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.46
6	Were the learning methods used generally appropriate?	3.38
7	How would you judge the resource persons' overall contribution?	3.69
8	Did the group of participants with whom you attended the activity contribute to your learning?	3.46
9	Were the materials used during the activity appropriate?	3.46
10	Would you say that the logistics of the activity were well organized?	3.00
11	Would you say that the administrative support/secretariat was efficient?	4.38
12	Did you find the study tour/visit useful?	3.46
13	How likely is it that you will apply some of what you have learned?	4.23
14	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.00
15	Are you satisfied with the overall quality of the activity?	3.69
Average		3.61



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- My suggestion would be that there should be ground rules that no turning on of laptops and access to phones on the table during classes except where it is specifically required for class assignment. This will enhance student participation and involvement. Additionally, there was no strict adherence to regulations of attendance during the physical phase. I do understand individual freedom, but learning should also go beyond academic contents to elements of responsible self-discipline, leadership and character in some measure, where students should demonstrate responsible behaviour.
- I was disappointed with the peer-to-peer review process. I had hoped that the program alumni would be experienced experts with whom I could form a strong network of policy makers. However, the actual network effect was relatively low compared to the profile of the master. I recommend that a minimum limit be set on the number of years of professional experience for program participants. A minimum of 5 years of experience would be ideal.
- The daily class hours are too long for a working professional who has a demanding role at work. The course structure is rich and exhaustive, but class attendance was too intensive. Class attendance would probably work well if it was limited to half a day maximum. The program is suitable for mid- to senior-level managers who may find it hard to skip work for 8 hours for 5 days a week.
- Key topics like digital finance were missing from the program. I would have liked to see more discussion of this topic, as it is becoming increasingly important in the tech and public policy space.
- I think there should be more days allocated to innovation management and the role of innovation management in organizational efficiency and improving the relevance of organizations. Through what I've learned from the innovation management sessions I was able to pitch for the

establishment of an innovation management team within our department which has been recently approved so I found this course extremely relevant for my work.

- I really find this masters program very rich in terms of content and since it is like an executive masters program that targets professionals, the quality of the learning experience depends on the attitude and commitment of the individuals/students. While there are aspects of the program that can be enhanced, the dissatisfaction of some participants may also be due to their lack of commitment to the program. In my case, this program was able to expose me to various technologies and their potential applications in development and I really appreciate the program due to my positive learning experience. In my view, in order to capitalize on or gain from the content of the program, the students must already possess the ability for critical thinking and capacity to actively explore how to apply the new knowledge gained from the program.
- Perhaps in the next run of the program, expectations from students should be clearly explained. So far, I have a really good learning experience from this program and I have actually recommended this to my peers and colleagues. So I'd like to thank the coordinators and committee for this unique masters program. This should not be classified as first-level masters actually since it is a very intensive program in terms of time and resources.
- Considering the fact that the program is hybrid, could be useful mixing more synchronic activities with asynchronous ones. A lot of the policy focus of the course was heavily centred on EU policies and a European context. It would have been better if the course also addressed the development of technologies in a non-European context, from a policy perspective.
- The Master needs to be better organized and structured. There were too many inconsistencies although some level of flexibility were much appreciated.

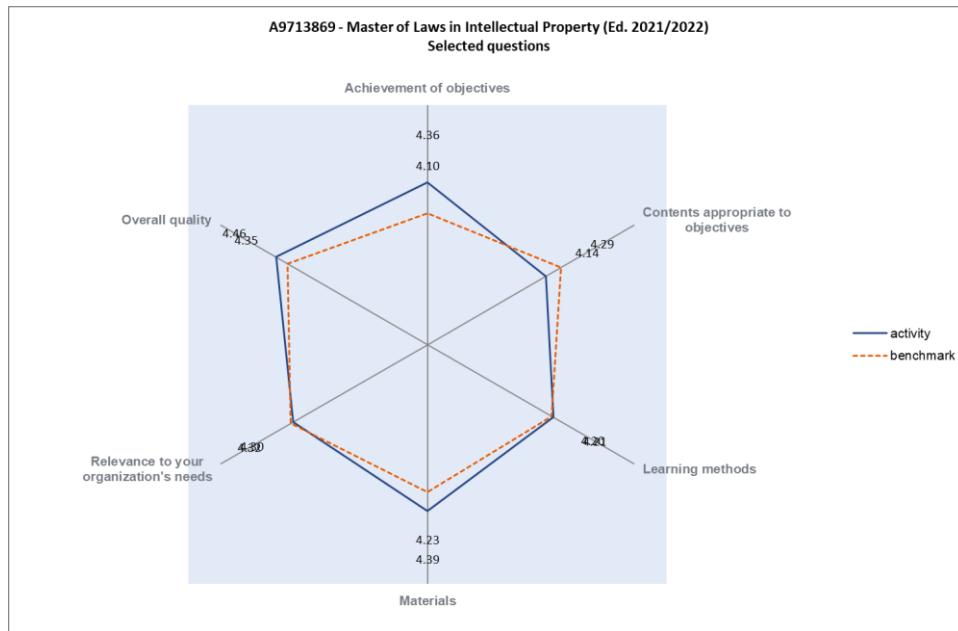
5.2.8 Master of Laws in Intellectual Property

Twenty-eight out of Thirty-three students responded to the satisfaction questionnaire of the 2021-2022 edition of this Master (84.8% response rate).

With an average score of 4.28, this Master scored higher than the ITCILO average benchmark.

1	Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	4.04
2	To what extent were the activity's objectives achieved?	4.36
3	Given the activity's objectives, how appropriate were the activity's contents?	4.14
4	How well did the course address the specific needs of both women and men within the course's sector or theme?	4.36
5	To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.85
6	Were the learning methods used generally appropriate?	4.21
7	How would you judge the resource persons' overall contribution?	4.32
8	Did the group of participants with whom you attended the activity contribute to your learning?	4.21
9	Were the materials used during the activity appropriate?	4.39
10	Would you say that the logistics of the activity were well organized?	4.07
11	Would you say that the administrative support/secretariat was efficient?	4.64
12	Did you find the study tour/visit useful?	4.32
13	How likely is it that you will apply some of what you have learned?	4.57

14	How likely is it that your institution/employer will benefit from your participation in the activity? (If applicable)	4.30
15	Are you satisfied with the overall quality of the activity?	4.46
Average		4.28



In response to the open questions related to observations and suggestions, some of the students provided the following feedback:

- If the repetition aspect of the content is addressed then it would help in maybe facilitating covering of even more subjects or topics within the little time that there is in the residential phase.
- I would suggest making more lectures with directors of companies; it missed a direct contact with the employers.
- Practical exercises when possible (similar to lessons from Giulio in Trademark)
- I would suggest to coordinate more the contents of some lectures. There were some lectures that were overlapping and there were subjects that have not been covered.
- In my opinion the international approach was not well managed. Each professor decided independently if and how to give a comparative vision of the subject. There were professors who spoke only from an American law point of view, others only from a European law point of view. In other cases, it was not clear how the principles and subjects dealt with found application in the various legal systems.
- The face-2-face phase was really tight.
- I would appreciate if we had more information about life in Italy. (like with the national holidays and the buses).
- I also feel like with more guidance we could also use the facilities at campus more. Like why not organize for example, a football match with other masters too. This would be very good for networking too. I think the organizers could have connected the masters somehow more.
- I am extremely grateful for the opportunity to participate in this Program. It respond to all my needs and expectations. The curriculum and syllabi of the Program was very well structured and I am impressed by the quality of the lecturers as concerns their professional knowledge.

5.3 Findings from the Students Interviews

The findings resulting from this Tracer Study mainly focus on measuring the results of the Masters Programmes at the **Outcome level** of the Results chain where **knowledge application** rates are being examined to understand whether a **lasting behaviour change** has happened and is directly attributable to the outputs of the Masters Programmes and flowing from their out-takes.

In-person and online interviews were conducted with 21 graduates and current students of 21 Masters following a preset list of questions⁵.

In the coming section, the findings resulting from these interviews are represented in the form of a set of responses of all interviewed students and graduates to the interview questions. The responses are organized in a way to group together different editions of the same Master Programme.

5.3.1 Master in Industrial and Employment Relations

Can you describe your current job role and how it relates to your Masters education?

One graduate is currently a legal labour law specialist at the International Labour Standards Department of the ILO, where he leads on social security and maternity protection. When he began his Master in 2021, he was working as a labour counselor at the Spanish Embassy in Bern, Switzerland, before moving to Geneva to serve as a labour counselor for the Spanish permanent mission to the ILO.

Another graduate works in a Workers' Organization in Guyana. He found the Masters Programme particularly useful in the areas of Industrial Relations, representing workers, advancing collective bargaining, and promoting freedom of association. The international focus of the Master provided him with a better understanding of how industrial relations fit into the broader world of work, making the international elements of his job more comprehensible. Additionally, the programme's content proved valuable for the day-to-day aspects of his work.

A current Master student is the Director of Employment Industrial Relations for DP World which is the Dubai Portal in the sub-Saharan Africa region. She and her team oversee employment and industrial relations across 28 countries. The Master programme enhanced her understanding of different labour relation standards and broadened her perspective on applying industrial and employment relations within the workplace. The programme also assisted her in policy development by providing a global context to the labour issues she addresses.

What specific skills or knowledge gained from the programme have been most valuable in your career?

One graduate highlighted that much of the knowledge gained during the Master was directly related to his professional experience and current position. The Master programme played a crucial role in his

⁵ Refer to [Annex 3](#) for a full list of questions and their purposes in the study.

successful application for his current role. Despite his legal background and career as a public attorney representing the Spanish Social Security Administration and later various roles in the labour Ministry, he had limited exposure to areas like collective bargaining and social dialogue. The Master allowed him to deepen his understanding of employment relations and workplace relations, areas where he previously had little experience.

Another graduate, whose thesis focused on Social Dialogue, noted that while he recognized the potential of social dialogue before the Master, the programme provided him with a much deeper understanding of its workings, intentions, and goals. This enhanced understanding has been particularly valuable in his country, where social dialogue continues to face significant challenges.

A current student emphasized the importance of the concept of social dialogue and its implementation within various Labour Relations systems. She mentioned that the programme equipped her with a broader view, allowing her to transition from being a South African practitioner to a more global practitioner. This broader perspective has been invaluable in her professional growth and understanding of labour relations on a global scale.

[**How did the programme prepare you for challenges in your field?**](#)

One graduate shared that the Master provided valuable tips and tools, particularly useful for dealing with challenges related to labour dispute prevention and resolution, as well as navigating the diverse landscape of industrial relations. Understanding different socioeconomic backgrounds and industrial relations systems has been crucial in assessing a country's compliance with International Labour standards. He often revisits what he learned in the Master to identify the specific industrial relations system of a country and its unique characteristics, which has been instrumental in his work.

Another graduate emphasized that the Master has been particularly beneficial in preparing for current developments in the world of work, such as platform work and new forms of employment. Although these trends are not yet prevalent in his country, the Master equipped him with the foresight to begin planning for their eventual emergence. It provided insights on developing appropriate public policy responses and avoiding mistakes made elsewhere. The programme offered a contemporary and international perspective, enabling him to anticipate and react to changes in a way that ensures equity in his developing country.

A current student mentioned that initially, her role focused solely on the South African context. However, as her responsibilities expanded to include other jurisdictions, the Master helped her navigate the challenges of learning about different jurisdictions and laws. It also equipped her with the practical skills needed to engage effectively with various stakeholders across these contexts.

[**In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?**](#)

One graduate noted that he completed the Master during the Covid-19 pandemic and missed the in-person face-to-face phase in Turin, which he considered very unfortunate. He recognized this phase as transformative due to the direct interaction with other students and professors. Although the ITCILO

offered the opportunity to attend the face-to-face phase of the next edition, work commitments prevented his participation. He suggested introducing online simulation practices, such as simulating workplace disputes and resolutions, which could enhance the practical application of knowledge. While a similar exercise existed, he believed it could benefit from further development.

Another graduate mentioned that some colleagues struggled with the Economics for Labour Relations component, while he personally found the law elements challenging, as he had no prior experience in law courses. This challenge pushed him to read more on the topic. He recommended providing summarized versions of the material to be read before attending classes, as the amount of material was substantial and difficult to digest in a short time. This preparatory reading would help students grasp the complex topics more effectively.

A current student praised the programme for its exposure to different labour and industrial relations experts, which provides a broader view and enhances career progression by expanding the ability to work globally. She suggested including more face-to-face sessions to further enhance the practical application of knowledge. This addition would complement the theoretical learning with hands-on experience and deeper interaction with experts and peers.

[Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?](#)

One graduate mentioned that his thesis project, which focused on the functioning of a special tripartite national dispute resolution body in Colombia called CETCOIT, has been particularly useful in his professional practice. He has drawn upon the knowledge acquired through this research when dealing with representations submitted under Article 24 of the ILO Constitution, especially in countries like Colombia, Chile, and Mexico. When addressing the concerns of tripartite constituents in these regions, he found it beneficial to build on the success of CETCOIT and promote the use of similar bodies in other countries. This specific knowledge has been instrumental in his efforts to enhance dispute resolution mechanisms.

Another graduate has been able to apply his knowledge of ILO conventions and reporting, particularly regarding the application of ILO standards to national circumstances. In his professional role, he has engaged with ILO colleagues to discuss minimum wages and the application of ILO minimum wage conventions to address the minimum wage challenges in Guyana. This engagement has been critical in addressing one of the significant issues in his country.

A current student provided a practical example from her work, where they established bilateral social dialogue forums in the workplace to understand the legal landscape in the Southern African Development Community (SADC) region. This initiative was part of understanding West African laws and involved similar exercises in Tanzania and Kenya. These forums helped unpack the dynamics of the region and improved engagement with stakeholders, particularly trade unions, enhancing the effectiveness of their labour relations efforts.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

One graduate praised the overall quality of the teachers, noting that they were very high-caliber and always open to discussing and explaining complex concepts. He emphasized the diversity of students' backgrounds, which made addressing everyone's concerns challenging, yet the faculty managed it well. He specifically highlighted the constant supervision provided by Elton Di Tommazi Maciel, who was a fundamental pillar of the Master programme, addressing concerns promptly via email or the WhatsApp group. Additionally, he mentioned the outstanding mentorship of his tutor, Luis Carlo Lumbresas, who meticulously reviewed his thesis and provided valuable suggestions for improvement. The graduate expressed deep gratitude for Lumbresas' support.

Another graduate echoed the positive feedback on the quality of teaching, commanding Elton, the Master coordinator, for doing an excellent job of keeping students informed. However, he raised concerns about delays in receiving grades and official diplomas, which had not been received even six months after completing their thesis. He noted that students were not informed that diplomas might take up to a year to be issued.

A current student rated the teaching quality highly, especially appreciating the practical expertise offered by regional experts relevant to her field of study. She highlighted the programme's emphasis on practical rather than theoretical learning and praised the encouragement of students to question and explore various topics.

To what extent do you feel the programme contributed to your personal and professional growth?

One graduate highlighted that he has been engaged in extensive study across various Masters programs. He expressed certainty that this Master significantly enhanced his professional profile, particularly in areas where his previous focus had been on legal theory rather than practical application. The programme's emphasis on Employment and Workplace Relations provided him with practical insights that were previously unfamiliar, boosting his confidence and competence in these areas crucial for professional advancement.

A second graduate, deeply involved in Workers' Organizations in Guyana, felt that the Master aligned perfectly with his career trajectory and goals to become a specialist in the field. He expressed a desire for the programme to offer opportunities for pursuing a PhD, which is currently unavailable but he hopes will be considered by TSD.

A current student noted that her previous experience had primarily been from the employer and commercial perspectives in industrial relations, lacking insight into the trade union and employee viewpoints. The Master, she emphasized, significantly broadened her understanding, providing a balanced view of industrial relations and enhancing both her professional development and personal perspectives.

Would you recommend this programme to others seeking similar career paths? Why or why not?

One graduate enthusiastically recommended the programme, particularly for individuals interested in Industrial Relations who lack practical knowledge of labor disputes and collective bargaining. He praised the programme's quality and noted he would also recommend other courses offered by ITCILO based on his positive experiences with both the Master and additional courses.

A second interviewee confirmed he has been recommending the Master to others, underscoring their satisfaction with the programme's content and delivery.

A current student, who has already recommended the Master to a colleague, emphasized its broader relevance beyond the immediate industry, highlighting its value in fostering dialogue and policy establishment.

In three words, describe your experience in the Masters programme.

One graduate: Coffee, Friendship, Challenge.

Another graduate: Engaging, Thought-provoking, Sense of community.

A current student: Challenging, Explorative, Inquisitive.

What surprised you most about the Masters programme?

One graduate shared, "What surprised me is that Industrial Relations is a very broad field in which I knew barely anything, but the Master provided me with the necessary tools to begin this learning journey. Life is complicated, and you need to learn what you want to understand."

Another graduate thought that the programme would be more focused on the basics, but it offered a much deeper exploration. He appreciated the diversity of student backgrounds, which brought different strengths and weaknesses, making the experience both challenging and enriching.

A current student was struck by the diverse perspectives on Industrial Relations shared by both students and lecturers.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

One graduate reflected, "My mentor and tutor Luiz Carlos Lumbreiras. He guided me through the whole process of drafting my project and provided me with good and wise inputs, and of course I'm very pleased of working closely with Elton. But I was very lucky to be assigned Luis Carlos as my mentor".

Another graduate mentioned that Gustavo, who covered the Economics element, made the greatest impression on him. He found Gustavo to be highly knowledgeable and up-to-date with current trends, which left a lasting impact. The graduate was so impressed that he even purchased Gustavo's book.

A current student found the initial part of the programme on the history of Industrial Relations, definitions, and typologies very useful. She was impressed by all the professors but specifically noted the impressive role of the programme director in making the Master both inquisitive and engaging.

Beyond technical skills, what unexpected skills did you gain through the programme?

One graduate highlighted, “Patience and teamwork! I had to work closely with colleagues from different cultural backgrounds and even professional backgrounds or real experience so that was also a very fruitful experience because you are not always in touch with colleagues from all over the world with different views and you need to discuss and to find agreements. So this kind of teamwork is a skill that it has been developed through the Master and I get it with me forever”.

A second graduate noted that beyond technical skills, the Master provided a new perspective on industrial relations. Coming from a country where positional bargaining prevails and compromise is often viewed negatively, he appreciated the emphasis on needs-based bargaining in the programme. He learned to focus on achieving common objectives collaboratively rather than viewing negotiations as win-lose scenarios. This shift towards promoting win-win outcomes was particularly meaningful for him. Additionally, he highlighted the development of human relations skills through continuous engagement with peers during face-to-face sessions. He also valued learning non-physical elements that contribute to fostering cordiality and effective communication.

A current student pointed out improvements in communication and teamwork skills. They described working collaboratively on assignments with peers from different regions, which enhanced their ability to communicate effectively and share skills and information.

What advice would you give your younger self considering this programme?

One graduate advised, “Study earlier. Don't leave it to the very last minute and go step by step. Try to read everything every week, and try to avoid leaving parts that you don't really like or you think is boring. Try to understand, make questions, seek support from other colleagues, and always keep the pace of the learning”.

Another graduate expressed regret over not taking the Master earlier, particularly when it was mandatory to spend extended time in Turin more than five years ago. He believes it could have significantly impacted his life and career.

A current student reflected that she should have pursued the Master at a younger age, recognizing its potential to accelerate her career growth.

Looking back, what would you tell someone who is nervous about starting this program?

One graduate reassured, “Don't be nervous. Don't Be Afraid. I know that lifelong learning implies getting out of the comfort zone but once you start you have the support from the teachers and colleagues along the way”.

Another graduate emphasized the unparalleled nature of this Master, highlighting its uniqueness in curriculum and offerings that set it apart globally. He acknowledged that while initial anxieties are common among students, the relatively small class size contributed to an intimate atmosphere and

strong bonds among peers. The graduate emphasized that the Master provides a distinct value proposition not found in other programs within the same field.

A current student encouraged embracing nervousness as a motivator for achieving great things, urging prospective students to take the initial step into the programme to see its potential unfold.

[Complete the sentence: "Because of my Masters experience, I now feel..."](#)

A graduate said, "I feel relaxed. I feel now more integrated in the current trends of Industrial Relations. I feel more secure in my job with more solid knowledge. Now I feel more confident".

Another graduate completed the sentence with, "I now feel more confident in my abilities, that I can deal with it. In fact I am thinking about doing something further right now, looking at possibilities so the Master inspired that confidence in me".

A current student said, "Empowered. I am more confident to do the work that I am currently doing and I also feel that I could even do greater things in terms of my experience".

[Masters programme, what comes to mind first?](#)

One graduate: "Good Learning Ambiance."

Another graduate: "ITCILO."

Current student: "Development and growth."

[If the programme had a mascot, what would it be?](#)

One graduate: "A blue bird happily singing and flying high in search of knowledge as a symbol of ambition or of learning."

Another graduate: "A Bear."

Current student: "Lady Liberty, because it talks about Justice and equity and freedom encompassing decent work."

5.3.2 Master in Occupational Safety and Health

[Can you describe your current job role and how it relates to your Masters education?](#)

An interviewed graduate works as a labour inspector at the Ministry of Labour and Social Security since 2012, with an engineering background. She conducts both reactive and proactive occupational health and safety inspections. She found the Master's curriculum closely related to her job, covering professional topics essential for her role as a labour inspector.

[What motivated you to enroll in this Masters programme?](#)

A current student shared that his motivation stemmed from a commitment to continuous professional development. With a background in environmental science and already holding a Master's degree in

that field, he sought further specialization in Occupational Safety and Health (OSH). Discovering the Master offered by ITCILO, an organization affiliated with the ILO responsible for initiating and reviewing labour safety protocols, was particularly appealing. He was encouraged by the blended learning approach and the programme's methodology, which aligned well with his career goals and aspirations for expanding his expertise in OSH.

What has been your experience with the programme so far?

A current student described his experience as amazing, expressing a desire to return to Turin. He highlighted the strong relationships formed during the residential phase of the Master. He praised the excellent administrative support throughout, including the smooth visa process, accommodations, security, facilities, food, and leisure activities. Additionally, he appreciated the ongoing support from tutors, the programme director, and the course administrator during both residential and online phases.

What aspects of the programme have you found most valuable or beneficial?

A current student highlighted the study visits as particularly valuable, noting their thorough planning and the practical perspectives they provided to students.

What specific skills or knowledge gained from the programme have been most valuable in your career?

An interviewed graduate shared that in the Turkish Occupational Health and Safety sector, there has been focus on work accidents in mining and construction over the past decade. As a labour inspector, this was a primary area of focus. However, after attending the Master, she gained a deeper understanding of occupational health. She now recognizes the critical importance of addressing occupational diseases, which are more prevalent than work accidents. This shift in focus has been particularly valuable in her career, allowing her to prioritize and address broader health issues in the workplace effectively.

How did the programme prepare you for challenges in your field?

A graduate highlighted that a significant challenge in occupational health and safety is the limited number of labour inspectors relative to the large number of workers and workplaces. The Master addressed this challenge by emphasizing social dialogue in occupational health and safety. This focus inspired her, providing strategies and insights on how to engage with stakeholders effectively to improve workplace health and safety conditions despite resource constraints.

In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?

An interviewed graduate had no suggestions regarding the curriculum. However, she recommends enhancing networking opportunities among students from different Masters programmes organized by ITCILO, as they share a common goal of promoting labour rights.

Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?

One graduate described how learning about campaigning activities in occupational health and safety during the Master made a significant impact in her work. She realized that campaigns can effectively address resource limitations by creating a broader impact. As a result, she proposed a campaign on Work Stress to the Turkish Labour Inspection Board, which led to a successful proactive inspection project.

Another response from a current student highlighted personal and professional development through the Master. He noted experiencing acceptance and respect from colleagues and is now leading by example in advocating lifelong learning for professional growth among his subordinates.

Have you encountered any challenges or areas of improvement within the programme?

A current student mentioned that one challenge was occasionally encountering PowerPoint presentations that were too lengthy for the allotted time. Despite the tutors' efforts to cover all essential information, time constraints sometimes necessitated skipping slides.

In what ways have your expectations of the programme aligned with your experiences so far?

A current student mentioned that the programme exceeded his expectations due to the presence of "amazingly experienced" tutors and the opportunities to learn from other students.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

An interviewed graduate expressed deep appreciation for Felix Martin Daza and Liza, highlighting Liza's exceptional support in resolving challenges, particularly accommodating her needs as a parent accompanied by her child during her time in Turin. She valued Felix Martin Daza's extensive knowledge and experience in Occupational Safety and Health (OSH). The graduate suggested that supervisors could enhance the thesis-writing phase by providing more feedback and communication.

In a similar vein, a current student described the information received during the programme as akin to an "encyclopedia," despite the tight timeline.

To what extent do you feel the programme contributed to your personal and professional growth?

The graduate expressed feeling significantly more confident after achieving her lifelong goal of completing a Master degree in Europe. She emphasized that the degree's relevance to her job has brought her immense satisfaction and a sense of accomplishment in achieving this milestone.

What suggestions or recommendations do you have for improving the programme moving forward?

A current student expressed that the programme is already perfectly structured and that he has no suggestions for improvement, noting that the programme is already at the top level.

Do you have any concerns or areas of uncertainty about your future progression within the programme or beyond?

In response to this question, a current student explained that the Master has provided clear direction for his professional development. He feels confident that he can reach out to tutors and the program team whenever needed, alleviating any uncertainties about his future progression.

Overall, how would you rate your experience in the Masters programme thus far, on a scale of 1 to 10?

A current student rated their experience as a perfect ten out of ten, describing it as a "dream come true." He expressed high praise for the professionalism of the programme and the warm welcome extended to his family in Turin.

Would you recommend this programme to others seeking similar career paths? Why or why not?

A graduate confirmed that she would definitely recommend this Master to both young OSH professionals and experienced practitioners. She highlighted the comprehensive curriculum covering a wide range of OSH topics and the opportunity to collaborate with OSH practitioners from around the globe. Additionally, she praised Turin as a very pleasant city to live in.

In response to a similar question, a current student expressed his strong advocacy for the Master programme. He emphasized cherishing the memories made during the programme and affirmed his commitment to promoting it to his colleagues.

In three words, describe your experience in the Masters programme.

A graduate chose Inspiring, Joyful and adventurous.

What surprised you most about the Masters programme?

A graduate was pleasantly surprised by the thoughtful initiative taken by the programme team when during the residential phase, the team surprised two students by celebrating their birthdays in class.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

A graduate mentioned that in addition to Felix, Subash Ludhra made a lasting impression on students. Subash Ludhra was noted for his deep philosophical approach to OSH, using insightful real-life examples that resonated with the students.

Beyond technical skills, what unexpected skills did you gain through the programme?

A graduate highlighted the development of teamwork skills as an unexpected benefit from the Master's program. She noted that navigating through group dynamics, especially with less motivated peers, provided valuable learning experiences applicable to everyday life.

What advice would you give your younger self considering this programme?

A graduate advised her younger self to engage more in networking with participants from other ITCILO programmes. She believed that this would have significantly enriched her professional experience.

Looking back, what would you tell someone who is nervous about starting this programme?

A graduate advised that there's no need to be nervous and encouraged them to enroll in the Master. She emphasized that the programme offers valuable opportunities for both young professionals and experienced practitioners. Students have the chance to network with experts, learn fundamental principles of OSH, and experience living in Turin for a period of time.

Complete the sentence: "Because of my Masters experience, I now feel..."

"Because of my Masters experience, I now feel confident," expressed one graduate. A current student described their feelings as "a dream come true."

Masters programme – what comes to mind first?

When thinking about the Masters programme, a graduate's immediate association was with the beautiful ITCILO campus. Likewise, a current student emphasized "The Campus" as their foremost thought.

If the programme had a mascot, what would it be?

A graduate explained that it would be a beaver wearing a hat, inspired by the hardworking beavers living in the Po River. The choice reflects their diligent work in building dams safely, without accidents.

5.3.3 Master in Social Innovation for Sustainable Development

Can you describe your current job role and how it relates to your Masters education?

One graduate of this Master currently holds multiple roles that relate to his Master education. He teaches at several institutions, including the ITCILO, a small undergraduate school in the United States, and a graduate school in Minnesota. Additionally, he provides consulting services to small nonprofits in Minnesota, focusing on areas such as financing, fundraising, strategic planning, and governance. He also consults for global organizations like the World Bank, the Gates Foundation, and various UN bodies.

Another graduate works as a consultant for the ITCILO, specializing in supporting the development of online training courses. This role encompasses tasks such as content creation and instructional design, where skills acquired from the Master programme have proven invaluable.

Yet another interviewed graduate serves as an external collaborator for the ITCILO, primarily engaged in social media management and project management, both roles directly benefiting from her Master's education.

What motivated you to enroll in this Master programme?

A current student explained that her motivation for enrolling in this Master programme was not solely for the academic degree, but rather for the opportunity to embrace a new challenge and continue her learning journey to further develop her potential. She expressed great enthusiasm upon discovering the Master programme at the ITCILO, as it provided her with the chance to explore literature, engage with diverse experiences, and meet like-minded and different minded people who in a way have a joint passion to make the world a better place.

What has been your experience with the programme so far?

A current student described her experience as exceptionally rewarding and immensely fulfilling, impacting both her personal and professional growth. Personally, she gained valuable insights into social innovation in theory and practice. Professionally, the programme equipped her with a diverse set of tools, knowledge, and skills for addressing various challenges. She emphasized her efforts to apply these learnings in her current field, particularly in the education sector.

What aspects of the programme have you found most valuable or beneficial?

A current student emphasized several valuable aspects of the programme. Firstly, the holistic approach to addressing social innovation through sustainable development, enriched by comprehensive literature and insights from diverse lecturers, stood out. Secondly, the program's effective balance between theory and practice facilitated the practical application of acquired knowledge. Lastly, the opportunity to establish a robust network and forge connections with peers and professionals in the field was identified as particularly beneficial. These elements collectively contribute to the student's positive and enriching experience in the Masters programme.

What specific skills or knowledge gained from the programme have been most valuable in your career?

One graduate highlighted social financing as the most valuable skill learned. Understanding various funding models applicable to social enterprises, non-profits, and government programs has been crucial for project funding. Impact evaluation, particularly in International Development and Humanitarian Aid contexts, has also proven essential.

Another graduate found sustainable development principles, project management, and intercultural competencies invaluable in her role as a consultant for the ITCILO.

A third graduate, who was already working with the ITCILO before the Master, emphasized gaining knowledge about international development. This knowledge has significantly enhanced her understanding of the Sustainable Development Goals (SDGs) and their application in her work.

How did the programme prepare you for challenges in your field?

One graduate highlighted that the Master equipped him with a toolkit to face unexpected challenges in International Development and Humanitarian Aid. It enhanced his understanding of policy movements and sustainable development initiatives.

Another graduate emphasized that the Master focused on sustainable and innovative solutions, providing her with essential skills and knowledge applicable to her current role. Sensitivity to social issues learned during the programme continues to be crucial in her work.

For a third graduate, the programme addressed the challenge of stakeholder engagement, teaching her effective strategies to reach out to new stakeholders and create sustainable development projects. This has greatly improved her ability to collaborate with organizations and external partners.

A current student reflected that the programme has significantly contributed to her personal and professional development. It reinforced her commitment to her values and principles, deepened her understanding of social innovation drivers, and expanded her professional network. She is eager to apply her learnings in the education sector back in her home country, focusing on introducing concepts like human-centered design thinking, social innovation, and Sustainable Development Goals (SDGs) to children at an early age. She feels motivated and challenged to implement these approaches to create positive change in her community.

In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?

One graduate, despite having a clear career path, noted that some students are mid-career or seeking career change/growth and would benefit from more information about job opportunities in organizations like the UN, foundations, or social enterprises in the private sector.

Another graduate felt that while the theoretical part of the Master was comprehensive and well-organized, there was a strong desire among students to apply their knowledge in practical settings. She suggested enhancing practical experiences and creating more opportunities to engage with people beyond the classroom.

A third graduate, who balanced work and study, suggested extending the face-to-face phase of the programme. Managing both commitments, especially during exam times, was challenging and more time for in-person learning could better support students in their academic pursuits.

Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?

One graduate applied the theories and concepts learned from the Master to his consultancy work with non-profit organizations, where he tailors approaches to meet diverse organizational needs ranging from 500,000 to 5 million budgets. He credits the variety of perspectives from instructors and lecturers for enhancing his consultancy services.

Another graduate applied the Master's learnings in a local NGO and anticipates further opportunities to apply this knowledge in her current role.

A third graduate, working in communications, found the Master's focus on social innovation projects crucial for improving her ideas and approaches in her job.

Have you encountered any challenges or areas of improvement within the programme?

For one current student, balancing this programme with a full-time job posed a significant challenge. However, she noted the team's supportiveness and flexibility in accommodating student needs, which eased the situation. Another hurdle she encountered was the demanding nature of the online component, requiring a commitment of four hours daily, three to four times a week for nearly two months. This intensive schedule was taxing in terms of time and required sustained focus. As a suggestion for improvement, she recommended enhancing the programme's focus on public policy, emphasizing its role as a catalyst for social innovation.

In what ways have your expectations of the programme aligned with your experiences so far?

The programme has exceeded the expectations of a current student. Initially seeking to deepen her understanding of social innovation and sustainable development, she found herself exploring a broader horizon. It enabled her to transcend the limitations of her local context and gain insights into its diverse global applications.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

One graduate emphasized the program's diverse lecturers but felt there was a lack of continuity in their content delivery, suggesting closer mentorship during project work. Another rated it an eight out of ten, praising the high quality of teaching but suggesting a need for less Eurocentric perspectives. A third gave it a nine out of ten, expressing satisfaction overall while noting areas for potential improvement.

To what extent do you feel the programme contributed to your personal and professional growth?

One graduate immediately responded, "to a very large extent." He explained that after nearly ten years of professional experience, he sought a Master degree that was both academically rigorous and practically oriented. The partnership between the UN and the University of Turin offered the best of both worlds, combining academic accreditation with the practical approach of the UN. He believes that having this Master on his resume has been extremely beneficial, attributing many subsequent career opportunities to this qualification.

Another graduate mentioned that the Master programme broadened her perspective on professional opportunities and exposure to different cultures. The experience made her more open-minded and capable of easily interacting with diverse people and environments.

The third graduate noted that the Master significantly helped her by enabling her to apply for jobs that she previously could not. This expanded her career possibilities and professional growth.

In response to a related question about satisfaction with the support and resources provided by the faculty and staff, a current student highlighted that the people involved in the programme made a substantial difference. She praised not only the organizers, lecturers, and contributors but also the support staff at the ITCILO, including security guards, porters, and cafeteria workers, whose warm interactions added a personal touch. She singled out Vincenzo, Michela, Roberta, and Allan for their

exceptional support, efficiency in responding to requests, and continual encouragement to perform better.

What suggestions or recommendations do you have for improving the programme moving forward?

A current student suggested that incorporating a focus on public policy and how governments can drive or adopt social innovation would be an enriching addition to the programme.

Do you have any concerns or areas of uncertainty about your future progression within the programme or beyond?

A current student expressed that she had no concerns regarding her future progression within the programme or beyond. She articulated great aspirations to return home and apply the knowledge and skills acquired from the Master in her professional work. Additionally, she is eager to explore new possibilities and opportunities to advance her career and contribute to making the world a better place.

Overall, how would you rate your experience in the Masters programme thus far, on a scale of 1 to 10?

A current student, while feeling inclined towards a perfect score, rated her experience as an eight or nine. She acknowledged the high quality of the programme but noted that there is always room for improvement.

Would you recommend this programme to others seeking similar career paths?

A graduate confirmed that he would definitely recommend the programme, particularly to those who are mid-career and seeking ways to upscale their skills, improve aspects of their work in development, get exposure to innovative approaches, and advance their careers to the next level. He also highlighted the enjoyable experience of learning with peers and building friendships.

Similarly, another graduate affirmed that she would recommend the Master, especially for individuals who have specific ideas they want to put into practice.

A third participant also confirmed the recommendation, emphasizing that the Master is very useful for anyone aspiring to join the UN world.

In three words, describe your experience in the Masters programme.

One graduate characterized it as "fun, engaging, thought-provoking," highlighting the dynamic and stimulating nature of their journey. Another described it as "enriching, intense, and empowering," emphasizing personal and professional growth. A third interviewee chose "multicultural, exciting, knowledge-based," reflecting the diverse and educational environment. A current student summed up their experience as 'rich, inspiring, makes you feel more responsible,' underscoring the profound impact and sense of accountability fostered by the programme.

What surprised you most about the Masters programme?

A graduate mentioned that he initially joined the Master programme for the professors but was pleasantly surprised by the collaborative work with colleagues, having fun, and building new

friendships. He did not expect such an enjoyable and social aspect in a graduate programme, which he anticipated to be solely serious and professional.

Another graduate was surprised by the practical applications derived from stories, people she met, and ideas. She was impressed by the scale of significant projects that originated from simple ideas and were successfully implemented.

A third graduate was taken aback by the quality of professors and tutors. She appreciated how they helped students understand every topic thoroughly, describing the tutoring as "topnotch."

A current student was most surprised by the diversity of the programme.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

A graduate mentioned that Professor Nidhi made a lasting impression by connecting concepts in a practical manner while also adding a philosophical and emotional dimension. He particularly appreciated how Nidhi discussed the connection of non-profits to larger movements around policy, politics, and societal changes. The graduate found Nidhi's approach inspiring and applies similar methods in his own teaching.

Another graduate highlighted her thesis project, which required each student to work on a project related to their homeland. Her project focused on Tunisia, and she found the experience very touching and impactful.

A current student mentioned benefiting significantly from sessions delivered by Professors Pigini, Nidhi, and Anita due to their practical nature. She found the assignments enriching and enlightening, viewing them as valuable learning opportunities.

Beyond technical skills, what unexpected skills did you gain through the programme?

One graduate mentioned gaining collaboration, teaching, and facilitation skills. He also highlighted creativity, as students were often challenged to come up with ideas and think outside the box.

Another student emphasized the ability to communicate effectively with people from diverse backgrounds. The multicultural nature of the Master programme provided her the opportunity to explore different traditions and cultural experiences.

What advice would you give your younger self considering this programme?

One graduate's advice to his younger self was to embrace and take advantage of every moment in the programme, emphasizing how quickly the experience passes.

Another graduate advised her younger self to pursue the program without hesitation, highlighting its transformative impact both professionally and personally.

Looking back, what would you tell someone who is nervous about starting this programme?

For those feeling nervous about starting this programme, insights from former graduates and a current student provide reassuring perspectives. One graduate acknowledged the natural apprehension but emphasized the program's inclusivity, noting the diverse range of participants—from seasoned professionals to individuals starting anew in their careers or academic journeys. "There's every kind of person in this programme," they affirmed, highlighting the program's ability to accommodate varied backgrounds and interests. Another graduate echoed this sentiment, advising prospective students not to fret, particularly praising the program's approachability for those interested in sustainable development. A current student echoed similar advice, underscoring the program's feasibility and comprehensive approach to teaching essential basics.

[Complete the sentence: "Because of my Masters experience, I now feel..."](#)

"Because of my Masters experience, I now feel strong and confident," expressed one graduate. Another graduate conveyed feeling "professionally and personally open-minded." The third graduate mentioned feeling competent and gaining a solid understanding of Sustainable Development. A current student described her newfound feeling as "motivated."

[Masters programme – what comes to mind first?](#)

When asked about what comes to mind first regarding the Masters programme, interviewees highlighted a variety of thoughts. Fun, opportunity, transformation, ITCILO Campus, and lifelong learning were the words selected, reflecting a range of positive associations and key aspects of their experience.

[If the programme had a mascot, what would it be?](#)

Interviewees envisioned a variety of symbolic representations. One graduate suggested "a gelato". Another proposed "a big tree with roots and growing leaves," symbolizing the Master's role in nurturing growth and spreading ideas globally. A third graduate immediately thought of "squirrels," noting their abundance on the Turin Campus. This choice resonated with a current student who elaborated on the squirrel's characteristics—its entertaining nature, remarkable peripheral vision, and contribution to greening the environment—all of which aligned perfectly with her perception of the Master's programme.

5.3.4. Master of Laws in International Trade Law

[Can you describe your current job role and how it relates to your Masters education?](#)

One graduate of the Masters programme has transitioned into a role as a training lawyer at a boutique law firm in Frankfurt specializing in dispute resolution and cross-border disputes. She finds her Master's education highly relevant as many of its modules concentrated on cross-border litigation and arbitration. This knowledge proves invaluable in her daily practice, allowing her to apply learned principles effectively.

Similarly, another graduate now serves as the head of a trade association, where his role is closely intertwined with his Master's education. His responsibilities include navigating trade agreements and addressing trade-related issues, areas extensively covered during the Master.

What motivated you to enroll in this Masters programme?

The motivation behind enrolling in this Masters programme for a current student, who is a lawyer, businessperson, and academic, stems from a deep-rooted desire to empower his developing country with access to global opportunities. Coming from a context where such opportunities are crucial, he saw the programme as a means to gain comprehensive insights and knowledge that he could then leverage to benefit his community.

What has been your experience with the programme so far?

Reflecting on his experience with the programme thus far, a current student described it as excellent. He highlighted the supportive and approachable nature of the professors and experts involved, noting their friendliness and expertise. Additionally, he expressed satisfaction with the overall quality and structure of the programme.

What aspects of the programme have you found most valuable or beneficial?

A current student highlighted the practical advice provided by the professors. He emphasized that the program stands out due to the professors' extensive practical experience as practitioners. This unique aspect, according to the student, contributes significantly to the excellence of the programme, setting it apart from other offerings available globally.

What specific skills or knowledge gained from the programme have been most valuable in your career?

One graduate emphasized the practical relevance of subjects taught in the Masters programme that are typically not covered in law school. These include International Private Law, arbitration contract drafting, sanctions laws, and customs law. These new areas of expertise significantly enhanced her knowledge and proved highly beneficial in her roles as a training lawyer, both currently and in previous positions.

Another graduate highlighted their enhanced understanding of International Arbitration processes, a critical skill acquired during his studies. This understanding has enabled him to effectively communicate the complexities of arbitration processes to stakeholders in their professional role. Additionally, the comprehensive knowledge gained about International Trade regulations has deepened his appreciation for the intricacies of daily rules. He can now analyze Africa's involvement in plurilateral agreements of the WTO on e-commerce and understand the reasons behind Africa's absence in government procurement discussions.

How did the programme prepare you for challenges in your field?

For one graduate who had recently completed law school before joining the Master's programme, the emphasis on practical implications rather than theoretical concepts was pivotal. Taught predominantly

by practitioners, the modules provided a direct application of knowledge that proved crucial when she transitioned into her role as a training lawyer. Overcoming the challenge of applying theoretical knowledge to practical scenarios was the most significant way the Master's programme prepared her for her career.

Another graduate, whose career objectives closely aligned with the programme's focus, described the experience as a perfect match for his professional needs. Seeking specialization in international trade law, he found that the programme met his expectations exceptionally well. It propelled him forward in his career by providing in-depth knowledge and skills directly relevant to his field of interest.

[In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?](#)

The first graduate, currently a training lawyer in Germany, expressed satisfaction with how the Master's programme prepared her for her career. She could not identify any specific areas where the programme could have better prepared her, indicating that the education and practical aspects aligned well with her needs as she progresses through the educational phase of her legal career.

On the other hand, another graduate appreciated the practical approach and the small class size of the programme, which facilitated engagement and diverse perspectives from different continents. However, he felt that the programme could have been more inclusive of perspectives from Africa and Asia in the context of international trade. While the European, American, and Latin American contexts were well-covered, he suggested enhancing the curriculum by inviting experts to discuss topics such as the Africa Continental Free Trade Area or trade dynamics within Asia and the Middle East. This, he believes, would provide a more comprehensive understanding of global trade issues and enrich the learning experience for all students.

[Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?](#)

One graduate, who has worked in various firms as a training lawyer, emphasized the practical application of Master's programme knowledge in different scenarios. During her time as an intellectual property intern, she utilized insights gained from a dedicated module on trademark litigation, which was not typically offered in standard university courses. Additionally, in handling a case involving international sanctions and imports from Russia to Germany, she applied knowledge acquired from the programme's comprehensive module on international sanctions. Currently, in her role managing arbitration cases, the extensive training received in arbitration during the Master's programme continues to be instrumental in her daily tasks.

Another graduate, now serving as the head of an association, described how he integrates programme learnings into his professional responsibilities regularly. Recently, when confronted with an import restriction list from his government, he applied his understanding of WTO rules on non-discrimination and the implications outlined in the WTO e-commerce protocol. By referencing these international standards, he effectively advocated for adherence to global trade principles and harmonization in the

delivery of goods and services. This nuanced understanding, he attributed to his education in the Master's programme.

Have you encountered any challenges or areas of improvement within the programme?

A current student identified a specific challenge within the programme related to managing assignments, submissions, and readings promptly. He finds maintaining diligence and disciplined attendance particularly demanding.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

One graduate expressed high satisfaction with the quality of teaching and mentorship, particularly highlighting the fact that instructors were practitioners well-known in their respective fields. She also praised the personalized mentorship provided by Andrea, who ensured that students' needs were met and that they were content with the programme.

Another graduate rated the overall quality as excellent, emphasizing the high standards maintained throughout. He appreciated the small class size, which fostered active participation and encouraged critical thinking and analysis among students.

A current student rated the support and resources provided by faculty and staff at 9.5 out of 10. While highly appreciative of the existing support, he expressed a desire for more global and international perspectives to complement the predominantly Europe-oriented focus of the programme.

To what extent do you feel the programme contributed to your personal and professional growth?

For one graduate, the Master expanded her professional horizons by enhancing her understanding and opportunities. She found the experience enriching through interactions with colleagues from diverse global backgrounds and the immersive cultural experience of living in Italy.

Another graduate highlighted how the Master provided him with a deeper understanding of the philosophical underpinnings and reasoning behind his work. This comprehensive knowledge has made his role more manageable and enabled him to effectively communicate complex issues to members of his trade association, thereby adding substantial value to their understanding.

A current student reflected on the programme's impact on his personal knowledge, particularly in the realm of arbitration and international dispute settlement. The updates and insights gained have significantly enhanced his expertise in these areas, contributing directly to his professional development.

What suggestions or recommendations do you have for improving the programme moving forward?

A current student has suggested improvements for the programme moving forward, emphasizing the incorporation of more international cases and enhancing access to physical materials, books, and resources on campus.

Would you recommend this programme to others seeking similar career paths?

One graduate affirmed that she would recommend the Master to individuals pursuing a career path as a lawyer specializing in cross-border commercial cases. She expressed confidence that the programme is well-suited for this purpose, based on her own positive experience.

Another graduate highly recommended the Master for those interested in working within the international trade law domain. He highlighted the invaluable exposure to diverse perspectives from around the world and noted the programme's flexibility, which accommodates busy professionals. Additionally, he emphasized the friendly and supportive nature of the facilitators, particularly beneficial for international students.

In three words, describe your experience in the Masters programme.

One graduate: "International, fun, learning."

Another graduate: "Knowledge, power, enlightenment."

A current student: "Excellent, friendly, practical."

What surprised you most about the Masters programme?

One graduate expressed surprise at the small class sizes, which facilitated better interaction among students and with teaching staff, enhancing the overall learning experience.

Another graduate was pleasantly surprised by the welcoming attitude of the facilitators, lecturers, and professors. During a technical issue with his laptop, he appreciated the patience and support shown by the facilitators until the problem was resolved. He also noted the practical approach of the instructors and their openness to questions and diverse viewpoints, which contributed positively to the academic environment.

Similarly, a current student highlighted the friendliness of the staff as a surprising and positive aspect of the programme.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

Two graduates highlighted [Professor Pierre Tercier](#) as having made a lasting impression on them due to his esteemed reputation as a prominent arbitrator and scholar in the field of arbitration. They emphasized the valuable opportunity of attending his classes and participating in the moot court organized by him. One graduate specifically praised Professor Tercier's expertise, describing him as exceptionally skilled and supportive in advising young professionals. She expressed admiration for his impressive character and believed that such an opportunity would have been hard to come by elsewhere.

Beyond technical skills, what unexpected skills did you gain through the programme?

One graduate noted significant improvements in communication skills, attributing this growth to interacting with peers from diverse countries. The experience of collaborating during the moot court particularly enhanced her ability to work effectively in teams, a valuable skill early in her career.

Another graduate highlighted the unexpected skill of deliberately forming friendships with individuals from various parts of the world. This deliberate effort to connect with international peers enriched their interpersonal skills and expanded their cultural understanding.

A current student emphasized gaining a deeper understanding of global perspectives and cultivating patience when collaborating with colleagues from diverse cultural and background contexts. This experience fostered greater adaptability and enhanced interpersonal interactions in professional settings.

[What advice would you give your younger self, considering this programme?](#)

One graduate recommended to her younger self the importance of joining the Master to explore career perspectives beyond the confines of the domestic legal system she initially studied. This broader perspective, she believes, would have been beneficial earlier in her career.

Another graduate suggested that he would have advised his younger self to pursue the Master immediately after graduating from school, at a younger age. Additionally, he acknowledged the value of learning basic Italian, recognizing it as a practical step that would have enriched his experience during the programme.

[Looking back, what would you tell someone who is nervous about starting this programme?](#)

A graduate advised not to worry, emphasizing the supportive nature of the teaching staff and mentors. She highlighted the genuine desire of the faculty to ensure the best possible experience for students. Additionally, she encouraged prospective students by noting the opportunity to meet diverse and interesting people, enriching their educational journey in ways they might not have anticipated.

Similarly, the current student echoed this sentiment, recommending prospective students to enroll in the programme as soon as possible. He reassured that his own experience had been devoid of intimidating or surprising moments, emphasizing the welcoming and supportive environment of the programme.

[Complete the sentence: "Because of my Masters experience, I now feel..."](#)

A graduate feels better prepared for her career. A current student feels more confident with his knowledge on International Trade Law.

[Masters programme – what comes to mind first?](#)

A graduate chose: Turin International in Italy

[If the programme had a mascot, what would it be?](#)

A current student suggested it would be superman because of how he thinks he will feel when he is done with the programme.

5.3.5 Master in Public Procurement Management for Sustainable Development

Can you describe your current job role and how it relates to your Masters education?

A graduate is currently a PhD student at the University of Torino, focusing on sustainable development. After completing the Masters programme, she returned to her country where she worked as an administrator at a university and taught courses on public procurement. The sustainable development component of the Masters programme closely aligns with her current studies and academic pursuits, reflecting a seamless transition from her Master's education to her PhD research and professional roles.

A second graduate has over 17 years of experience in public procurement within the public sector and international financial institutions (IFIs). While previously focusing on public procurement for development, she had not previously worked extensively on sustainability aspects, which are relatively new in her country's government practices. Transitioning from roles in Project Implementation Units (PIUs) to consultancy services, she sought to enhance her professional qualifications with international experience and a Master's degree. Choosing the ITCILO Master's programme due to its recognition by prominent IFIs like the World Bank, ADB, AfDB, and IsDB, she made a significant career investment by leaving her permanent job to pursue her studies. This decision proved beneficial, as she has since capitalized on the opportunities gained through her Master's education.

What motivated you to enroll in this Masters programme?

A current student, who has 20 years of experience in procurement, was motivated to enroll in the Master to expand his influence within the field. Recognizing the programme's strong reputation in procurement, he sought to enhance his knowledge and skills in this specialized area, aiming to further his professional development and contribute more effectively to the field of procurement.

What has been your experience with the programme so far?

So far, the current student's experience with the programme has been deeply enriching on multiple fronts. He describes it as a pivotal decision in his career, expressing great satisfaction with his choice. The programme has provided extensive learning opportunities, and he remains eager to continue expanding his knowledge further.

What aspects of the programme have you found most valuable or beneficial?

A current student highlighted several valuable aspects of the programme:

Firstly, he emphasized the exemplary administrative and logistical support provided by the programme team. Despite the diverse needs of participants from various regions, he commended the team for managing logistics smoothly and effectively.

Secondly, from a technical perspective, he initially questioned whether he would gain new knowledge given his solid experience. However, he found the programme to be rich and innovative. Beyond

traditional lectures, the programme fostered dynamic discussions among participants, enriching the learning experience with diverse perspectives from different global regions and sectors.

Thirdly, he underscored the networking opportunities embedded within the programme's design. The programme facilitated networking on two levels: formal interactions with invited experts, lecturers, and tutors; and informal connections among participants. He noted that this networking had significantly expanded his professional network, connecting him with high-profile experts in the procurement field.

Overall, he emphasized that for him, the Master was more than just obtaining a degree; it was about fostering ongoing dialogue among procurement experts in Turin, which he believes will continue to benefit his career in the long term.

[**What specific skills or knowledge gained from the programme have been most valuable in your career?**](#)

A graduate emphasized both soft skills and technical skills acquired. In terms of soft skills, she noted significant improvements in communication and teamwork. Working closely with students and professionals from diverse regions and backgrounds, as well as engaging with tutors, professors, and experts, enhanced her ability to collaborate effectively across boundaries. On the technical side, she mentioned learning practical skills such as drafting bidding documents, which she had not previously known how to do. Additionally, she gained valuable insights into auditing processes, particularly in the context of public procurement.

A second graduate valued the opportunity to learn from renowned trainers who were previously only familiar to her through books or hearsay. She praised the programme's faculty selection, highlighting their expertise and the depth of knowledge they brought to their teachings. One area that particularly stood out for her was the focus on sustainability and green procurement, which was a new and valuable addition to her understanding. She has since been integrating this knowledge into her work in public procurement law, aiming to promote sustainability practices. Furthermore, she found learning about framework agreements to be highly beneficial in her professional role.

[**How did the programme prepare you for challenges in your field?**](#)

A graduate entered the programme with theoretical knowledge in logistics and supply chain management but lacked practical experience. Through the Master's programme, she gained the skills to tackle specific and pertinent challenges in public procurement. The programme equipped her with problem-solving abilities and a structured approach to addressing issues in procurement practices, enhancing her preparedness to navigate real-world scenarios effectively.

A second graduate highlighted the programme's emphasis on International Financial Institution (IFI) regulations and other pertinent topics that were less emphasized in her previous work on Project Implementation Units (PIUs). While she found these insights invaluable, she noted that some topics were quite advanced and challenging, particularly for students without prior experience in these specialized areas. Nonetheless, she acknowledged the programme's role in broadening her knowledge and preparing her to engage more comprehensively with complex regulatory frameworks relevant to her field.

In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?

The first graduate expressed immense satisfaction with her overall experience, feeling that the Master's programme adequately equipped her for her career. However, she suggested that the face-to-face component of the programme could be enhanced by extending its duration. She noted that the current format, while intensive, might be too compressed for students to fully digest all the knowledge and materials delivered during the sessions. By dedicating more time to the face-to-face phase, students could potentially benefit from a deeper engagement with the content and more comprehensive learning experience.

The second graduate also praised the programme's excellence but echoed the sentiment of extending the face-to-face phase. She proposed extending it to three to four months, which would allow for a more gradual and thorough exploration of the topics covered. Additionally, she suggested offering extra courses or support sessions for students who may find certain topics challenging. This approach could provide additional resources and assistance to ensure that all students can effectively grasp and apply the knowledge imparted during the programme.

Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?

One graduate highlighted how she immediately applied the theories and concepts learned from the programme in her professional practice upon returning from Turin. Specifically, she secured a contract to promote green public procurement within her current jurisdiction, facilitated by insights gained from the Master. She has also been actively involved in delivering trainings on sustainable development, leveraging her enhanced knowledge and skills. Additionally, she has taken on a tutoring role for ITCILO in Central Asia, which not only allows her to continue learning but also reinforces her expertise in the field.

For a current student, the programme has significantly contributed to his personal and professional growth. He emphasized that the Master's has broadened his perspective by introducing him to diverse approaches and deepening his understanding of various topics. This expanded knowledge has not only increased his influence within his field of public procurement for sustainable development but has also expanded his professional network substantially. He views the programme not just as a technical education platform but also as a catalyst for promoting intercultural dialogue. The experience of engaging with peers from different cultural backgrounds has enriched his ability to communicate effectively and collaborate towards common goals, making the Master a profoundly enriching experience for him.

Have you encountered any challenges or areas of improvement within the programme?

A current student highlighted two significant areas for potential improvement within the programme. Firstly, he suggested integrating artificial intelligence (AI) into the educational approach while maintaining a balance with traditional methods. This integration could revolutionize how knowledge

sharing is assessed, focusing more on the application of knowledge rather than traditional grading systems. By leveraging AI, the programme could evolve to ensure a more dynamic and effective learning experience, emphasizing practical application over mere academic achievement.

Secondly, the student addressed the varying levels of technical expertise among participants. To address this, he proposed an introductory week at the beginning of the programme. This introductory phase would aim to standardize foundational knowledge and familiarize all participants with essential basics and terminology. Such an approach could help bridge any gaps in technical proficiency among students, ensuring a more cohesive learning environment from the outset.

Additionally, the student recommended implementing monthly interviews or similar mechanisms throughout the programme. These sessions would serve not only to assess students' understanding and retention of knowledge but also to evaluate their ability to apply learned concepts in practical scenarios. This continuous assessment approach could provide valuable insights into each student's progress and readiness to apply their knowledge effectively in real-world contexts.

In what ways have your expectations of the programme aligned with your experiences so far?

A current student expressed that his expectations of the programme have closely matched his actual experiences thus far. He noted that while there have been areas where he sees room for improvement, there have also been aspects of the programme that have exceeded his initial expectations. Overall, he finds the programme to be very satisfactory.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

One graduate enthusiastically rated the overall quality of teaching and mentorship in the Master's programme a perfect 10 out of 10. She emphasized that the tutors, experts, professors, and administrators were consistently supportive and highly knowledgeable, contributing significantly to her positive learning experience.

Another graduate echoed this sentiment, describing the quality as excellent overall. Any minor deviations from excellence, according to this graduate, were primarily due to variances in regional contexts and approaches.

How satisfied are you with the support and resources provided by faculty and staff within the programme?

A current student expressed high satisfaction with the support and resources provided by the faculty and staff within the programme, noting that they exceeded his expectations. He specifically highlighted the effective handling of a diverse participant base with varying needs, emphasizing that the programme's support mechanisms were robust and responsive.

To what extent do you feel the programme contributed to your personal and professional growth?

An interviewed graduate reflected on the significant contribution of the Master to both her personal and professional growth. She noted that while her previous academic experiences primarily involved interactions with individuals from her own African continent, the Master provided a transformative

opportunity to engage with people from diverse continents. This exposure enriched her interpersonal skills and expanded her ability to interact effectively with individuals from varied cultural backgrounds.

What suggestions or recommendations do you have for improving the programme moving forward?

A current student recommends enhancing the programme moving forward by ensuring that all tutors and lecturers are well-oriented towards adult teaching methodologies. While acknowledging the high quality of administrative support and curriculum design, the student suggests that some experts may benefit from additional training or support in adult education techniques.

Do you have any concerns or areas of uncertainty about your future progression within the programme or beyond?

A current student expressed no concerns or uncertainties about his future progression within or beyond the programme. He feels confident and well-equipped to handle any challenges that may arise, attributing this readiness to the rich and holistic experience gained from the Master. The student highlighted the development of soft skills such as communication, intercultural dialogue, and attention to detail as crucial outcomes of their education. He views the Master as a well-designed and effectively delivered package.

Overall, how would you rate your experience in the Masters programme thus far, on a scale of 1 to 10?

A current student rated their experience in the Masters programme thus far as an eight out of ten. He cited fluctuating weather in Turin and identified areas where he believes there is room for improvement as factors influencing his rating.

Would you recommend this programme to others seeking similar career paths? Why or why not?

One graduate enthusiastically recommends the Master to those in the public procurement field, citing its excellent preparation for roles as a public procurement officer or specialist. She praised the quality of materials and teaching as top-notch, making it a solid choice for career advancement.

Another graduate went a step further by convincing a colleague to join the Master with her, and both continued to recommend it to others upon returning. However, the main challenge is that not all employers would allow their staff to go to Turin for 2-3 months.

In three words, describe your experience in the Masters programme.

A graduate chose Interesting, Captivating, and worth it. Another graduate added Skills development, and extension of knowledge. A current student chose Rich, Intense, and Motivating.

What surprised you most about the Masters programme?

Several aspects surprised the graduates and current student in the Master. One graduate was surprised by the caliber of experts and tutors, finding them to exceed her initial expectations significantly.

Another graduate was pleasantly surprised by the diversity and number of teachers involved in the programme, far more than anticipated. For a current student, the efficient and effective utilization of resources for the programme's benefit was surprising.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

A graduate mentioned that one exam that made a lasting impression on her involved writing an essay about private public private partnership in public procurement and then she had to describe it based on her country and how it is progressing in this matter or how it can tackle it. She found Esmerina, one of the tutors, to be exceptionally knowledgeable and engaging, delivering tutoring that surpassed expectations.

Another graduate highlighted Roberto Caranta as a mentor who provided invaluable guidance and expertise. Similarly, a current student expressed deep gratitude for the contributions of experts like Sabine, Yousef Saad, and Maurizio, whose interventions significantly enriched his learning experience in the programme.

Beyond technical skills, what unexpected skills did you gain through the programme?

A graduate noted that the programme unexpectedly broadened her social and cultural horizons. She had never previously interacted with so many people from Africa, and she found the experience of connecting with individuals from diverse backgrounds to be particularly impactful. The environment at ITCILO facilitated genuine friendships and transcended political barriers, which she found impressive and enriching.

What advice would you give your younger self considering this programme?

One graduate advised her younger self to not think about it, just apply, as it is a good opportunity.

Another graduate reminded her younger self of how the Master would nourish personal growth and confidence, making it the best thing she could do, especially considering its affordability for such high value and quality.

A current student advised his younger self not to think twice before enrolling, highlighting that the programme offers a great experience extending beyond procurement, legal, or economics—far more than what you expect from the flyer.

Looking back, what would you tell someone who is nervous about starting this programme?

A graduate advised not to be nervous, affirming that the programme is very much worth it for those in the public procurement field. She confirmed that everyone can thrive due to the strong support provided in both the online and face-to-face phases.

Another graduate suggested calming down and reading carefully, noting that many students in the Master have good experience and are willing to help and share their knowledge.

A current student recommended focusing not only on the benefits of the degree but also on the comprehensive package of skills the Master offers, which will enable you to pursue a career in public procurement for sustainable development or any other career.

Masters programme, what comes to mind first?

A former student said, "best choice for public procurement servants," while a current student described it as "richness."

If the programme had a mascot, what would it be?

One of the graduates suggested a tiger as the mascot, describing it as fast and interesting, while a current student suggested a hippo.

5.3.6 Master in Management of Development

Can you describe your current job role and how it relates to your Masters education?

One of the graduates of this Master is currently the regional monitoring, evaluation, and learning officer for an international non-governmental organization called Project HOPE, supporting the African region. The Master helped him in his everyday work as it included a very detailed component on project management, which is closely related to his role. This involves work from conceptualization through planning, implementation, and finally monitoring and evaluation. Additionally, the Master had a brief session on public health, which he found relevant to his work. Other important areas covered by the Master that he found valuable include stakeholder analysis and objective tree analysis.

A second graduate is currently a self-employed consultant working in the field of international development. Before this, she worked in the private sector in textiles and apparel.

What motivated you to enroll in this Masters programme?

A current student was motivated to enroll in the Master because of its flexibility, allowing her to balance both online and in-person components while accommodating her full-time job. Additionally, working on development projects, she sought to gain more knowledge and skills specifically in this domain.

What has been your experience with the programme so far?

A current student explained that the experience has been great so far. She was looking for a Master that was not only online since she really wanted to have the experience of living in another city and meeting her peers and lecturers in-person, and her experience in Turin was just what she wanted.

What aspects of the programme have you found most valuable or beneficial?

A current student appreciates having the chance to pursue her Master while keeping her full-time job. She also found it very beneficial to get to know her classmates in person and share conversations with them, as well as getting to know the lecturers and being able to ask questions directly after the lecture.

What specific skills or knowledge gained from the programme have been most valuable in your career?

One of the graduates highlighted that the Master significantly enhanced his writing skills due to the extensive writing requirements for assignments. Another critical skill gained was problem solving, particularly in diverse sectors covered by the programme, which broadened his perspectives. He emphasized the practical application of stakeholder analysis in his daily work. Additionally, the comprehensive coverage of project management—from project design through to implementation and monitoring and evaluation—proved invaluable in his career.

Another graduate, transitioning from a different field, found all aspects of the Master equally beneficial. She highlighted the development of interpersonal skills and increased emotional intelligence gained from collaborating with international colleagues. Operational skills such as theory of change and project cycle management were particularly useful in her role, enabling her to design projects effectively. She also emphasized the importance of research skills, data analysis, and understanding inequalities, all of which have significantly contributed to her professional growth.

How did the programme prepare you for challenges in your field?

The Master significantly bolstered the theoretical foundations of project management for one graduate who already had practical experience in the field. Before enrolling, he was adept at project design, problem analysis, and stakeholder engagement but found that the programme provided robust tools and frameworks to enhance his approach methodologically. He highlighted gaining a deeper understanding of monitoring and evaluation (M&E), including the transition from traditional M&E to result-based M&E, which enriched his ability to rigorously assess project outcomes and impacts.

In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?

One former student suggested that the programme could have better prepared him by allocating more time to learning about public health. While he appreciated the theoretical depth offered by the instructors, he felt that more practical, hands-on experience from lecturers actively working in the field would have been beneficial.

Another graduate highlighted the value of having diverse perspectives in the programme, particularly from colleagues representing the Middle East, which enriched discussions on a UN campus. She expressed a desire to invite professors with specific expertise and backgrounds from the Middle East to provide deeper insights into development issues in the region. Additionally, she mentioned the need for a dedicated student career service post-graduation to support transitioning into a new field after completing the Master.

Have you been able to apply the theories and concepts learned in the programme to your professional practice? If so, can you provide an example?

One graduate highlighted how the diverse backgrounds of his classmates during the Master served as a practical example of managing stakeholders from various cultural and professional perspectives. This

experience significantly enhanced his ability to navigate and succeed in diverse work environments. Additionally, the programme's focus on project management was transformative for him. Previously, he would approach project proposals primarily from the donor's perspective, focusing on meeting their requirements. However, the Master encouraged him to adopt a more rigorous approach. Now, he begins by thoroughly analyzing the underlying issues and needs of the communities he serves. This shift in methodology has allowed him to design projects that are not only aligned with donor expectations but also address genuine community needs, thereby increasing the effectiveness and impact of his programs.

Another graduate, who teaches sustainability in the textile and apparel industry, integrated Sustainable Development Goals (SDGs) relevant to her sector into her curriculum following the Master. Beyond curriculum development, the programme provided valuable networking opportunities that enabled her to stay informed about industry developments and collaborate effectively with stakeholders. This broader perspective gained from the Master has empowered her to educate her students more comprehensively, ensuring they understand the global sustainability agenda and its implications for their industry.

[Have you encountered any challenges or areas of improvement within the programme?](#)

One current student has suggested that the programme could benefit from incorporating more interactive activities into the curriculum, rather than relying solely on traditional teaching methods.

[In what ways have your expectations of the programme aligned with your experiences so far?](#)

A current student noted that her expectations of the programme have aligned closely with her experiences thus far. She finds the experience fulfilling and appreciates the well-organized structure of the programme. Specifically, she values the support of tutors who engage with students from the online phase onward. Furthermore, she has found the quality of lecturers impressive, as they bring diverse perspectives from various universities and organizations worldwide, enriching the learning environment with global insights.

[How would you rate the overall quality of teaching and mentorship you received during your time in the programme?](#)

One graduate rated the overall quality of teaching and mentorship as fantastic, giving it a score of 9 out of 10. However, he suggested that bringing in more lecturers from the field with practical knowledge could enhance the programme, especially considering many students are already practitioners.

Another graduate rated the programme as 8 out of 10, highlighting that the learning experience, the tutors' support, mentorship, and her research project were all exceptional. She also indicated there is potential for further improvement.

[To what extent do you feel the programme contributed to your personal and professional growth?](#)

One graduate shared that on a personal level, the programme provided an opportunity to connect with brilliant minds among classmates, professors, and administrators. Building friendships enriched his experience and broadened his cultural horizons, especially during his time living abroad in Italy.

Professionally, the Master's deepened his understanding of development concepts like participatory rural appraisal and exposed him to sustainable practices exemplified on the ITCILO campus.

Another graduate reflected on how the Master fostered a safe nurturing environment that encouraged self-reflection, critique, and growth. She found the inclusive and critical atmosphere instrumental in expanding her perspectives and understanding within the sector. The programme equipped her with skills in research, project design, and management, boosting her confidence in her professional capabilities.

A current student emphasized the programme's impact on teamwork and communication skills. Engaging with classmates from diverse global backgrounds enhanced her ability to collaborate effectively and communicate across different accents and histories, further enriching both her personal and professional development.

How satisfied are you with the support and resources provided by faculty and staff within the programme?

A current student expressed high satisfaction with the support and resources provided by faculty and staff within the programme. She emphasized the value of having a tutor who has been actively involved since the beginning of the online phase and continues to support them during the face-to-face phase. This personalized support has contributed significantly to her positive experience. Additionally, she praised the administrative team, highlighting the Master manager and administrative assistant for their proactive approach in ensuring that everything runs smoothly and that students' needs are met effectively.

What suggestions or recommendations do you have for improving the programme moving forward?

A current student suggested maintaining the flexible modality of the programme, which allows students to balance their studies with other commitments such as work. Secondly, she recommended introducing an onboarding session for future cohorts that covers practical aspects of life outside the campus. This could include information on public transportation, local amenities, and other essential services that would help students settle into their new environment more smoothly.

Do you have any concerns or areas of uncertainty about your future progression within the programme or beyond?

A current student expressed that she does not have any specific concerns. However, she noted that the programme has encouraged her to think innovatively, challenge herself, and explore new professional horizons.

Overall, how would you rate your experience in the Masters programme thus far, on a scale of 1 to 10?

A current student rated her experience in the Masters so far as an eight or nine. She expressed high satisfaction with the programme overall.

Would you recommend this programme to others seeking similar career paths? Why or why not?

Two interviewed graduates confirmed that they have been recommending and will keep recommending the Master.

In three words, describe your experience in the Masters programme.

A graduate said, "It was fulfilling". Another chose "Challenging, Enriching, and Innovative".

What surprised you most about the Masters programme?

One graduate found it surprising that professors actively encouraged debates, which was a departure from his previous academic experiences where students typically did not challenge professors.

Another graduate was taken aback by the programme's emphasis on open dialogue and the opportunity to critically debate issues related to development.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

Coming from an Arts background, a former student was extremely surprised and passionate about learning how arts can be integrated into development whether through action research, participatory theater or using photography. She highly appreciates the opportunities with Angelo Miramonti which extremely inspired her as a professor that she actually included that into her research project where she analyzed in depth how forum theater and participatory theater can actually change societal viewpoints. She also appreciated that there were opportunities through the University of Turin to have additional workshops with Angelo which were open to everyone.

Beyond technical skills, what unexpected skills did you gain through the programme?

One graduate highlighted that the Master improved his communication skills through interaction with peers from different parts of the world.

Another graduate noted that the program enhanced their emotional intelligence and provided opportunities to learn from her international colleagues and challenge her own perceptions.

What advice would you give your younger self, considering this programme?

A former student advised her younger self to utilize every single opportunity she has with her International colleagues. Always take the coffee break even if you drink coffee. The coffee break is just a moment to know someone. Use every single experience you can have with colleagues and with the lecturers just to gain a human perspective. You have direct access to the world for a certain period of time so use that chance where you have representation of a lot of the world so be curious and stay hungry for knowledge.

Looking back, what would you tell someone who is nervous about starting this programme?

A former student would advise someone nervous about starting this programme to see it as an opportunity that can be shaped according to their aspirations. She emphasized that the experience is

what you make of it—you define the effort and openness you bring to it. Rather than being critical or apprehensive, She suggests approaching it with openness and determination to define your own path and growth from the experience.

[Complete the sentence: "Because of my Masters experience, I now feel..."](#)

A graduate said "Complete".

[Rapid-fire word association: Masters programme – what comes to mind first?](#)

The graduates chose Sustainability, Inclusion, and Critical debate.

4.3.7 Master in Technology and Public Policy

[Can you describe your current job role and how it relates to your Masters education?](#)

One graduate of the Master currently serves as the Assistant Director and Head of the Security Operations Division at the Central Bank of Nigeria. In this role, he oversees security services across 36 branches and supervises operations in four offices. His responsibilities include deploying advanced technologies to enhance security service delivery and ensure compliance with regulatory standards.

The Master in technology and public policy has been instrumental in his career. It provided him with critical insights into evaluating the central bank's operations and identifying areas for improvement. The programme emphasized the intersection of technology and public policy, which has enabled him to develop and implement policies that are people-oriented. Given that the central bank is also a regulatory agency, these policies focus on enhancing regulatory processes and fostering a secure environment for banking operations.

For instance, the Master equipped him with knowledge on fraud management technology and public policy, which he directly applies to develop and implement policies aimed at reducing fraud and enhancing regulatory compliance within the bank.

[What motivated you to enroll in this Masters programme?](#)

A current student was driven to enroll in this Master by its unique focus on linking technology with public policy. Coming from the Arab region, where the public sector faces persistent challenges, the student aimed to explore how technology could facilitate the digital transformation of governmental operations.

[What has been your experience with the programme so far?](#)

The current student described their experience with the programme as exceptionally positive. They found it brilliant and incredible, particularly highlighting the exposure to extensive material on policy-setting and the application of technology within public policy.

What aspects of the programme have you found most valuable or beneficial?

A current student identified the most valuable aspect of the programme as learning how to analyze social issues and develop policies that address these issues ethically.

What specific skills or knowledge gained from the programme have been most valuable in your career?

A former student highlighted several valuable skills and knowledge gained from the programme that have been instrumental in his career. Design Thinking emerged as a crucial skill, directly relevant to his role in policy design. It allowed him to deeply understand user profiles and tailor interventions that resonate with their needs. This approach also proved beneficial in conducting background profiling for sensitive positions.

Additionally, he emphasized acquiring a comprehensive understanding of artificial intelligence (AI) and its practical applications in decision-making and trend analysis. AI has been pivotal in enhancing customer due diligence within the banking sector, enabling insights into client behaviors and potential risks.

Sustainability emerged as another critical competency gained from the programme, aligning with his organization's focus on sustainable banking practices in recent years. Finally, he highlighted the importance of evidence-based monitoring and evaluation along result chains, which has enhanced his ability to assess policy outcomes rigorously.

How did the programme prepare you for challenges in your field?

The programme prepared the graduate for challenges in his field by exposing him to a diverse array of faculty members—over 30 or 40 with varying backgrounds. This exposure enhanced his critical thinking skills and deepened his understanding of pertinent issues. It also equipped him with the capacity to scrutinize the role of technology in public policy, from its conceptualization and execution to monitoring and evaluation phases.

Moreover, the programme underscored the versatility of technology in deploying sustainable interventions, particularly in driving energy transition initiatives. After completing the residential phase of the Master, he applied these insights practically. By discussing perspectives and ideas with colleagues responsible for procurement, they collectively reviewed their energy consumption practices. Identifying the risks and costs associated with petrol as a primary energy source, they shifted focus to exploring alternative energy options. Currently, they are actively considering solar energy as a viable alternative to power their systems.

In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?

The graduate suggested several improvements for the programme based on his experience. First, he recommended embedding more African case studies into the curriculum. He felt that the programme predominantly focused on Eurocentric case studies and perspectives, which sometimes made it challenging for him to relate and apply the concepts to his own context.

Secondly, he mentioned feeling overwhelmed by the breadth of topics covered in the programme. He suggested reducing the number of topics and instead having fewer lecturers who could delve deeper into each subject matter. This, he believed, would provide a more comprehensive understanding and allow students to grasp the material more effectively.

Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?

A graduate affirmed that he has been able to directly apply the theories and concepts learned in the programme to his professional practice. Specifically, he immediately utilized Design Thinking principles when tasked with designing policies or reviewing existing processes within his organization.

Additionally, he applies knowledge gained in Monitoring and Evaluation, along with establishing theories of change and evaluation metrics, to enhance the conception of policies and regulations.

Furthermore, concepts related to accountability and transparency, particularly in budgeting processes, have been valuable throughout his professional engagements.

Have you encountered any challenges or areas of improvement within the programme?

The current student has encountered challenges primarily related to the intensive workload and the volume of assignments in the program. Despite these challenges, he acknowledges that these aspects are beneficial for acquiring a wide range of skills. Managing these demands effectively has required significant time management skills on his part.

In what ways have your expectations of the programme aligned with your experiences so far?

A current student expressed that the programme has exceeded his expectations, particularly in terms of the programme structure, materials, learning approach, and the supportive and approachable staff.

How satisfied are you with the support and resources provided by faculty and staff within the programme?

A current student mentioned that he was very satisfied with the ability to access resources on the online database.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

A graduate expressed gratitude for the effective support system throughout the Master's programme, from the application process to its completion. He acknowledged that the learning experience could be overwhelming at times but rated the overall quality of teaching and mentorship as 8.5 out of 10. He particularly valued the residential phase, feedback mechanisms, support from tutors, and the expertise of faculty and scientific committee members. However, he noted that he would have appreciated more Afrocentric case studies to enhance his experience.

To what extent do you feel the programme contributed to your personal and professional growth?

A current student feels that the Master has significantly contributed to both his career development and professional knowledge improvement. He emphasized that learning from the programme's content and interacting with a diverse group of colleagues has been essential for his growth.

What suggestions or recommendations do you have for improving the programme moving forward?

A current student recommended providing advice to students on how to get an internship that would help them get started with their careers.

Do you have any concerns or areas of uncertainty about your future progression within the programme or beyond?

A current student who is a fresh graduate is still concerned about what would be the suitable opportunities related to his education in the labour market.

Overall, how would you rate your experience in the Masters programme thus far, on a scale of 1 to 10?

A current student gave an eight and did not provide more details.

Would you recommend this programme to others seeking similar career paths? Why or why not?

A graduate confirmed that he would readily recommend the programme and that he had already recommended it to his colleagues as it is an entirely different experience and the networking aspect was topnotch.

In three words, describe your experience in the Masters programme.

A graduate chose Illuminating. Rewarding and professionally sound, and a current student chose Innovative, Challenging and incredible.

What surprised you most about the Masters programme?

A current student was surprised by the sense of community and the collaboration in the cohorts, although normally it would be very difficult to create a friendly environment between people from many different cultures.

Did a specific professor, project, assignment or mentor make a lasting impression on you?

One of the topics that were interesting to a current student is AI governance and public policy.

Looking back, what would you tell someone who is nervous about starting this program?

A current student advised that even if the Master programme looks intensive and challenging, students will be equipped with many skills that prepare them to be professional leaders and to make change after the Master.

Complete the sentence: "Because of my Masters experience, I now feel..."

A graduate feels more globally educated and more globally sound to engage with the world.

Masters programme, what comes to mind first?

A current student said, “To be a leader, to be the person who can take the responsibility to change the population’s mind about politics”.

If the program had a mascot, what would it be?

A current student chose a fox because it is clever, flexible and adaptive which is how a person should be when studying politics and public policy.

5.3.8 Master of Laws in Intellectual Property

Can you describe your current job role and how it relates to your Masters education?

An interviewed graduate of this Master is currently a legal service trainee at the Community Plant Variety Office (CPVO) in Angers, France. The office works on providing protection for new plant varieties which is a branch of intellectual property and that is how her work is related to the Master.

What specific skills or knowledge gained from the programme have been most valuable in your career?

A graduate explained that during her work in CPVO, she had the chance to participate in the Pan-European SEAL program at EUIPO. The knowledge she acquired in trademarks patents and plant variety rights are the ones that she currently uses the most. What she liked about the Master is the capability of approaching the IP world from a global perspective. This international background was important and helpful in her career.

How did the programme prepare you for challenges in your field?

A graduate highlighted the multidisciplinary approach of the Master which is not only based on law but also on the intersection with business, economics, and technology. This approach provided her with a 360 degrees broad understanding of the IP world, which helped her be very flexible in the tasks that she works on.

In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?

A graduate mentioned that the in-presence phase was really tough. She suggested that this phase becomes longer to give more time to digest all the knowledge and covered topics during the second part of the programme.

Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?

A graduate explained that she applies what she learned in the Master in her everyday work. At EUIPO when she drafted the decision in the opposition proceedings, she was applying the knowledge she

acquired on trademarks, and since EUIPO also works on designs, she had the chance to experiment firsthand the knowledge she acquired in the field of intellectual property. At CPVO, she deals with the intersection with biotech patents so the knowledge she acquired and the expertise she developed during the Master are helping her in her everyday tasks.

How would you rate the overall quality of teaching and mentorship you received during your time in the programme?

The mentorship and teaching during the Master were aligned with the expectations of an interviewed graduate. She rated the quality as excellent and she appreciated the career development advice she had received during the Master.

To what extent do you feel the programme contributed to your personal and professional growth?

A graduate mentioned that the Master opened to her the doors to European institutions because after the Master she was able to be part of the Pan-European SEAL program then she moved to CPVO. Her dream was to work for European institutions and the Master helped her achieve it.

Would you recommend this programme to others seeking similar career paths? Why or why not?

A graduate confirmed that she would definitely recommend the Master especially to Italian students because of the international environment that they will get to experience and the capability of the programme to bring people from all around the world to Turin.

In three words, describe your experience in the Masters programme.

A graduate chose Challenging, Enriching and Fun.

What surprised you most about the Masters programme?

A graduate was impressed by the international environment and having the chance to exchange with people from everywhere on personal and professional levels, also considering that they do not only come from a legal background but there were also people coming from the technical side .

Did a specific professor, project, assignment or mentor make a lasting impression on you?

A graduate found the modules by professors Eleonora Rosati and Enrico Bonadio very well designed and rich of resources. She still finds their interventions very helpful until today.

Beyond technical skills, what unexpected skills did you gain through the programme?

A former student chose negotiation and communications as skills. She explained that during the Master, she had the chance to be involved in some simulation games where students had to negotiate some agreements. They also had the moot court where students really had the chance to be in the first line.

What advice would you give your younger self, considering this programme?

A graduate advised her younger self not to doubt and to enroll in the Master immediately.

Looking back, what would you tell someone who is nervous about starting this programme?

A former student advised just to go and fully enjoy the full experience that this programme offers. There are many different moments that you can enjoy from the more relaxed ones to the more serious ones but really go and do not to get stressed and enjoy everything.

Complete the sentence: "Because of my Masters experience, I now feel..."

A graduate mentioned that she now feels confident and ready to take on new challenges.

Masters programme, what comes to mind first?

A graduate highlighted the visit to Geneva because it was a very deep moment that students got to spend together.

If the programme had a mascot, what would it be?

For a mascot, a graduate of this Master chose a Bull because it is strong and focused, and also because it is the symbol of Turin.

6. Case Studies

6.1 Allan Martinez Venegas: Master in Social Innovation for Sustainable Development (2022-2023)

Allan Martinez, a professional from Costa Rica, participated in the Master in Social Innovation for Sustainable Development during the 2022-2023 edition.

Allan holds several professional roles that are intricately linked to his Master's education. He teaches at the ITCILO, at a small undergraduate college in the United States, and provides consulting services to small nonprofits in Minnesota, offering assistance in areas such as financing, fundraising, strategic planning, and governance. On a larger scale, he consults for global organizations, including the World Bank, the Gates Foundation, and various UN bodies.

Allan's current job roles are diverse, encompassing teaching and consulting. His teaching engagements span across institutions such as the ITCILO and schools in the United States. In his consulting capacity, he assists small nonprofits with budgets ranging from \$500,000 to \$5 million, addressing their unique needs in financing and strategic planning. The Master has provided Allan with essential skills and knowledge that directly contribute to his effectiveness in these roles. Specifically, the program equipped him with expertise in social financing and impact evaluations, both of which are crucial in his professional endeavors.

Allan identified two key areas where the skills and knowledge gained from the Master have been most valuable. 1. Social Financing: Allan learned about various models and sources of funding for social enterprises, nonprofits, and government-affiliated programs. This knowledge has been instrumental in his consulting work, allowing him to identify and secure appropriate funding for diverse projects. 2. Impact Evaluations: Before joining the Master, Allan had limited experience with impact evaluations. The programme provided him with a thorough understanding of this area, which has proven beneficial in his work in international development and humanitarian aid. Conducting impact evaluations has enabled Allan to assess the effectiveness of various initiatives and make informed decisions in his consulting practice.

The Master prepared Allan for the challenges in his field by equipping him with a comprehensive toolkit. In international development and humanitarian aid, unexpected challenges frequently arise, requiring a diverse set of tools and strategies. The programme covered a wide range of topics, including social financing, impact evaluations, and global movements in policy and sustainable development. This extensive knowledge base has enabled Allan to tackle both expected and unforeseen challenges effectively. He emphasized the importance of having a variety of tools at his disposal to address the complexities of his field.

While Allan had a positive overall experience with the programme, he offered some suggestions for improvement. He recommended that the programme provide more clarity on career pathways and how the skills acquired can be applied to various professions. This would benefit students who are seeking career changes or growth. Additionally, Allan suggested that the programme offer more resources and guidance on career opportunities in different sectors, such as the UN, foundations, and the private sector. This enhanced career support could help students better navigate their professional journeys after completing the program.

Allan has successfully applied numerous theories and concepts from the Master in his professional practice. For instance, he works with nonprofits of varying sizes, each with different needs and challenges. The program taught him to tailor his approach based on the specific requirements of each organization. Concepts such as systemic change, social financing, and future thinking have been particularly useful in his consulting work. Allan's ability to apply these theories effectively has led to significant success for his clients, allowing him to deliver tailored and impactful solutions.

Allan rated the overall quality of teaching and mentorship as excellent, highlighting the diversity of lecturers and their unique perspectives. However, he noted that at times, the continuity between instructors was lacking, which could disrupt the learning experience. Some instructors seemed disconnected from what was previously taught, leading to a fragmented learning process. Despite this, Allan appreciated the benefit of gaining exposure to diverse viewpoints and philosophies. He also suggested that mentorship for projects could be more consistent and direct, ensuring that students receive continuous support throughout their studies.

The Master significantly contributed to Allan's personal and professional growth. Before enrolling, he had encountered career ceilings due to the lack of a Master degree. Obtaining this degree opened up numerous opportunities for career advancement. The programme's practical nature, combined with the academic accreditation from the University of Turin and practical insights from the UN, provided a well-rounded educational experience. The recognition and endorsement from these reputable institutions have added value to Allan's resume, enhancing his professional credibility. He specifically mentioned the importance of learning about social financing and entrepreneurship, which were areas he sought to develop further.

Allan would recommend the Master to individuals who are already established in their careers and are seeking to upskill and innovate within the field of development. He emphasized that the programme is particularly suited for those looking to improve their work in development or gain exposure to innovative approaches. The engaging and fun nature of the program, coupled with the opportunity to learn from diverse experts and build valuable friendships, makes it an attractive option for mid-career professionals. Allan noted that the program may not be ideal for those fresh out of undergraduate studies but is highly beneficial for individuals who have a clear career path and want to take their careers to the next level.

Allan described his experience in the Master as fun, engaging, and thought-provoking. He was pleasantly surprised by the collaborative environment and the strong bonds formed with colleagues.

Initially expecting a more serious and professional atmosphere, Allan found the program to be both enjoyable and conducive to building new friendships. He highlighted the influence of Professor Nidhi, who connected concepts in a practical and philosophical manner. Professor Nidhi's teaching style, which encouraged questions and fostered a comfortable learning environment, left a lasting impression on Allan and influenced his own teaching approach.

Allan advised future students to fully embrace the programme, complete all readings, and take advantage of every moment. Reflecting on his own experience, he wished he had delved deeper into the pre-reads, especially during the distance-learning phase. He emphasized the importance of being present and making the most of the learning experience, as the programme goes by quickly. Allan assured prospective students that the programme accommodates a wide range of individuals from different backgrounds and career stages, making it an inclusive and supportive environment.

6.2 Aslim Iqubal Singh: Master in Industrial and Employment Relations (2022-2023)

Aslim Singh, hailing from Guyana, participated in the Master in Industrial and Employment Relations during the 2022-2023 edition.

Aslim works in a Workers' Organization in Guyana, where his education from the Master Programme has been significantly beneficial. The programme's focus on representing Workers, advancing collective bargaining, and promoting freedom of association has directly influenced his daily responsibilities. Furthermore, the programme's emphasis on the International Labour Organization (ILO) and its efforts to advance labour relations and social dialogue globally has provided Aslim with a broader perspective on how industrial relations integrate with global labour issues.

The most valuable knowledge Aslim gained from the programme revolves around the concept of social dialogue, which was the focus of his thesis. Prior to the Master, he recognized its potential but did not fully grasp its depth and practical applications. The programme enhanced his understanding, particularly in implementing social dialogue within the context of Guyana's challenges.

The programme prepared Aslim for contemporary challenges in the world of work, such as platform work and new forms of employment. Although these issues are not yet as prevalent in Guyana, the programme provided him with the foresight to anticipate and plan for their emergence. This preparation includes developing appropriate public policy responses and avoiding pitfalls observed in other countries, ensuring equitable treatment for all workers.

While the programme was comprehensive, there were areas where improvements could be made. Aslim noted that the economics component of the labour relations course was challenging for some colleagues without a background in economics. Although he managed due to his background in economics, he found the legal elements more difficult, having never taken a law course before. He suggested that providing summarized preparatory materials could help students better comprehend these concepts before classes begin.

Aslim has successfully applied theories and concepts from the programme in his professional practice. An example includes his recent discussions with ILO colleagues about minimum wages. Utilizing the ILO's minimum wage convention, they addressed minimum wage challenges in Guyana, demonstrating the practical application of International Labour Standards learned during the programme.

Aslim rated the overall quality of teaching and mentorship as good. He specifically praised Elton, the program coordinator, for keeping students informed and engaged. However, he expressed frustration with the delayed release of grades. Despite submitting theses in September and expecting grades by March, it was now June, and official confirmation had not yet been received. While students were aware they had passed, the lack of official grades was a significant letdown.

The programme significantly contributed to Aslim's personal and professional growth. It aligned with his career goals within Workers' Organizations in Guyana, enhancing his expertise and confidence. He even considered pursuing a PhD and discussed this possibility with Elton during his time in Turin, although it is not currently available through the programme.

Aslim would definitely recommend this program to others pursuing similar career paths. He has already encouraged several people to consider it, emphasizing the unique and valuable insights it offers.

6.3 Charles Bassey: Master in Technology and Public Policy (2022-2023)

Charles Bassey graduated from the Master in Technology and Public Policy, 2022-2023 edition. Bassey leverages his Master education in his role as Head of Security Operations at Nigeria's Central Bank, where he applies technology for security service delivery and designs people-oriented policies.

Charles listed the key skills he gained from the programme, which include Design Thinking, which covered analyzing user profiles to design interventions such as background vetting and financial inclusion; artificial intelligence, understanding its role in decision-making, particularly in fraud management and customer due diligence; sustainability, driving sustainable banking practices through initiatives like paperless systems and energy transition; and evaluation, developing methods to assess the impact of interventions, ensuring effectiveness in policy implementations.

The programme prepared Charles to tackle challenges by enhancing critical thinking about technology's role in public policy and interventions throughout their lifecycle—from conception and execution to evaluation. It also equipped him with insights into sustainable business practices, such as advocating for solar energy to reduce reliance on fossil fuels within the Central Bank.

While the programme was comprehensive, Bassey suggested improvements such as incorporating more Afrocentric case studies to enhance relevance in African contexts and promoting deeper engagement by consolidating the curriculum under fewer instructors.

Examples of applying learned theories include tailoring security background checks using Design Thinking principles that consider user realities and behavioral dispositions, and advocating for solar energy adoption within the Central Bank to promote sustainability. Exposure to a diverse faculty enriched Charles' understanding of global public policy issues, broadening his critical thinking and perspective.

Overall, the programme significantly contributed to Charles' professional growth by equipping him with in-demand skills, broadening his critical thinking, and providing a global perspective. Memorable aspects of the programme included networking with classmates from around the world and the enriching experience of living and studying in Italy (Turin).

Unexpectedly, the program enhanced Charles' communication and time management skills due to its fast-paced nature.

Charles advises prospective students that the programme is well suited for mid-career professionals seeking to upskill and gain a global perspective. He encourages nervous applicants, emphasizing the programme's welcoming environment for students with diverse backgrounds and experience levels. In conclusion, the programme experience made Bassey feel more globally competent and prepared to engage with the world.

6.4 Giulia Perla: Master of Laws in Intellectual Property (2021-2022)

Giulia Perla is an Italian legal service trainee currently based at the CPVO (Community Plant Variety Office) in Angers, France. Giulia completed the Master of Laws in Intellectual Property during the 2021-2022 edition, a programme jointly organized by the University of Turin, WIPO, and ITCILO.

Giulia Perla's role at CPVO involves working with plant variety rights, a crucial subset of intellectual property law. Her Master in Intellectual Property from Turin equipped her with specialized knowledge directly applicable to her current position. She emphasized the importance of understanding intellectual property rights in the context of plant varieties, which is central to her daily responsibilities at CPVO.

According to Giulia, the most valuable skills gained from her Master programme include a deep understanding of trademarks, patents, and plant variety rights. She highlighted the programme's international perspective, which broadened her outlook and prepared her to navigate the complexities of global intellectual property regulations. Additionally, participating in the Pan-European SEAL program at UIPO further enhanced her practical skills in intellectual property management.

Giulia Perla credited the multidisciplinary approach of the Master programme for providing her with a comprehensive understanding of intellectual property from legal, business, economic, and technological perspectives. This holistic approach has significantly contributed to her ability to adapt and excel in various roles within the field of intellectual property law.

Reflecting on her experience, Giulia suggested extending the in-person component of the Master to allow more time for students to digest and integrate complex topics covered later in the programme. She acknowledged the challenges posed by the rigorous schedule of the in-person sessions and proposed a more balanced structure to optimize learning outcomes.

Giulia provided concrete examples of how she applies the theories and concepts learned during her Master in her professional practice. At UIPO, she drafted decisions in trademark opposition proceedings, leveraging her expertise in trademarks. Now at CPVO, her work focuses on plant variety rights and biotech patents, where her Master's education continues to inform her daily tasks and decision-making processes.

Giulia Perla rated the overall quality of teaching and mentorship during her Master programme as excellent. She emphasized the personalized guidance and support received from professors and mentors, which not only enhanced her academic experience but also provided invaluable insights into career development within the field of intellectual property law.

Giulia discussed how the programme significantly contributed to both her personal and professional growth. It provided her with the necessary skills and knowledge to pursue her career aspirations within European institutions. The programme acted as a catalyst for her journey from UIPO to CPVO, enabling her to transition smoothly and confidently into roles that align with her career goals.

Giulia enthusiastically recommended the Master programme to others seeking similar career paths in intellectual property law. She highlighted the programme's international environment and the diverse network of professionals it connects students with, particularly beneficial for those interested in pursuing careers in European institutions or multinational corporations.

6.5 Gunel Safaraliyeva: Master in Public Procurement Management for Sustainable Development (2022-2023)

Gunel Safaraliyeva from Azerbaijan joined the Master in Public Procurement for Sustainable Development at ITCILO during the academic year 2022-2023.

Gunel has over 17 years of experience in public procurement, initially focusing on development projects within Project Implementation Units (PIUs). Transitioning to consultancy roles, she recognized the need for international credentials like the Master degree from ITCILO to advance professionally, especially in engagements with international financial institutions (IFIs).

The Master in Public Procurement for Sustainable Development directly aligns with her current role, where sustainability and green procurement have become integral aspects of her work. Gunel highlighted several valuable skills gained from the program, including exposure to expert trainers and practitioners in public procurement. The emphasis on sustainability and green procurement provided her with practical tools and frameworks that she has since implemented in revising her country's

procurement laws. Additionally, in-depth learning on framework agreements expanded her operational toolkit significantly.

The programme equipped Gunel with updated knowledge on IFIs' guidelines and policies, which are crucial for her consultancy work involving international projects. This knowledge gap was effectively bridged by the Master, enabling her to navigate complex procurement scenarios and strategic planning effectively.

Gunel suggested extending the face-to-face component of the programme beyond the current two months to possibly three or four months. She expressed appreciation for the immersive learning environment at ITCILO but acknowledged that some participants with less experience might benefit from additional support or preparatory courses to cope with the rigorous curriculum.

Since completing the programme, Gunel has applied the theories and concepts learned directly to her professional practice. Notably, she secured a contract with the World Bank for green public procurement immediately upon returning from ITCILO. She continues to integrate sustainability principles and strategic procurement planning into her consultancy work.

Overall, Gunel rated the quality of teaching and mentorship during her Master as excellent, though she noted slight variations due to cultural and approach differences among instructors. She commended ITCILO for assembling a diverse and knowledgeable faculty that significantly enriched her learning experience.

Gunel felt that the programme contributed immensely to both her personal and professional growth, providing her with opportunities to enhance her skills, expand her professional network, and gain confidence in tackling global procurement challenges.

She enthusiastically recommended the program to others aiming for careers in public procurement and sustainable development, citing its affordability and high educational value. She has already influenced colleagues to consider applying, underscoring the programme's relevance and impact.

6.6 Ilaria Caroppo: Master in Social Innovation for Sustainable Development (2022-2023)

Ilaria Caroppo, originally from Italy is a participant in the Master in Social Innovation for Sustainable Development, class 2022-2023.

Ilaria currently serves as a consultant at the International Training Centre of the International Labour Organization (ITCILO) in Turin, focusing on designing online training courses. While not directly in social innovation, skills from her Master, particularly in sustainable development, project management, and cross-cultural competencies, prove invaluable.

Key skills Ilaria gained include sustainable development principles, versatile project management skills applicable across various fields, and enhanced cross-cultural competencies crucial for international online course development. The programme equipped Ilaria with innovative and sustainable solution-focused skills, vital for her role in developing impactful online training courses. It heightened her sensitivity to social issues, enhancing her ability to create meaningful content.

Ilaria suggested integrating more practical experiences outside the classroom to apply theoretical knowledge directly. She emphasized the value of physical interactions beyond campus to enrich learning and networking opportunities.

While she hasn't applied theories directly in her current professional role yet, Ilaria has implemented them in a local NGO. She anticipates utilizing them more extensively in her consultancy work at ITCILO in the future.

Ilaria rated the teaching and mentorship 8 out of 10, highlighting the high quality and expertise of the instructors. She noted the programme's openness but suggested diversifying perspectives further beyond a Eurocentric focus.

Professionally, the Master broadened Ilaria's career opportunities and transformed her mindset, particularly through exposure to diverse cultures. Personally, it enhanced her openness and adaptability beyond her comfort zone.

Ilaria enthusiastically recommended the programme to individuals eager to translate ideas into practical projects. She emphasized its value in providing tools and perspectives essential for innovation and implementation.

6.7 John Titan: Master of Laws in International Trade Law (2023-2024)

John Titan, from the Philippines, is a multifaceted professional—a lawyer, businessman, and an academic. He is currently enrolled in the Master of Laws in International Trade Law.

John was motivated to enroll in the program because of the Philippines' status as a developing country. He believed that gaining access to global opportunities would be beneficial. As a lawyer, he felt the programme would provide him with valuable knowledge and skills that he could bring back to the Philippines.

John's experience with the programme has been overwhelmingly positive. He described it as very nice, very good, and excellent. He highlighted the expertise and friendliness of the professors, which he felt contributed significantly to the program's quality. The practical advice given by the professors, who are mostly practitioners, stood out as the most valuable aspect of the programme for John. This practical orientation made the programme distinct and excellent compared to others globally.

John identified several challenges, including the need to be disciplined with assignments and readings. The programme's distance learning segment involves substantial reading and assignments, while the face-to-face segment requires punctuality and diligence. These demands highlight the need for discipline and readiness among students. Additionally, John noted that more global perspectives could enhance the programme, as it currently leans towards European examples.

The programme has significantly contributed to John's personal and professional development. As the Dean of the College of Accountancy at a university in the Philippines, he has benefited from updates on arbitration, mediation, and the settlement of international disputes. He gained valuable information and updates from international institutions like UNCITRAL and UNIDROIT, enriching his knowledge base.

John's expectations of the programme have been met. He anticipated that the programme would enhance his career, and it has done so, meeting his expectations for professional growth and development.

John rated his satisfaction with the programme's support and resources as 9.5 out of 10. While he praised the programme's international scope, he suggested that it could benefit from incorporating more global cases rather than predominantly European ones. He also recommended increasing the availability of physical books on campus to supplement online materials, considering the busy schedules of many students. John recommended providing more cases and materials on campus to aid students who may not have time to search for online resources. Physical books available within the programme would be beneficial for busy students.

John expressed no concerns or uncertainties about his future progression within the programme or beyond. He is very satisfied with the programme's delivery and encouraged its continuation.

Overall, John rated his experience in the Master as 9.5 out of 10. This rating includes his positive experiences with the staff and professors.

6.8 Joseph Edoka Odu: Master in Management of Development (2021-2022)

Joseph Odu, a participant from Nigeria is a graduate of the 2021 - 2022 edition of the Master in Management of Development.

Currently serving as the Regional Monitoring, Evaluation, and Learning Officer at Project Hope, Joseph highlighted the programme's impact on his role. He emphasized its comprehensive training in project management, public health insights, and stakeholder management, all crucial in his daily responsibilities.

Key skills Joseph gained include enhanced writing abilities, critical problem-solving skills applicable across diverse sectors, and advanced stakeholder analysis techniques. Project management remains a cornerstone skill that has significantly shaped his approach to program design and evaluation.

Despite prior field experience, the Master provided Joseph with deeper theoretical insights and methodological frameworks. It notably refined his skills in stakeholder engagement and advanced his understanding of monitoring and evaluation, and transitioning from traditional to results-based approaches.

Joseph suggested enhancing the focus on public health within the curriculum and incorporating more instructors with practical field experience to enrich the learning experience beyond theoretical insights.

Joseph highlighted how the programme facilitated networking among peers from diverse backgrounds, enhancing his stakeholder management skills. Theoretical concepts, particularly in project management and participatory rural appraisal, have significantly influenced his approach to project design and community engagement.

Joseph rated the overall teaching and mentorship highly, acknowledging a strong theoretical foundation but suggesting greater inclusion of practitioners' perspectives to bridge the theory-practice gap.

On a personal level, the Master broadened Joseph's cultural perspectives and deepened his appreciation for diversity. Professionally, it equipped him with critical skills in development concepts and sustainable practices, aligning with the programme's emphasis on sustainability.

Joseph affirmed his strong recommendation of the Master to others pursuing similar career paths, citing its enriching educational experience and impactful professional outcomes.

6.9 Molebogeng Matlhodi Moleke: Master in Industrial and Employment Relations (2023-2024)

Molebogeng Moleke, known as Lebo is a current student in the Master in Industrial and Employment Relations, starting in September 2023.

Lebo serves as the Director of Employment Industrial Relations for DP World's Sub-Saharan Africa operations. Her role encompasses overseeing employment and industrial relations across 28 countries, integrating legislative resources, and policy development influenced by her Master education.

Critical skills he gained include comprehensive understanding of social dialogue implementation across different labour systems, transcending from a localized practitioner to a global professional. This broadened view aided her in navigating diverse industrial relations standards and policies.

The programme prepared Lebo for expanding beyond South African jurisdiction, crucial after DP World's acquisition, enhancing skills in multi-jurisdictional law comprehension and stakeholder engagement, pivotal for policy compliance and industrial relations.

While praising the programme, Lebo suggested adding face-to-face sessions to enhance practical application and interaction, particularly beneficial for online learners seeking real-world exposure. Lebo implemented the programme concepts in establishing bilateral social dialogues across regions like SADC, fostering constructive engagement with stakeholders and adapting policies to local dynamics in Tanzania and Kenya.

She rated the programme's teaching and mentorship highly, emphasizing practical expertise from region-specific instructors, enriching the learning experience with real-world insights and fostering inquisitive learning.

Personally, the programme balanced Lebo's perspective by broadening her understanding of employee and trade union dynamics. Professionally, it facilitated global career progression, enhancing his ability to shape policies and engage in productive dialogues.

Lebo enthusiastically recommends the program for its transformative impact on career development and engagement in policy formulation and dialogues, extending his recommendation beyond his industry.

6.10 Kelly Elisabeth DeNooyer: Master in Management of Development (2022-2023)

Kelly DeNooyer, originally from the United States and residing in Italy since 2006 graduated from the Management of Development Master programme for the 2022-23 edition.

Currently, Kelly is a self-employed consultant, transitioning from the private sector (textiles and apparel) to international development. The skills she gained from the Master have been particularly relevant to her new consulting role.

Kelly highlighted several valuable skills and knowledge acquired from the programme. She enhanced her interpersonal skills, including emotional intelligence and teamwork with international colleagues. Operational skills in research, data analysis, and project design (such as theory of change and project cycle management) were also crucial takeaways. Additionally, she gained a solid understanding of sustainable development and development theory.

The programme prepared Kelly well for her career challenges, especially in stakeholder interaction and effective communication within diverse development contexts.

She suggested improvements, such as including professors from diverse backgrounds, particularly from the Middle East, and enhancing career services to support career transitions and job placement post-programme.

Kelly applies the theories and concepts learned in the programme to her teaching role, incorporating SDGs and sustainability into her textiles and apparel courses. She also utilizes her knowledge in local development projects in Tuscany.

She rated the quality of teaching and mentorship as 8 out of 10, giving a perfect score for support during the course but noting a reduction for post-course support.

The Master programme contributed significantly to Kelly's personal and professional growth. Personally, she experienced expanded perspectives, critical self-reflection, and a questioning of previous work practices. Professionally, she gained confidence in her knowledge of sustainable development, feeling well-prepared to design and manage development projects.

Kelly highly recommends the programme, particularly for those seeking careers in international development. Describing the programme in three words, she chose "challenging, enriching, and innovative." She was most surprised by the open dialogue and critical debate environment. Angelo Miramonti, who taught arts in development and participatory theater, was an influential professor for her. Kelly also gained unexpected skills in emotional intelligence and intercultural communication.

6.11 Luis Carlos Melero García: Master in Industrial and Employment Relations (2021-2022)

Luis Carlos Melero García, from Spain participated in the 2021-2022 edition of the Master in Industrial and Employment Relations.

Currently, Luis is a Legal Labour Law Specialist at the International Labour Standards Department of the ILO, serving as the thematic lead in social security and maternity protection. His career also includes roles as a labour counselor at the Spanish embassy in Bern, Switzerland, and at the Spanish permanent mission to the ILO in Geneva.

The Master provided him with relevant knowledge and skills that were directly applicable to his professional experiences and helped him secure his current position.

Luis gained valuable skills and knowledge from the programme. With a background in law and experience as a public attorney and various positions within the labour ministry, he had limited exposure to collective bargaining and social dialogue. The Master allowed him to deepen his understanding of employment and workplace relations, areas he previously had little experience in.

The Master also prepared Luis for field challenges, equipping him with essential tips and tools for handling labour disputes, industrial relations, and assessing compliance with international labour

standards. He emphasized the importance of understanding different socioeconomic backgrounds and industrial relations systems when evaluating countries' adherence to international labour standards.

Luis found the programme highly beneficial but suggested improvements. The COVID-19 pandemic prevented him from attending the in-person sessions in Turin, which he believed would have been invaluable. He appreciated the ITCILO's efforts to offer these sessions to the next cohort and suggested incorporating more role simulation practices, especially online, to enhance practical learning.

In his professional work, Luis applied the knowledge from his thesis on Colombia's tripartite national dispute resolution body, CETCOIT. This knowledge helped him address representations under Article 24 of the ILO Constitution in various countries, particularly in Latin America, promoting similar dispute resolution mechanisms.

Luis praised the high quality of the teaching and mentorship he received. The teachers were open to discussions and adept at handling the diverse backgrounds of the students. He highlighted the support from Elton Di Tomazzi and his tutor, Luis Carlos Lumbreras, who provided invaluable guidance and feedback on his thesis.

The Master significantly contributed to Luis's professional growth by expanding his skills in areas he previously lacked experience in. It helped him transition from a theoretical understanding of laws to practical application in employment and workplace relations, boosting his confidence and security in his professional capabilities.

Luis highly recommends the Master to those interested in industrial relations, especially for individuals lacking practical knowledge in labour disputes and collective bargaining. He also endorses other ITCILO courses based on the quality of his experience.

6.12 Mara Dobre: Master of Laws in International Trade Law (2021-2022)

Mara is a trainee lawyer based in Frankfurt, Germany, specializing in dispute resolution. She pursued her Master degree in International Trade Law during the 2021-2022 edition after completing her law studies in Berlin and passing the bar exam.

Detailing her role at a boutique law firm specializing in cross-border dispute resolution, Mara highlighted the direct correlation between the Master and her professional responsibilities. She emphasized how the programme's modules on cross-border litigation and arbitration directly applied to her daily practice.

Among the most valuable skills Mara gained from the programme are specialized subjects like international private law, arbitration, contract drafting, sanctions laws, and customs law. She noted how these subjects enriched her legal knowledge and directly benefited her roles as a trainee lawyer.

Reflecting on her transition from law school to professional practice, Mara credited the Master for bridging the gap between theoretical knowledge and practical application. She highlighted the programme's emphasis on practical implications taught by practitioners, which significantly prepared her for applying legal theories in real-world scenarios.

Mara expressed satisfaction with her Master's preparation for her current career stage, noting no specific suggestions for improvement given her positive experience and seamless transition into professional practice.

Providing concrete examples, Mara discussed how she applied her Master's knowledge in handling intellectual property and trademark litigation cases, navigating international sanctions related to imports, and managing arbitration cases—all directly informed by her Master's education.

Commending the programme's teaching quality, Mara highlighted the expertise of practitioner instructors who imparted both theoretical insights and practical wisdom. She also acknowledged the supportive mentorship received, particularly citing Andrea for her responsiveness and efforts in ensuring participant satisfaction.

Attributing her expanded professional opportunities and enriched personal experiences to the Master programme, Mara noted how it broadened her legal expertise and career prospects.

Personally, she valued the multicultural interactions and cultural experiences while studying in Italy.

With enthusiasm, Mara recommended the Master of Laws in International Trade Law to aspiring lawyers pursuing careers in cross-border commercial law. She emphasized its relevance, comprehensive curriculum, and the practical skills acquired—essential for navigating complex legal landscapes.

6.13 Merve Mevsim: Master in Occupational Safety and Health (2021-2022)

Merve Mevsim, a seasoned labour inspector since 2012 with an engineering background, provided insights into her career trajectory and educational background. She enrolled in the Master in Occupational Safety and Health at ITCILO during the 10th session, which spanned from 2021 to 2022.

At the Ministry of Labour and Social Security, Merve's role primarily involves conducting occupational health and safety inspections. She adeptly balances both reactive and proactive approaches to inspections, leveraging the comprehensive curriculum of the Master programme to enrich her professional practice. This alignment underscores the programme's relevance to her daily responsibilities and career advancement.

Merve underscored the pivotal shift in her professional focus post-Master. Previously, her work as a labour inspector primarily centered on addressing work accidents in sectors like mining and construction. However, the Master's curriculum broadened her perspective to include occupational

health comprehensively. This shift in emphasis stemmed from the programme's robust coverage of various occupational health and safety topics, highlighting the prevalence and significance of occupational diseases relative to acute accidents.

In discussing the challenges inherent in occupational health and safety, Merve emphasized the difficulty of reaching a broad spectrum of workers with limited resources. She identified social dialogue as a crucial strategy taught in the programme, facilitating systemic change despite resource constraints. This aspect resonated deeply with her professional aspirations, as it empowered her to advocate effectively for occupational health and safety improvements through collaborative efforts and dialogue with stakeholders.

Reflecting on her experience, Merve expressed satisfaction with the curriculum's depth and relevance but suggested enhancing networking opportunities among participants from different Master programmes at the ITCILO. She believed that fostering stronger connections across programmes could amplify collaborative learning and professional networking, enriching the overall educational experience.

Merve highlighted a tangible application of theoretical concepts learned during the programme. Specifically, she cited the implementation of campaign theories in a proactive inspection project targeting work stress in call centers. This initiative demonstrated the practical utility of her Master's education, showcasing how strategic campaigns can effectively complement regulatory inspections to promote workplace health and safety.

Merve expressed profound gratitude towards Liza and Felix Martin Daza for their instrumental support throughout her educational journey. Beyond their expertise in occupational health and safety, they provided invaluable guidance and assistance, including practical matters like navigating life in Turin with her child. Merve's positive experience with mentors highlighted the programme's commitment to personalized support and professional development.

Completing the Master programme in Europe marked a significant personal milestone for Merve, instilling newfound confidence and fulfillment. Professionally, she credited the program with equipping her with advanced skills and knowledge crucial for advancing her career as a labour inspector. The holistic educational experience at ITCILO not only expanded her technical expertise but also enhanced her capacity to effect positive change within her professional domain.

With enthusiasm, Merve recommended the Master in Occupational Safety and Health to aspiring professionals in the field. Whether young practitioners seeking foundational knowledge or seasoned experts aiming to broaden their perspectives, she emphasized the programme's comprehensive curriculum and international networking opportunities as invaluable assets. Her endorsement underscored the program's capacity to empower participants to address complex occupational health and safety challenges effectively.

6.14 Tooleni Gosbert: Master in Public Procurement Management for Sustainable Development (2021-2022)

Tooleni Gosbert from Namibia completed the Master in Public Procurement Management for Sustainable Development with the ITCILO during the 2021-2022 cohort.

After completing the Master, Tooleni returned to Namibia and participated in the online sessions for research. She worked as an administrator at a university and taught courses in public procurement. Currently, she is pursuing a PhD at the University of Namibia, aligning her studies with the sustainable development component of her Master.

Tooleni highlighted both soft and technical skills as the most valuable takeaways from the programme. Communication and teamwork were significant soft skills developed through interactions with students from various continents and expert tutors. Technically, she learned to draft bidding documents and understood public procurement auditing processes.

Tooleni's background in logistics and supply chain management lacked practical experience in public procurement, which the programme addressed. The programme equipped her with the necessary problem-solving skills and a thorough understanding of public procurement issues, both academically and practically.

While Tooleni found the programme excellent, she suggested that the face-to-face component felt too compressed. With many activities and substantial study material crammed into short periods, more extended interactions with professors could enhance comprehension and learning.

Tooleni rated the quality of teaching and mentorship a perfect 10 out of 10. She praised the supportive tutors, experts, professors, and administrative staff, noting their deep knowledge and genuine care for students' success.

Tooleni valued the international exposure and interaction with peers from diverse backgrounds, which significantly enhanced her personal growth. This experience taught her effective ways to engage with people from different cultures, enriching her professional and interpersonal skills. Tooleni strongly recommended the programme to anyone in the field of public procurement. She emphasized the top-notch materials, excellent teaching, and overall enriching experience, stating it prepares participants very well for roles as public procurement officers or specialists.

6.15 Simon Madjie: Master of Laws in International Trade Law (2022-2023)

Simon Madjie, a lawyer from Accra, Ghana, completed the Master of Laws in International Trade during the 2022-2023 edition. Simon is currently the head of a trade association, a role deeply interconnected with his Master's education. His daily responsibilities involve understanding trade

agreements and addressing trade issues, aligning perfectly with the knowledge and skills acquired from the programme at the Turin School of Development, ITCILO.

Simon highlighted the understanding of international arbitration as particularly valuable, allowing him to explain complex processes to stakeholders. He also appreciated learning about the rules and intricacies of international trade, which has enabled him to diagnose Africa's role in WTO agreements and other trade issues. The programme was highly aligned with Simon's career needs, providing specialized knowledge in international trade law. This alignment facilitated a seamless integration of his academic learning with his professional responsibilities, helping him advance to the next stage in his career.

While Simon praised the programme's practical approach and small class size, which fostered engagement and diverse perspectives, he suggested incorporating more content on African and Asian trade rules. Including speakers on the African Continental Free Trade Area and trade areas in Asia and the Middle East would complement the programme's current offerings.

Simon applies the theories and concepts learned in the programme daily in his role. He provided a specific example of using WTO rules to address an import restriction list from the Ghanaian government, demonstrating the practical impact of his education.

Simon rated the teaching and mentorship as excellent, noting the high quality and engaging nature of the education. The small class size and critical analysis required by the program enhanced his learning experience. The programme has deepened Simon's understanding of the philosophy behind international trade rules, making his work more meaningful and effective. This understanding has helped him create value for members of his trade association by explaining complex trade issues in an accessible manner.

Simon highly recommended the programme for anyone interested in international trade law. He highlighted the programme's exposure to different perspectives, the flexible structure accommodating working professionals, and the supportive facilitators as key benefits.

6.16 Amira Ben Mannai: Master in Social Innovation for Sustainable Development (2022-2023)

Amira, from Turin, joined the Social Innovation for Sustainable Development Master for the 2022-2023 edition. She works as an external collaborator for the International Training Center of the ILO, focusing on social media management and project management. Her Master has been instrumental in her current role, particularly in understanding and managing social innovation projects.

Prior to the Master, Amira had no background in development topics. The programme significantly improved her understanding of the Sustainable Development Goals (SDGs), making it easier for her to comprehend and manage various projects. The programme helped Amira tackle the challenge of

dealing with stakeholders. One of the Master's projects involved reaching out to new stakeholders to create a sustainable development project, which enhanced her communication skills with associations and external collaborators.

Amira suggested extending the face-to-face component of the programme. Balancing work and study was challenging for her, and more in-person time would have been beneficial. She applied the theories and concepts from the programme to her work, particularly in social innovation projects. She provided an example of a child labour communication project where her improved knowledge allowed her to contribute better ideas.

Amira rated the quality of teaching and mentorship as 9 out of 10, acknowledging there is always room for improvement. She highly recommends the programme to others. The programme enabled Amira to apply for jobs within the UN system, a significant step in her career. It also opened opportunities that were previously inaccessible to her.

Amira highly recommends the programme, especially for those interested in joining the UN system. She advises against working and studying simultaneously due to the demanding nature of the programme.

Describing the Master in three words, she chose "multicultural, exciting, and knowledge-based."

She was pleasantly surprised by the quality of professors and tutors, who provided top-notch tutoring and comprehensive understanding of the topics. Her thesis project, related to Tunisia, her homeland, made a significant impression due to its personal relevance. Beyond technical skills, Amira gained valuable communication skills and the ability to work in a multicultural environment, exploring various traditions and cultural experiences.

6.17 Shijin Kuruppath: Master in Occupational Safety and Health (2023-2024)

Shijin, originally from India and currently residing in the Sultanate of Oman is a current student in the 2023-2024 edition of Master in Occupational Safety and Health.

As an experienced professional in occupational health and safety with a background in environmental science, Shijin's decision to pursue the Master programme was driven by a strong commitment to continuous professional development. He was particularly influenced by the ILO's reputation as a leader in setting and advancing safety standards globally. Moreover, the programme's unique structure, blending online learning with a residential phase, captured his interest, especially the anticipated benefits of the face-to-face component for practical learning.

Reflecting on his journey with the programme, Shijin expressed overwhelming positivity. He described the experience as nothing short of amazing, emphasizing the supportive environment fostered by the course administrators and programme directors. The online phase provided seamless connectivity with tutors, ensuring continuous guidance and support, while the residential phase was meticulously organized. From assisting with visa processes to arranging accommodations and managing logistical

aspects, the programme's administration contributed significantly to a smooth and enriching experience.

Among the many valuable components of the program, Shijin highlighted the structured study visits embedded in the curriculum. These visits not only provided practical insights but also facilitated the application of theoretical knowledge in real-world occupational safety and health scenarios. This integration of theory and practice was pivotal in enhancing his understanding and preparedness for professional challenges.

In terms of personal and professional growth, Shijin noted a tangible impact even as he continues his research within the programme. He has already garnered increased respect and recognition from peers and management, attributing this to his deepened expertise and dedication to ongoing learning. This newfound confidence has bolstered his readiness for future career advancements in the field.

However, Shijin also identified areas for improvement within the programme. One notable challenge was the occasional mismatch between extensive presentation materials and the allocated lecture time. This sometimes led to rushed sessions and skipped content, suggesting a need for more streamlined approaches to ensure comprehensive coverage within the given timeframe.

Despite these minor challenges, Shijin praised the overall quality of teaching and mentorship provided by the faculty. He commended their depth of knowledge and accessibility, describing their support as invaluable throughout his academic journey. The collaborative learning environment, enriched by diverse perspectives from classmates, further enhanced his educational experience and exceeded his initial expectations.

In conclusion, Shijin enthusiastically recommends ITCILO's Master in Occupational Safety and Health to aspiring professionals in the field. His glowing endorsement stems from the programme's comprehensive approach, robust support system, and transformative impact on both professional skills and personal growth. For Shijin, the Master has been nothing short of a dream come true, earning a perfect 10 out of 10 rating for its excellence and the invaluable community it has fostered.

6.18 Hady Agina: Master in Public Procurement for Sustainable Development (2023-2024)

Hady Aghina, a seasoned procurement professional from Cairo, Egypt, is currently enrolled in the 2023-2024 edition of the Master in Public Procurement Management for Sustainable Development.

With two decades of experience in procurement, Hady's motivation for enrolling in the Master was driven by a desire to deepen his knowledge and broaden his influence in the field. He was particularly drawn to the programme's stellar reputation and saw it as an opportunity to gain valuable expertise in sustainable development procurement.

Reflecting on his journey, Hady described his experience with the Master as immensely enriching. He felt that joining the programme was a pivotal moment in his career, offering extensive learning

opportunities and significant professional growth. The programme's blend of technical and non-technical aspects provided a comprehensive educational experience.

Hady identified three key aspects of the programme that he found particularly valuable. Firstly, he praised the administrative and logistical support, highlighting the coordination team's ability to smoothly manage the diverse needs of participants from various regions. Secondly, he was impressed by the technical quality of the curriculum, the expertise of the tutors and lecturers, and the structured technical discussions that greatly enhanced his learning experience. Lastly, the networking opportunities facilitated by the programme, both official and informal, were instrumental in expanding his professional network and connecting him with high-profile experts.

Despite his positive experiences, Hady suggested a couple of areas for improvement. He recommended integrating artificial intelligence into the programme to enhance knowledge sharing and assessment, ensuring a balanced incorporation of innovative technologies with traditional educational methods. Additionally, he proposed an introductory week to better align participants' understanding, given the variation in experience levels, and to include more interactive and practical assignments.

The Master significantly contributed to Hady's personal and professional development. It broadened his knowledge base, expanded his network, and encouraged intercultural dialogues. Hady found the programme to be a holistic experience, engaging in informal initiatives and benefiting from the diverse perspectives of his peers.

Hady's expectations were largely met by the Master, with many aspects exceeding his anticipations, leading to overall satisfaction. He expressed high regard for the support and resources provided by the faculty and staff, appreciating their efforts in effectively managing the diverse needs of participants.

For future improvement, Hady emphasized the importance of orienting all tutors and lecturers towards adult teaching. While most experts excelled in this area, a few struggled, and he suggested refining these details to elevate the program's quality even further.

Hady had no concerns about his future progression within the Master or beyond. He felt well prepared to tackle any challenges in public procurement for sustainable development, attributing this confidence to the programme's comprehensive approach. Rating his overall experience an 8 out of 10, Hady humorously cited the weather as the reason for not giving a perfect score, while acknowledging that there is always room for improvement.

6.19 Tala Farah Sweiss: Master in Social Innovation for Sustainable Development (2023-2024)

Tala Sweiss, a participant from Jordan, is currently enrolled in the 2023-2024 edition of the Master in Social Innovation for Sustainable Development.

Motivated by the necessity for adaptability and lifelong learning in the changing workforce, Tala pursued the programme not for the degree itself but for the challenges, learning opportunities, and

personal growth it offered. She valued the chance to explore new areas, meet diverse individuals, and address global issues through the Master.

Describing her experience as exceptionally rewarding, Tala emphasized the profound personal and professional fulfillment she gained. The programme provided her with invaluable insights into social innovation and equipped her with the tools, knowledge, and skills necessary to tackle challenges, particularly in the education sector.

Tala found three main aspects of the programme particularly valuable. Firstly, the holistic approach to social innovation from a sustainable development perspective, combined with diverse literature and perspectives from lecturers of various backgrounds, was immensely enriching. Secondly, the balance between theory and practice allowed her to apply theoretical knowledge in real-world situations immediately. Lastly, the networking opportunities facilitated by the programme helped her develop valuable connections.

Balancing the Master with a full-time job was challenging, but the supportive and accommodating team made it manageable. The demanding nature of the face-to-face online component required significant time and focus, presenting another challenge. Tala suggested that the programme could benefit from more focus on public policy and its role in driving or adopting social innovation.

The programme reinforced Tala's values and principles, deepening her understanding of social innovation and expanding her professional network. She felt inspired to apply her newfound knowledge in Jordan, particularly in the education sector, by introducing concepts like design thinking, human-centered design, and social innovation to children.

Tala's expectations were not only met but exceeded. While she anticipated learning about social innovation and sustainable development, she found herself exposed to broader horizons and diverse global contexts. She highly appreciated the support and resources provided by the faculty and staff, acknowledging the efficiency and dedication of Vincenzo, Michela, Roberta, and Alan, along with the welcoming atmosphere created by the entire ITCILO community.

Tala reiterated the need for a greater focus on public policy and its impact on social innovation, believing it would further enrich the programme. She expressed no concerns, only great aspirations to apply her learning, explore new opportunities to advance her career, and contribute to creating a more just world.

Rating her overall experience an 8 or 9 out of 10, Tala noted that while she was inclined to give a perfect score, she believed there is always room for improvement.

6.20 Yazan Hajikanama: Master in Technology and Public Policy (2023-2024)

Yazan Hajikanama, originally from Syria, a current student in the 2023-2024 edition of the Master in Technology and Public Policy, has a background in business informatics and a mini MBA in business, agriculture business, and leadership.

Yazan was motivated by the interplay between technology and public policy, particularly in the context of developing countries. He aimed to learn how to use technology to improve public sector efficiency, reduce bureaucracy, and advance digital transformation and digitalization in the Arab region.

Describing his experience as brilliant and incredible, Yazan highlighted the extensive knowledge he gained on analyzing social issues, setting policies, and utilizing technology in public policy. The most valuable aspects for him were learning how to analyze social issues and create ethical policies to address them. He found all aspects of the programme fascinating and new.

Yazan faced challenges with the intensive coursework and numerous assignments. However, he acknowledged that this intensity helped him develop essential skills, particularly in time management. He suggested increasing internship opportunities to ease the transition from academic learning to real-world professional work.

The Master significantly contributed to Yazan's career and knowledge improvement. He valued the diverse cultural interactions within his cohort, which broadened his horizons and enhanced his learning experience. His expectations were exceeded by the programme's structure, the supportive staff, and the learning methods. He and his colleagues consistently found the materials and overall experience surpassing their expectations.

Yazan expressed high satisfaction with the campus facilities, staff, and the availability of resources, including online databases and information. While he did not express specific concerns, he highlighted the common struggle of fresh graduates in finding job opportunities that match their educational background.

Recommending an increase in internship opportunities to help students transition more effectively from academic settings to professional environments, Yazan rated his overall experience in the Master an 8 out of 10.

6.21 Camila Cabrera Darquea: Master in Management of Development (2023-2024)

Camila Cabrera Darquea, from Ecuador, is currently enrolled in the 2023-2024 edition of the Master in Management of Development at ITCLO.

Camila was motivated to enroll in the programme due to its flexibility, allowing for both online and in-person experiences. This flexibility enabled her to balance her full-time job in Ecuador while pursuing her Master degree. Her work in development projects in Ecuador spurred her desire to gain more knowledge and skills in this field.

Her experience has been positive, particularly enjoying the in-person phase in Turin after completing the online phase. She values the face-to-face interactions with peers and lecturers, enhancing her learning experience despite the challenging weather in Turin. The flexibility of the programme's modality was most beneficial, allowing her to maintain her job while studying. Meeting classmates and lecturers in-person was also invaluable for building connections and enhancing the learning experience through direct interactions.

Camila suggested incorporating more dynamic and interactive activities in lectures to avoid traditional and lengthy sessions. She believes this would enhance engagement, especially during long class hours. The Master has significantly contributed to Camila's teamwork and communication skills, especially given the diverse backgrounds of her peers. These skills are crucial for both her personal and professional growth.

Her expectations have been met, particularly appreciating the programme's organization, the quality of lecturers, and the diverse perspectives offered. The presence of a supportive tutor throughout both the online and in-person phases has been particularly valuable. She is very satisfied with the support from faculty and staff. She appreciates the continuous guidance from the tutor, administrative assistant, and programme director, ensuring the smooth progression of the programme and student satisfaction.

Camila recommends maintaining the hybrid modality of the programme. She also suggests providing an onboarding session covering daily life aspects outside the campus, such as public transportation tips, to help students acclimate to their new environment. She has no current uncertainties about the program but feels it has encouraged her to explore and expand her professional horizons, challenging her to think outside the box regarding her career path in development.

Camila rated her experience in the Master as 8 to 9 out of 10, indicating high satisfaction. Her feedback highlights the strengths of the Master in Management of Development, particularly its flexibility, supportive environment, and the opportunity for in-person interactions. She values the programme's contribution to her professional and personal development and suggests minor improvements to further enhance the student experience.

7. Conclusions

The tracer study of the TSD Masters Programmes has yielded several key insights into the effectiveness and impact of these educational offerings. Overall, the findings indicate high levels of satisfaction and significant positive outcomes for graduates, alongside valuable feedback for future improvements.

Employment and Career Development

Graduates have reported notable advancements in their careers, attributing their success to the knowledge and skills acquired during their Masters studies. Many have moved into higher positions within their organizations or transitioned to roles that are better aligned with their professional goals. The study highlighted specific instances where alumni have utilized their education to effect positive change in their workplaces, demonstrating the practical applicability of the curriculum.

Knowledge and Skills Application

An overwhelming majority of alumni confirmed that they had gained new knowledge through their studies. Approximately 85% of respondents indicated that they have applied this knowledge in their professional or academic pursuits post-graduation. This high rate of knowledge application underscores the relevance and quality of the programmes offered by TSD.

Networking and International Exposure

One of the most appreciated aspects of the Masters programmes was the internationalism and the opportunity to interact with peers from diverse backgrounds. Students valued the chance to engage with individuals from various cultures and professional contexts, which enriched their learning experience and broadened their perspectives.

Student Satisfaction and Programme Impact

The survey responses and interviews reveal a high degree of satisfaction with the programmes. Ninety percent of alumni felt that the Masters met or exceeded their expectations. Specific elements, such as study tours and field visits, were highlighted as particularly beneficial, providing hands-on learning experiences that enhanced the theoretical knowledge gained in the classroom.

Areas for Improvement

Despite the positive feedback, the study also identified areas needing improvement. Some students pointed out the delays in administrative processes, such as obtaining final proof of their degrees. There were also suggestions for increasing networking opportunities and practical exercises, as well as better coordination of lecture content to avoid overlaps and ensure comprehensive coverage of all relevant topics.

Case Studies and Interviews

Detailed case studies and interviews provided further depth to the findings, illustrating individual success stories and the diverse ways in which the Masters programmes have impacted graduates' careers. These narratives highlighted the broad applicability of the skills learned and the tangible benefits of the TSD educational approach.

Overall, the tracer study confirms that TSD Masters Programmes are effective in advancing the careers of their graduates, providing them with valuable skills, and fostering a rich, international learning environment.

8. Recommendations

1. Diversify Resource Persons

To enhance the richness of learning experiences, it is recommended to increase the diversity of resource persons. Inviting professionals and academics from various cultural, professional, and geographical backgrounds can provide students with a broader range of perspectives and insights, fostering a more inclusive and comprehensive learning environment.

2. Diversify Case Studies Contexts

Diversify the contexts of lecture delivery and case studies to include examples from regions outside the EU and the US. This will provide students with a more global perspective and better prepare them for international careers.

3. Measure Satisfaction after Every Module

Implement regular satisfaction assessments after each module to capture students' immediate reactions to the content, delivery, and applicability of the lessons. This feedback mechanism will ensure continuous improvement and address any issues promptly, enhancing the overall educational experience.

4. Provide Opportunities for Formal and Informal Communication between Various Masters Students

Facilitate both formal and informal communication opportunities between participants of different Masters programmes offered by the ITCILO. This can help build a stronger network, encourage knowledge sharing, and create a more cohesive learning community.

5. Better Preliminary Information

Provide more detailed preliminary information regarding workload expectations and the stay in Italy. Clearer guidelines and expectations can help students better prepare for the demands of the programme, reducing stress and improving their overall experience.

6. Readings and Materials in eCampus and on Campus

Ensure that readings and materials are readily accessible and up-to-date on eCampus. This will streamline the learning process, making it easier for students to access necessary resources and stay engaged with the course content. Additionally, look in to making some physical readings available on Campus and accessible to students during the residential phase.

7. Better Control on Attendance

Implement stricter attendance controls to ensure group cohesion and maximize the learning experience. Consistent attendance is crucial for maintaining group dynamics and ensuring that all students can benefit fully from the programme.

8. Coherence and Continuity of Sessions

Plan sessions in a way that ensures coherence and continuity of content provided by different lecturers. This will help prevent overlapping information and ensure a more structured and logical progression of topics throughout the programme.

9. Look in to extending the Face-to-Face Phase

Consider extending the face-to-face phase of the Masters programmes. A longer in-person component can enhance learning outcomes by providing more opportunities for direct interaction, hands-on activities, and networking. Additionally, it can reduce the stress experienced by students during the residential phase that is caused by the significant amount of involved learning and assignments.

10. Provide a Kick-Off Course

Introduce a kick-off course to ensure that all students have a basic level of technical knowledge and to agree on consistent terminology. This will help bridge any knowledge gaps and ensure that participants from diverse backgrounds are on the same page from the start.

11. Introduce Artificial Intelligence to Innovate Teaching and Assessment Methods

Explore the introduction and deployment of artificial intelligence in relevant aspects of the programmes. AI can enhance learning experiences, provide personalized support, and streamline administrative processes. Investigate and implement innovative teaching and knowledge assessment methods beyond traditional approaches. This could include more interactive and experiential learning techniques, which can improve student engagement and learning outcomes.

9. Annexes

Annex 1: Follow-up Evaluation Survey of TSD Students of the Academic Year 2021-2022

Follow-up evaluation survey of former TSD students	
Learner cohort of the 2021-22 academic year	
<p>* 1. Have you acquired new knowledge during the Masters Programme? If so, can you specify the areas of expertise where you benefited most?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, please specify areas of new knowledge acquisition here:</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	
<p>* 2. Have you applied the newly acquired knowledge in your workplace since graduation? If so, can you give concrete examples?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, please specify examples for new knowledge application here:</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	
<p>* 3. Would you say that your professional development has been advanced by the attainment of the Masters degree? If so, can you briefly qualify the performance improvement?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>If yes, please specify performance improvements caused by the Masters studies:</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	
<p>* 4. Overall, would you say that the outcomes of your learning journey as Masters student have met your original expectations? Please elaborate briefly.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Please elaborate:</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div>	
<p>* 5. Would you be willing to participate in a TSD tracer study to describe your personal experience with the TSD Masters Programme? (This participation would involve a one-hour online interview)</p> <p><input type="radio"/> Yes <input type="radio"/> No</p>	

Annex 2: List of Masters Covered by the Tracer Study

1. Master in Industrial and Employment Relations (2021-2022)
2. Master in Industrial and Employment Relations (2022-2023)
3. Master in Industrial and Employment Relations (2023-2024)
4. Master in Occupational Safety and Health (2021-2022)
5. Master in Occupational Safety and Health (2022-2023)
6. Master in Occupational Safety and Health (2023-2024)
7. Master in Social Innovation for Sustainable Development (2021-22)
8. Master in Social Innovation for Sustainable Development (2022-23)
9. Master in Social Innovation for Sustainable Development (2023-2024)
10. Master of Laws in International Trade Law (2021-2022)
11. Master of Laws in International Trade Law (2022-2023)
12. Master of Laws in International Trade Law (2023-24)
13. Master in Public Procurement Management for Sustainable Development (2021-22)
14. Master in Public Procurement Management for Sustainable Development (2022-23)
15. Master in Public Procurement Management for Sustainable Development (2023-24)
16. Master in Management of Development (2021-2022)
17. Master in Management of Development (2022-2023)
18. Master in Management of Development (2023-2024)
19. Master in Technology and Public Policy (2022-2023)
20. Master in Technology and Public Policy (2023-2024)
21. Master of Laws in Intellectual Property (2021-2022) – *This Master is currently managed directly by UNITO e WIPO*

Annex 3: List of Interviewed Students

In-person interviews

1. Allan Martinez Venegas (Costa Rica) - Master in Social Innovation for Sustainable Development (ed. 2021-22)
2. Amira Ben Mannai (Tunisia) - Master in Social Innovation for Sustainable Development (ed. 2022-23)
3. Tala Farah Qustandi Swiss (Jordan) - Master in Social Innovation for Sustainable Development (ed. 2023-2024)
4. John Titan (Philippines) - Master of Laws in International Trade Law (ed. 2023-24)
5. Tooleni Loteni Vista Gosbert (Namibia) - Master in Public Procurement Management for Sustainable Development (2021-22)
6. Hady Mohamed Nabil Zaky Mohamed Agina (Egypt) - Master in Public Procurement Management for Sustainable Development (2023-24)
7. Camila Cabrera Darquea (Ecuador) - Master in Management of Development (ed. 2023-2024)
8. Yazan Hajikanama (Syria) - Master in Technology and Public Policy (ed. 2023-2024)

Online Interviews

9. Luis Carlos Melero García (Spain) - Master in Industrial and Employment Relations (2021/2022)
10. Aslim Iqubal Singh (Guyana) - Master in Industrial and Employment Relations (2022/2023)
11. Molebogeng Matlhodi Moleke (South Africa) - Master in Industrial and Employment Relations (2023/2024)
12. Merve Mevsim (Türkiye) - Master in Occupational Safety and Health (2021/2022)
13. Shijin Kuruppath (India) - Master in Occupational Safety and Health (2023/2024)
14. Ilaria Caroppo (Italy) - Master in Social Innovation for Sustainable Development (ed. 2022-23)
15. Mara Dobre (Romania) - Master of Laws in International Trade Law (ed. 2021-2022)
16. Simon Madjie (Ghana) - Master of Laws in International Trade Law (ed. 2022-2023)
17. Gunel Safaraliyeva (Azerbaijan) - Master in Public Procurement Management for Sustainable Development (2022-23)
18. Joseph Edoka Odu (Nigeria) - Master in Management of Development (ed. 2021-2022)
19. Kelly Elisabeth Denooyer (Italy) - Master in Management of Development (ed. 2022-2023)
20. Charles Bassey (Nigeria) - Master in Technology and Public Policy (ed. 2022-2023)
21. Giulia Perlo (Italy) - Master of Laws in Intellectual Property (Ed. 2021/2022)

Annex 4: Interviews Questions

A. Graduates interview script

These questions cover various aspects of the Masters programmes, including their relevance to students' careers, the effectiveness of teaching and mentorship, practical application of knowledge, and overall impact on personal and professional development.

- 1. Thank you for agreeing to participate in this study. Do we have your consent to record this interview?**
- 2. Please introduce yourself. What is your name and where are you from? Which Masters programme did you join? Which edition?**
- 3. Can you describe your current job role and how it relates to your Masters education?**

This question helps to understand the alignment between the program's curriculum and real-world job requirements.

- 4. What specific skills or knowledge gained from the programme have been most valuable in your career?**

This question helps to identify the program's strengths in equipping students with relevant skills and knowledge.

- 5. How did the programme prepare you for challenges in your field?**

This question assesses the program's effectiveness in providing practical preparation for real-world challenges.

- 6. In what ways do you feel the programme could have better prepared you for your career? What suggestions do you have for improving the programme?**

This question elicits feedback on areas where the program may need improvement or enhancement.

- 7. Have you been able to apply the theories and concepts learned in the program to your professional practice? If so, can you provide an example?**

This question evaluates the practical application of theoretical knowledge gained from the program.

- 8. How would you rate the overall quality of teaching and mentorship you received during your time in the programme?**

This question gathers feedback on the quality of instruction and support provided by faculty and mentors.

- 9. To what extent do you feel the programme contributed to your personal and professional growth?**

This question measures the broader impact of the program on students' personal and professional development.

- 10. Would you recommend this programme to others seeking similar career paths? Why or why not?**

This question gauges students' satisfaction with the program and their likelihood of recommending it to others.

B. Current students interview script

These questions aim to gather mid-term feedback from students enrolled in the Masters programmes, allowing for insights into their experiences, challenges, and suggestions for improvement.

- 1. Thank you for agreeing to participate in this study. Do we have your consent to record this interview for quality assurance and promotional purposes?**
- 2. Please introduce yourself. What is your name and where are you from? Which Masters Programme are you currently joining?**
- 3. What motivated you to enroll in this Masters programme?**

This question aims to understand the students' initial motivations and expectations for joining the programme.
- 4. What has been your experience with the programme so far?**

This question provides an opportunity for students to share their overall impressions and experiences midway through their studies.
- 5. What aspects of the programme have you found most valuable or beneficial?**

This question seeks to identify the specific elements of the programme that students perceive as particularly helpful or impactful.
- 6. Have you encountered any challenges or areas of improvement within the programme?**

This question encourages students to reflect on any difficulties they have faced and areas where they believe the program could be enhanced.
- 7. How do you feel the programme has contributed to your personal and professional development up to this point?**

This question assesses the students' perceptions of the programme's impact on their growth and development halfway through their studies.
- 8. In what ways have your expectations of the programme aligned with your experiences so far?**

This question helps to gauge whether students' initial expectations of the program have been met or if there have been any discrepancies.
- 9. How satisfied are you with the support and resources provided by faculty and staff within the programme?**

This question aims to assess students' satisfaction with the level of support and assistance received from program personnel.
- 10. What suggestions or recommendations do you have for improving the programme moving forward?**

This question invites students to provide constructive feedback and offer suggestions for enhancing the programme's effectiveness and relevance.
- 11. Do you have any concerns or areas of uncertainty about your future progression within the programme or beyond?**

This question allows students to express any concerns or uncertainties they may have regarding their academic or career path.
- 12. Overall, how would you rate your experience in the Masters programme thus far, on a scale of 1 to 10?**

This question provides a quantitative measure of students' satisfaction with the programme at the midway point of their studies.

C. Common Questions for outreach purposes

These questions have been added for promotion and outreach purposes with the intent of supporting the creation of "creative" content.

1. Quick-fire! In three words, describe your experience in the Masters programme.
2. What surprised you most about the Masters programme – in a good way?
3. Did a specific professor, project, assignment or mentor make a lasting impression on you? Tell us about it.
4. Beyond technical skills, what unexpected skills did you gain through the program? (e.g., communication, teamwork)
5. What advice would you give your younger self considering this program?
6. Looking back, what would you tell someone who is nervous about starting this program?
7. Imagine you are giving a toast to your fellow graduates, what would you say?
8. Complete the sentence: "Because of my Masters experience, I now feel..."
9. Rapid-fire word association: Masters programme – what comes to mind first?
10. If the program had a mascot, what would it be?