

External Evaluation of the ITCILO's 2024 Social Protection Training Activities



FINAL REPORT

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Evaluation commissioned by the **ITCILO**
carried out by **the Alternatives Factory**
with technical support from **Relief Applications**

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List of Acronyms

AISS	Association Internationale de la Sécurité Sociale (International Social Security Association – ISSA)
ACTEMP	ILO Bureau for Employers' Activities
ACTRAV	ILO Bureau for Workers Activities
CSV	Comma separated Values
CFC	Contribution to Fixed Costs
CRM	Customer Relationship Management
COI	Community of Inquiry
EQ	Evaluation Question
FGD	Focus Group Discussion
GEP/MTSS	Gabinete de Estratégia e Planeamento do Ministério do Trabalho e Solidariedade Social (Planning and Strategy Office of the Ministry of Labour and Social Solidarity)
G Staff	General Service Staff (ITCILO staff category)
ICTS	Information and Communications Technology Services (ITCILO)
IDs	Identifiers
IEFP	Instituto do Emprego e Formação Profissional. (Institute of Employment and Vocational Training)
ILO	International Labour Organization
ILS	International Labour Standards
ILSGEN	International Labour Standards, Rights at Work and Gender Equality
ISSA	International Social Security Association
ITCILO	International Training Centre of the International Labour Organization
IOM	International Organization for Migration
KAT	Knowledge Acquisition Test
KII	Key Informant Interview
MAP	Management of Activities and Participants (ITCILO database)
OECD DAC	Organisation for Economic Co-operation and Development – Development Assistance Committee
P Staff	Professional Staff (ITCILO staff category)
PALOP	Países Africanos de Língua Oficial Portuguesa (Portuguese-speaking African Countries)
PATU	Participants Admissions and Travel Unit
P&B	Programme and Budget (ILO)
PDCA	Plan–Do–Check–Act cycle
SDT	Social Dialogue and Tripartism
SOCPRO	Social Protection Department (ILO)
SP	Social Protection
SPGT	Social Protection, Governance and Tripartism (ITCILO)
ToR	Terms of Reference
TDIR	Director of Training
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
VR	Virtual Reality
WHO	World Health Organization

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We are indebted to ITCILO staff and partner organisations who shared their insights so generously; many interviews continued beyond the time initially scheduled.

This evaluation was conducted in close technical collaboration with The Alternatives Factory's trusted partner, Relief Applications. The Alternatives Factory wishes to express its sincere appreciation to Sebastian Weishaupt (Relief Applications), who led the qualitative analysis and reporting, and Mehmet Sundu (Relief Applications), who led the quantitative analysis.

The findings and interpretations presented here are those of the evaluation team and do not necessarily reflect the views of the ITCILO or its partners. Any remaining errors are our own.

Above all, we hope this evaluation and its recommendations will serve learning and improvement, with the aim of advancing social protection outcomes worldwide.

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Executive Summary

This report presents the findings of the external evaluation of the International Training Centre of the International Labour Organization (ITCILO)'s training activities on the thematic area of Social Protection (SP) for the year 2024. Commissioned by the ITCILO, this evaluation forms a crucial part of the Centre's commitment to continuous quality improvement and strategic development, aligning with its 2022-25 Strategic Plan emphasizing a quality-focused, data-driven approach to monitoring and evaluation. The ITCILO, as the capacity development arm of the International Labour Organization (ILO), delivers services to ILO constituents worldwide, including workers' and employers' organizations, and governments, as well as other UN agencies and partners. The evaluation focused on a sample of 20 training activities delivered by the Social Protection, Governance and Tripartism (SPGT) programme in 2024, encompassing a mix of online, face-to-face, and blended courses conducted in the field or at the Turin Campus, ensuring diversity across regions and participant numbers.

The purpose of this evaluation was to provide the Centre with evidence of the relevance, coherence, validity, effectiveness, efficiency, impact, and sustainability of its 2024 Social Protection training activities. It also aimed to identify which training modalities are more impactful in terms of effectiveness and efficiency, and to extrapolate good practices, lessons learned, and recommendations for improvement or scale-up. The findings are intended to directly inform future programming decisions for the Centre's training services. The primary audience for this report includes the ITCILO Board, the Training Department (with a specific focus on the SPGT Programme), and internal quality assurance units, as well as Finance, Information and Communications Technology Services (ICTS), and Facilities and Internal Services (FIS) / Participants Admissions and Travel Unit (PATU). It also serves as a reference for institutional partners, trainers, and participants.

Methodology

The evaluation adopted a mixed-methods design, combining quantitative and qualitative techniques to generate robust, triangulated evidence. It was guided by internationally recognised evaluation and quality standards, including the evaluation criteria of the Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD DAC), the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation, and the International Organisation for Standardisation (ISO) standard 29993:2017. Data collection and analysis methods included a systematic document review, quantitative dataset analysis (eCampus assessment records, anonymised post-course satisfaction questionnaires, and a dedicated online evaluation survey), Key Informant Interviews (KIs) with ITCILO staff and partners, Focus Group Discussions (FGDs) with former participants, and five illustrative case studies.

Limitations encountered during the evaluation included challenges with stakeholder availability during the July–August holiday period, which resulted in low FGD turnout and lower than anticipated online survey response rates for some sections. Additionally, the anonymity of some data sources prevented individual record linkage, and attrition in pre-post-knowledge acquisition tests limited the generalisability of some findings. These limitations were addressed through adaptive strategies, including manual data

reconstruction, cross-referencing, triangulation across independent sources, and weighing certain data sources more heavily when necessary.

Key Findings

The evaluation of the ITCILO's SP training portfolio for 2024 reveals a programme that is strategically relevant, technically robust, and highly valued by its participants and institutional partners. It shows tangible contributions to capacity development at individual, institutional, and, in some cases, policy levels.

Relevance (EQ1): The SP training activities demonstrate strong alignment with the strategic priorities of both the ITCILO and the ILO, particularly the ILO's 2022–2025 Strategic Plan and 2024–2025 Programme and Budget. Collaboration with strategic partners like the Social Protection Department of the ILO (SOCPRO) and ensures policy coherence and technical robustness. Participants consistently rated courses as highly relevant to their needs, with 93.6% agreeing or strongly agreeing on this point in the online evaluation survey. However, the lack of systematic documentation for portfolio planning and participant needs assessments was identified as a gap, relying on informal mechanisms and limiting transparency and the Centre's ability to fully tailor content.

Coherence (EQ2): The SP training portfolio supports the ILO's social protection agenda by building capacity, facilitating policy coherence, and leveraging partnerships. While Social Dialogue and Tripartism (SDT) is strongly mainstreamed (30% of sampled courses integrating SDT significantly, matching the institutional target), the integration of Gender (10%) and International Labour Standards (ILS) (15%) is less prominent, falling below institutional averages and targets, indicating opportunities for enhancement. Initiatives like the Action Portugal project exemplify strong integration of training with technical assistance for systemic impact.

Validity of Design (EQ3): ITCILO has significantly diversified its training modalities, shifting towards digital and blended learning, which accelerated post-2018 and effectively utilising the eCampus platform and integrating the Community of Inquiry (COI) framework. Participants reported high satisfaction with instructional clarity, course structure, and tutor support. While generally well-structured, minor inconsistencies in eCampus instructional design, onboarding practices, and accessibility features were noted. The piloting of hybrid courses is promising but requires further adaptation of internal systems.

Effectiveness (EQ4): The evaluation framework (Kirkpatrick model) measures effectiveness across four levels. Certification rates are high (91.8%), and overall participant satisfaction is very high (mean of 4.55 out of 5), meeting the strategic target. However, knowledge acquisition shows variability, with only about half of participants demonstrating measurable improvement between pre- and post-tests, falling short of the 85% strategic target. Knowledge acquisition also declined consistently with age, and a performance gap was observed across participants from different countries of origin. Factors influencing effectiveness include high-quality facilitation, intellectually engaging content, and learner motivation. Delivery mode (online vs. in-person) had no statistically significant impact on effectiveness. Gaps remain in practical application, contextualisation, language accessibility (strong call for other languages than English and

French, including Portuguese, Spanish or adequate translation), and post-course interaction.

Effectiveness of Management Arrangements (EQ5): The Centre's training coordination is supported by well-defined roles, quality management systems, and collaborative mechanisms, with participant feedback largely positive regarding organisation and administrative support. However, practical ambiguities in roles, informal knowledge-sharing, ad hoc cross-departmental collaboration, and procedural burdens with support services (Finance, ICTS, FIS/PATU) persist.

Efficiency (EQ6): ITCILO's SP training portfolio demonstrates a deliberate balance between cost-efficiency, pedagogical quality, and strategic outreach. Residential courses, particularly in Turin, incur higher costs but generate the strongest Contribution to Fixed Costs (CFC), helping to cross-subsidise lower-margin or tailor-made activities. Online courses are more cost-efficient, especially at scale. Strategic measures like early publication of courses and leveraging local expertise (e.g., Action Portugal) are perceived to enhance efficiency. While participants and clients generally expressed high satisfaction and perceived value for money, the evaluation identified operational inefficiencies in participant enrolment and internal workflows, with a clear need for greater automation and standardisation. Staff capacity is also reportedly stretched, particularly for tailor-made requests.

Impact (EQ7): The SP trainings have driven notable change at individual, organisational, and policy levels. A high proportion of participants (94.4%) reported applying acquired knowledge, with 72.8% providing concrete examples (ITCILO Key Performance Indicator (KPI) 2.C see table 1 below). Evidence shows improvements in job performance, professional growth, and influence on organisational practices, including legislative reforms and improved governance. The trainings also contribute to broader systemic changes by facilitating professional networks and dialogue. However, the absence of systematic post-training follow-up limits the Centre's ability to reinforce learning and document longer-term results.

Sustainability (EQ8): Training results are likely to be sustained and scaled, evidenced by long-term application and institutional uptake. Multi-phase programmes and initiatives like Action Portugal support ongoing engagement. The training portfolio is designed to evolve with shifting priorities (e.g., digitalisation, climate change), and innovation funding supports future relevance. Barriers to full realisation of long-term impact include limited contextualisation in some courses, and weak post-training support and mechanisms to follow up on learning application.

2024 Key performance indicators on selected courses

Table 1: "Key Performance Indicators, Outcome 2" - Source: Evaluation Survey.

DIMENSION	TECHNICAL PERFORMANCE		
Outcome 2	Results 2024	Target 2024-2025	Results 2025
Outcome Indicator 2.C: Proof of Performance Improvement Percentage of participants in training activities who provided examples of concrete knowledge application	53% (Source: Evaluation Survey 2024)	75%	73% (Source: Evaluation Survey 2025)

Case studies

The evaluation identified good practices and lessons learned through illustrative case studies. Key insights include the value of integrating training with broader technical assistance projects (e.g. Action Portugal), fostering innovative and participatory methodologies, and promoting community building among participants through multi-course learning journeys and peer exchange.

The following case studies were developed as part of this evaluation:

- Strengthening Social Security Financial Sustainability: Debt Management in Republic of Cabo Verde (Action Portugal)
- SPGT's Flagship Initiative: The Academy on Social Security
- Influencing social protection policies and practices through impact assessments
- Facilitating Multi-Course Learning Journeys and Community Building through Diplomas
- Collaborative Course Design with the International Social Security Association (ISSA)

These practices highlight the importance of clearly defining problems, enabling post-training actions, documenting impact, and identifying factors that enable or hinder sustainability and replication of positive changes.

Conclusions

The evaluation confirms the ITCILO's Social Protection training portfolio is strategically relevant, technically robust, and highly valued by its stakeholders, contributing tangibly to capacity development. While strong performance was observed in relevance, design validity, and management effectiveness, opportunities for improvement include addressing inconsistencies in knowledge acquisition, enhancing practical application and language accessibility, and strengthening the integration of cross-cutting themes (Gender Equality and International Labour Standards (ILS) in particular). Operational efficiencies could be improved through automation of some processes, while formalising long-term post-training follow-up mechanisms will further bolster quality, inclusiveness,

and long-term impact, ensuring continued relevance and contribution to global social justice.

Recommendations

1. Strengthen Systematic Documentation for Pre-training Portfolio Planning and Needs Assessments: Implement and consistently document formal and informal needs assessments and portfolio planning processes to ensure optimal content tailoring and equitable learning outcomes.
2. Incentivise Increased Integration of Gender and ILS: Further increase systematic integration of gender and ILS across all SP training activities, aiming to meet strategic targets and fully reflect ILO's normative mandate.
3. Further Refine and Harmonise eCampus Instructional Design and Adapt Systems for Hybrid Modalities: Refine eCampus design elements and proactively adapt internal systems to fully support effective and accessible hybrid course delivery, enhancing user experience and scalability.
4. Improve Knowledge Acquisition and Address Inclusion Concerns: Implement targeted pedagogical revisions and differentiated instructional approaches to improve measurable knowledge acquisition, addressing performance disparities related to for example age and country of origin.
5. Enhance Practical Application, Contextualisation, and Language Accessibility: Integrate more real-world simulations, regionally specific case studies (especially from the Global South), invest in high-quality translation and interpretation services, and expand course offerings in key languages beyond English and French.
6. Further Activate Cross-Departmental Collaboration and Accelerate Process Automation: Institutionalise early planning and creative outreach practices, and prioritise modernisation and automation of key administrative processes like enrolment and budgeting, to reduce redundancies and improve scalability.
7. Strengthen and Formalise Long-Term Post-Training Follow-up Mechanisms: Expand systematic post-training support, leverage the newly launched alumni networks, and establish thematic communities of practice to reinforce learning and ensure sustained application of knowledge in professional and organisational contexts.

Background of the evaluation

This report presents the findings of the external evaluation of the International Training Centre of the International Labour Organization (ITCILO)'s training activities on the thematic area of Social Protection for the year 2024. This evaluation forms part of the Centre's commitment to continuous quality improvement and strategic development.

The ITCILO serves as the capacity development arm of the International Labour Organization (ILO). Its fundamental mandate is to promote social justice through decent work for all, a mission it supports by offering individual and institutional capacity development services to its constituents worldwide. These services primarily target ILO constituents, including workers' and employers' organizations, and governments, while also extending to ILO staff, other United Nations (UN) agencies, and partners such as governmental and non-governmental organizations, and the private sector.

The ILO defines Social Protection as "a set of policies and programs designed to reduce and prevent poverty, vulnerability, and social exclusion throughout the life cycle". Its objective is to ensure access to healthcare and income security for all individuals, safeguarding against social risks such as unemployment, disability, and poverty. The ILO Social Protection Floors Recommendation, 2012 (No. 202), reflects a global tripartite commitment to guaranteeing at least a basic level of social security for everyone, with the aim of progressively expanding coverage and protection levels.

The ITCILO plays a key role in implementing the 2019 ILO Centenary Declaration for the Future of Work and assists ILO constituents in navigating future of work transitions and fostering employment-right growth, aligning with the 2030 UN Agenda for Sustainable Development. Its mandate for delivering capacity development services at individual, institutional, and system levels is derived from the 2019 ILO Capacity Development Strategy, and it functions as a network hub within the innovation ecosystem defined by the 2023 ILO Innovation Strategy. Furthermore, the Centre is at the forefront of providing technical support to ILO constituents under the umbrella of the Global Coalition for Social Justice, launched by the ILO Director General in 2023.

The ITCILO's capacity development efforts in Social Protection are aimed at empowering ILO constituents to address these pressing challenges and contribute directly to the global agenda for social justice and decent work. The Centre's capacity development services are "human-centred and rights-based, promoting fundamental principles and rights at work and strengthening tripartism and social dialogue".¹

The evaluation and its underlying logic are integral to ITCILO's strategic framework. The Centre's Strategic Plan for 2022-25 underscores the importance of a quality-focused, data-driven approach to monitoring and evaluation, ensuring that excellence in training and learning is fostered through continuous quality improvement measures and regular external evaluations. Since 2014, the Centre has systematically commissioned annual external evaluations focusing on various clusters of activities or thematic areas, covering topics such as gender equality, International Labour Standards (ILS), Social Dialogue and Tripartism (SDT), and more recently, online and blended training modalities. For 2025, the

¹ ITCILO Implementation Report for 2022-23

Centre has planned an evaluation of its 2024 training activities on the theme of Social Protection, aligning with this ongoing commitment. Monitoring and Evaluation at the Centre is considered a function of service quality management, drawing inspiration from the International Organisation for Standardisation (ISO) quality management systems approach. All services are structured along the ISO Plan-Do-Check-Act cycle, and the Centre employs a results chain model for monitoring and evaluation, tracking progress from Inputs to Outputs, Out-takes (Interim Outcomes), Outcomes, and ultimately, Impact.

Purpose, Scope, and Users of the Evaluation

This section defines the objectives of the evaluation, outlines the specific training activities covered, specifies the time period under review, and identifies the main stakeholders who will use the evaluation findings.

Purpose of the Evaluation

The purpose of this evaluation is to provide the Centre with evidence of the relevance, coherence, validity, effectiveness, efficiency, impact, and sustainability of its 2024 training activities related to Social Protection. It also aims to look into which training modalities are more impactful in terms of effectiveness and efficiency, and to extrapolate good practices, lessons learned, and recommendations for the improvement or scale-up of relevant training activities. The findings from this evaluation will directly inform future programming decisions for the Centre's training services.

Scope of the Evaluation

The evaluation covers a sample of 20 training activities designed and delivered by the Social Protection, Governance and Tripartism (SPGT) programme in 2024 on Social Protection. This sample was purposefully selected by ITCILO to capture a variety of different training approaches, venues, and methodologies. The chosen activities include a mix of online courses, face-to-face courses, and blended courses, which took place either in the field or at the Turin Campus. These activities were selected to ensure diversity across regions, and most included more than fifteen enrolled participants. It is important to note that non-training activities were explicitly outside the scope of this assignment.

The evaluation focuses on the thematic area of Social Protection, which the ILO defines as "a set of policies and programs designed to reduce and prevent poverty, vulnerability, and social exclusion throughout the life cycle". Its objective is to ensure access to healthcare and income security for all individuals, particularly in safeguarding against social risks such as unemployment, disability, and poverty. This is aligned with the global tripartite commitment reflected in the ILO Social Protection Floors Recommendation, 2012 (No. 202), which aims to guarantee a basic level of social security and progressively expand coverage.

The table below provides an overview of the trainings considered as part of this evaluation:

Table 2: "Overview of Sampled Trainings" - Source: MAP database

MAP CODE	Course Title	Category	Venue	Participants Reported
A9717242	Social Health Protection - Addressing inequities in access to health care	Open	Blended	36
A9717149	E-learning on public finance for social protection analysts	Open	Distance	17
A9717138	Advocacy and Communication for Social Protection	Open	Distance	29
A9717150	E-learning on actuarial modeling for social protection analysts	Open	Distance	20
A9717152	E-learning on impact assessment for social protection analysts	Open	Distance	14
A4717155	Executive E-Learning on Pension Policy and Management (Russian)	Open	Distance	14
A9717327	E-Learning on Digital Transformation in Social Protection	Open	Distance	18
A2717644	Curso de la AISS sobre la Continuidad y Resiliencia de los Sistemas y Servicios de Seguridad Social	Tailor-made	Distance	36
A1516724	Curso sobre gestão da dívida à segurança social - Action Portugal	Tailor-made	In the field	57
A5516748	Training on social security	Tailor-made	In the field	20
A2517520	Extension de la couverture de sécurité sociale à l'économie informelle	Tailor-made	In the field	33
A4517737	Social protection policy and elimination of child labour	Tailor-made	In the field	46
A1518208	Finance publique pour les analystes de la protection sociale	Tailor-made	In the field	24
A3518219	Executive Course on Pension Policy and Management	Tailor-made	In the field	51
A9017145	Academy on Social Security	Open	Turin Centre	152
A9017126	Administrative Solutions for Extending Coverage	Open	Turin Centre	22
A9017127	Actuarial Work for Social Security	Open	Turin Centre	27
A9017129	Contribution Collection and Compliance	Open	Turin Centre	33
A9017139	Leadership for Social Protection	Open	Turin Centre	34
	Masterclass on Social Protection	Self-guided		1,205

Users of the Evaluation

The primary audience for this evaluation report comprises the ITCILO Board, the Training Department, with a specific focus on the Social Protection, Governance and Tripartism (SPGT) Programme, and the Centre's internal quality assurance units and internal ITCILO units outside the Training Department, specifically Finance, Information and Communications Technology Services (ICTS), and Facilities and Internal Services (FIS) / Participants Admissions and Travel Unit (PATU).

Additionally, the report serves as a reference for other stakeholders actively involved in the evaluation process, including institutional partners, trainers, and participants, by providing clear insights into the evaluation's scope, objectives, and methodology. Ultimately, the findings of this evaluation are intended to inform strategic decision-making, enhance quality assurance processes, and guide future programme development across all these audiences. It is the hope of the Evaluators that this evaluation will contribute to advancing universal social protection worldwide.

Evaluation implementation

The evaluation adopted a mixed-methods design, combining quantitative and qualitative techniques to generate robust, triangulated evidence on the relevance, coherence, validity of design, effectiveness, efficiency, impact, and sustainability of ITCILO's Social Protection training portfolio. Data sources included document review, quantitative dataset analysis, online survey, key informant interviews (KIIs), focus group discussions (FGDs), case studies, and a systematic design review of selected courses.

Implementation was guided by internationally recognised evaluation and quality standards, including the Organisation for Economic Co-operation and Development – Development Assistance Committee (OECD DAC) criteria, the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation, and ISO 29993:2017 on learning services outside formal education. The ITCILO quality management model, structured around the Plan–Do–Check–Act (PDCA) cycle, provided the overarching framework for assessing design, delivery, and continuous improvement mechanisms.

This section presents a transparent account of how the evaluation of ITCILO's Social Protection training activities was implemented in practice. It details how the methodological approach outlined in the Inception Report was operationalised, highlighting any deviations, constraints, and corrective measures taken. It also outlines quality assurance measures adopted to safeguard data integrity, and provides reflections on the overall adherence to the agreed timeline. By documenting the implementation process, this section reinforces the credibility, rigour, and transparency of the evaluation findings.

Desk Based Research

The desk research aimed to establish a comprehensive understanding of the design, delivery, and monitoring of the sampled Social Protection training activities, as well as their alignment with ITCILO's strategic priorities and quality assurance framework. It also served to identify existing evidence on outcomes and inform the refinement of data collection tools for surveys, interviews, and case studies.

The desk research was conducted between 13 June and 25 July 2025, overlapping with initial key informant interviews. This sequencing allowed preliminary findings from documents to inform interview questions and early analysis.

A systematic analysis was undertaken of all documentation shared by ITCILO or publicly available. The review covered:

1. Previous Evaluation Reports and Assessments – previous evaluation reports, and recent implementation reports relevant to ITCILO's training portfolios.
2. Strategic and Institutional Documents – ILO and ITCILO Strategic Plans (2022–2025) and Programmes & Budgets (2024–2025), as well as quality assurance guidelines (ISO 29993:2017 standards, PDCA cycle guidance).
3. Course-Specific Materials – course outlines, agendas, training materials, participant lists, info notes, flyers, and presentation files, accessed via the ITCILO shared drive set up for this evaluation and the eCampus platform.
4. Post-Training Evaluation Data – activity-level satisfaction reports and follow-up assessments.
5. Quantitative and Qualitative Data Extracts – participant demographic data, enrolment and completion rates from management databases d (Management of Activities and Participants (MAP)/eCampus).

The 20 training activities under review were pre-selected by ITCILO, the scope of available documentation was tied to this sample. The full list of documents reviewed is in Annex.

In addition learning needs assessments were unavailable and while consolidated data systems are in place at ITCILO and the evaluation team held a dedicated data exploration session on data with the ITCILO team, direct access to the dashboards was not possible. Instead, the evaluation team could review screenshots of the dashboards. This limited the scope for independent data exploration and necessitated some manual extraction and consolidation of information from eCampus.

Quantitative data collection and analysis

The quantitative component of the evaluation aimed to capture measurable aspects of learning outcomes, satisfaction, and participant experience across the sampled Social Protection training activities. It provided the basis for statistical analysis of knowledge acquisition, modality-specific performance, and predictors of effective learning, including the three dimensions of the Community of Inquiry (COI) framework: teaching presence, cognitive presence, and social presence.

Quantitative datasets were compiled and cleaned between 04 and 31 July 2025, with survey administration running from 07 to 25 July 2025. This period overlapped with KIIs and FGDs, allowing preliminary patterns in quantitative data to inform qualitative questioning.

The quantitative strand of this evaluation relied on three independent sources of quantitative data: eCampus assessment records, anonymous post-course satisfaction questionnaires and the online survey conducted as part of this evaluation.

eCampus platform data

The first source was eCampus knowledge assessment records, which includes pre- and post-Knowledge Acquisition Test (KAT) scores, demographic details, and certificate logs. These data were compiled from learner knowledge assessment exports, completion logs, and downloaded manually from eCampus by the Evaluators. Course-level metadata, provided by the ITCILO staff, was also incorporated. This dataset includes comprehensive course descriptors such as MAP codes, titles, start and end dates, delivery modalities, venues, participant categories, enrolment and completion figures, financial information, collaborating institutions, and credential types. Processing steps involved standardising variables, correcting malformed entries, and deduplicating records. Participants were matched using unique IDs, with minor adjustments to names and email addresses to maximise linkage. Course-level metadata, such as MAP codes, course dates, enrolment figures, and contextual markers, were then joined to the dataset. A learning_gain variable was then calculated as the difference between post- and pre-test scores.

In total, the compiled dataset contained 2,275 participant records, corresponding to 2,066 unique individuals across all courses. When excluding the Master Class, the dataset comprised 692 participant records from 658 unique individuals.

Anonymised Satisfaction data

The second source comprised anonymous post-course satisfaction questionnaires, which provided participant ratings on satisfaction, effectiveness, and relevance, as well as thematic and expert items. Data from 20 course-specific comma separated value (CSV) files (covering 19 unique courses, with course Ag717242 having separate files for its English and French versions) were standardised by removing trailing summary rows, mapping multilingual question texts to a common dictionary, and restructuring responses into three harmonised tables: core satisfaction metrics, expert ratings, and thematic items. Binary and Likert-scale responses were converted to numeric values, and all tables were validated for coverage. Because these questionnaires were anonymous, they could not be linked to individual knowledge acquisition or the evaluation survey; instead, they were analysed independently and triangulated with other sources using course codes or hashed identifiers (IDs). In total, the dataset comprised 463 participant responses across the 20 files (19 courses).

Online evaluation survey

The third source was the online survey conducted specifically for this evaluation. The evaluation survey was administered to 1888 women and men from the participant population (including 1205 learners enrolled in the free self-guided Masterclass on social protection). The recipients were the participants enrolled in the 20 courses under evaluation and the list was extracted from the Centre's Management of Activities and Participants (MAP) database and the Centre's virtual campus (eCampus). The survey (that was available in 7 different languages, run on SurveyMonkey and disseminated via the Centre's Customer Relation Management (CRM) tool) was designed to gather in-depth information on participants' impressions and experiences, covering aspects such as satisfaction, perceived quality, knowledge acquisition, and the extent to which the training has been applied in practice. Questions also explored elements of the COI framework to assess social presence, cognitive presence, and teaching presence, particularly relevant for online and blended learning formats. The questionnaire will be pre-written and pre-coded.

Participants received email invitations with two reminders and an extension notice. Response rates were lower than anticipated, likely influenced by the July–August holiday period. The online survey received responses from 172 participants (see also Limitations and mitigation measures).

Statistical analyses

Factor analysis was applied to validate the dimensional structure of the COI framework, addressing the research objective of testing whether it captures the multidimensional nature of online learning. Only respondents with sufficient item completion were included, and reliability checks confirmed that items grouped as expected.

Regression modelling on the online evaluation survey dataset followed a hierarchical ordinary least squares approach, reflecting the aim of identifying institutional and operational factors that influence outcomes. Variables were entered in blocks, starting with demographic and organisational factors, then adding learning support and motivation, and finally the COI dimensions, to see the incremental effect of each set. Assumptions of normality, homoscedasticity, and multicollinearity were tested, robust standard errors were applied where needed, and model stability was assessed through cross-validation.

Equity analysis, in line with the focus on patterns of knowledge acquisition across demographic groups, examined differences by gender, age, sector, and region using appropriate parametric or non-parametric tests, with effect sizes reported to indicate practical significance. Correlation analysis explored relationships between key variables. For satisfaction data, respondent anonymity was preserved by using course-level aggregates, which were then triangulated with other sources to link findings on satisfaction to course features and outcomes.

Qualitative Data Collection and analysis

The qualitative component of the evaluation sought to capture rich, contextual insights on the design, delivery, and outcomes of ITCILO's Social Protection training portfolio. It explored validity of design, perceived quality, operational efficiency, and sustainability, as well as examples of application, success factors, and areas for improvement.

Systematic review of eCampus platform

A systematic review of key design elements on the eCampus platform was carried out. Design elements were identified at the outset but expanded during the review process. An assessment matrix was used to systematically review and compare the presence and consistent use of the identified design elements. Each course was reviewed directly on the ITCILO eCampus. Observations were recorded for each element, and a summary of findings was synthesized for each design element assessed. The summaries reflect qualitative judgments based on the presence, clarity, and consistency of each feature across the sample. This approach allowed for identifying both strengths and areas for improvement in the overall course design landscape.

Key Informant Interviews

Key Informant Interviews with ITCILO Staff, institutional partners and clients aimed to collect in-depth, qualitative insights on the design, delivery, and perceived results of ITCILO's Social Protection training portfolio. They provided perspectives from internal stakeholders and external partners on strategic alignment, training quality, operational efficiency, and factors influencing outcomes and sustainability.

Interviews were conducted between 13 June and 24 July 2025, overlapping with the desk research and survey administration to allow early findings from one method to inform questioning in another.

Semi-structured interviews were conducted with 13 key informants, including ITCILO staff from the SPGT department (5), staff from relevant support services (3), higher-level management (2) and institutional clients and partners (3). Due to language and timing constraints, one interview could not be conducted but answers were submitted in writing.

Interview guides were tailored to stakeholder groups (see Annex), with questions linked to the evaluation matrix. Sessions were conducted via google meet videoconferencing, with informed consent obtained for recording and transcription. Due to language and timing constraints, one interview could not be held in person and was replaced by written responses to the same question set.

Focus Group Discussions with former participants

Focus Group Discussions with former participants aimed to explore both tangible and intangible changes resulting from participation in ITCILO's Social Protection training activities. They provided a platform for participants to share concrete examples of application, identify success factors, and highlight good practices that could inform future course design and delivery.

Two FGDs sessions were organised with former participants from the sampled training activities. A multi-layered purposive sampling strategy was applied to ensure balanced representation in terms of gender, geographical region, organisational type, and training modality. The process was as follows:

From an initial pool of 109 survey respondents, a candidate list of 51 English-speaking individuals willing to participate was created. A final ranked list of 30 potential participants was then curated using a hierarchical approach. Priority was given first to stakeholder-nominated candidates, followed by participants who provided critical feedback on the training (e.g., lower satisfaction ratings or insufficient engagement). The list was then balanced to ensure gender parity, diversity of courses attended, and broad representation across geographical regions, age groups, and organization types. Following this selection, all 30 individuals on the prioritized roster were invited to register for the focus group discussion time slots proposed by the evaluation team.

The FGDs were planned on 24 and 25 July 2025, after the initial survey responses were received. This sequencing allowed the survey results to inform participant selection and the discussion guide (See Annex).

Despite 14 participants registering for the FGDs, only 4 attended the first session and none attended the second. The low turnout was likely influenced by the timing in late July, which coincided with the summer holiday period and reduced availability across regions. Furthermore, the FGDs were limited to English-speaking participants, potentially excluding valuable perspectives from other language groups. The resulting small group size restricted the diversity of viewpoints and limited the ability to identify patterns across different participant profiles.

Qualitative Analysis Approach

Transcripts and notes from KIIs and FGDs underwent thematic content analysis using the evaluation matrix (questions and sub-questions) as the primary coding framework. Additional sub-codes were developed inductively during review to capture emerging themes.

Software environment and use of AI

Qualitative analysis: AI-supported tools were used for data preparation and extraction. Gemini was employed to transcribe interviews, while NotebookLM was used to query transcripts and secondary documents, as well as to support the literature review by extracting and organising relevant segments. All interpretation and coding were conducted manually by the evaluators to safeguard the validity and reliability of findings. Identified excerpts were systematically cross-checked against contemporaneous notes and, where available, audio recordings, ensuring that all conclusions were grounded in verified, traceable sources.

Quantitative analysis: All transformations and analyses ran in Python 3.11 within JupyterLab. Data wrangling used pandas (2.x) and numpy (1.x); descriptive and distribution tests drew on scipy (1.x); reliability, Bartlett, KMO and Cronbach statistics came from pingouin (0.5); factor extraction and regression relied on statsmodels (0.15) for OLS, logistic and proportional-odds estimation; cross-validation and model diagnostics

employed scikit-learn (1.4); plots and diagnostic figures were rendered with matplotlib (3.9) and seaborn (0.13). Package versions are logged automatically at notebook runtime to guarantee full reproducibility.

Use of ChatGPT: The evaluation team used ChatGPT (OpenAI, GPT-4 and GPT-4.5 versions) as a drafting and editing assistant to refine and summarise text, improve clarity, and ensure consistency of tone across the report. ChatGPT was not used for generating findings or interpreting evidence; its role was limited to linguistic and presentational enhancement of evaluator-produced content.

Limitations and mitigation measures

The evaluation encountered several constraints that affected data collection processes and, to a lesser extent, the quality and completeness of the evidence base. These challenges were addressed through adaptive strategies, some of which led to minor deviations from the original methodological plan outlined in the Inception Report. All adjustments were communicated to and approved by the ITCILO evaluation focal points.

Pre-selection of sample: As noted in the desk research section, the evaluation reviewed a sample of 20 out of 55 trainings conducted by the ITCILO in 2024. This sample was pre-selected by the ITCILO prior to the evaluation process to ensure coverage of different topics, modalities, and regions. The evaluators were not involved in the selection and relied on the ITCILO to apply a rigorous and representative sampling approach.

Gaps in documentation: As noted under desk research, some course-specific documents (e.g., learning needs assessments) were unavailable, and certain datasets were incomplete or in non-analytical formats. Where possible, missing data were manually reconstructed from available sources. This included using eCampus records and dashboard summary screenshots provided by ITCILO, cross-referencing multiple sources, completing missing entries, and harmonising records, which were then cross-checked for accuracy to improve overall consistency.

Stakeholder availability: As described in the qualitative data collection section, scheduling challenges during the period of the evaluation (July 2025) meant that one planned interview was replaced with written responses. While this reduced opportunities for probing follow-up, it ensured the inclusion of all key perspectives. Flexible scheduling, use of remote interviews, and maintaining multiple contact channels helped secure broad participation despite time constraints.

Limits to data linkage: As noted in the quantitative data section, the anonymity of post-course satisfaction questionnaires and voluntary follow-up participation prevented linking individual records across datasets. This restricted the ability to track participant trajectories from training to follow-up and introduced a risk of non-response bias. To mitigate this, triangulation was conducted at the course level using multiple independent datasets, and findings were qualified accordingly.

Attrition in learning assessments: Across 13 courses (excluding the Masterclass) with both pre- and post-KAT fields, only 65% of learners completed both assessments, introducing potential attrition bias in estimates of knowledge acquisition. To avoid over-interpretation, we emphasised directional trends rather than precise effect sizes and cross-validated the quantitative signals with qualitative evidence. Moreover, the distribution of knowledge acquisition warrants caution: while negative gains are theoretically possible, they are expected to be relatively uncommon; in our data, 66 cases (21.8%) showed negative gains and 84 (27.7%) showed no change. Taken together, these limitations mean that all findings related to learning gains should be interpreted carefully and alongside corroborating evidence from other sources.

Self-reported and cross-sectional data: As with most training evaluations, outcome variables were self-reported and collected at a single point in time, meaning causality cannot be inferred. This limitation was addressed by combining statistical analysis with qualitative enquiry to corroborate reported changes.

Low participation in FGDs: Covered in the qualitative findings section, the July–August holiday period and English-only format resulted in low turnout and limited diversity of viewpoints. To mitigate this, other data sources were used, in particular the post training satisfaction questionnaire and KII, and illustrative participant quotations were drawn from multiple sources.

Online evaluation Survey response rates: While overall rates were adequate, participation was lower than expected for some courses - probably due to the relatively short time period dedicated to the evaluation survey. Mitigation included extending the survey window, issuing additional reminders, and adjusting KII sampling to ensure diverse stakeholder representation across modalities and regions.

Box 1: "Survey Completion Patterns and Implications for Analysis" - Source: Evaluation.

Analysis of the completion patterns for the evaluation online survey conducted in July 2025 shows that early sections of the questionnaire covering administrative identifiers and straightforward items were almost fully completed.

In contrast, later sections focusing on application of learning, barriers, and selected Community of Inquiry dimensions had markedly higher non-response. The missingness pattern was largely monotone, meaning that once a participant stopped answering, all subsequent items were left blank. This suggests partial survey engagement rather than targeted question skipping.

In terms of completion levels, the majority of respondents (63.4%, n=109) provided an "Excellent" set of answers, covering 90–100% of the questionnaire. However, a sizable proportion submitted very little data: 27.3% (n=47) completed less than 20% ("Bad"), 7.6% (n=13) completed 20–49% ("Low"), and 1.7% (n=3) completed 70–89% ("Good"). Notably, 32 respondents answered only the first question on focus group participation.

As a result, analyses drawing on later sections, particularly those on application-in-practice and specific COI dimensions, are based on a smaller effective sample than those for demographic and basic satisfaction items. For transparency, item-level Ns are reported, and findings from later sections are interpreted with appropriate caution to avoid overgeneralising from the subset of highly complete responses.

Methodological design constraints: This evaluation faced methodological limitations that affect the strength and generalisability of its findings. The absence of both random sampling and random assignment means the results cannot be confidently extrapolated to the full population of ITCILO course participants, nor can causal relationships between variables be inferred. Survey respondents were self-selected from MAP/eCampus enrolments, increasing the risk of selection and nonresponse biases, common in online surveys, if those with particularly positive or negative experiences were more likely to reply. Moreover, the lack of experimental or quasi-experimental controls means observed associations (e.g. between satisfaction and outcomes) should be interpreted as descriptive rather than causal. Finally, ceiling effects in satisfaction ratings compressed score variation, reducing the ability to detect group differences or correlations even when they may exist. While non-parametric tests were applied to mitigate non-normality, these do not address information loss caused by the measurement instrument. Future evaluations could enhance validity through stratified random sampling, post-survey weighting, and, where causal inference is sought, experimental or robust quasi-experimental designs.

Timing constraints: The eight-week schedule was shorter than typical for an external evaluation and overlapped with a holiday period for many stakeholders. Adjustments included extending interim deadlines for data collection, running some activities in parallel (e.g. survey and interviews), and prioritising quality over speed in final analysis.

Despite these challenges, the combination of adaptive scheduling, manual data reconstruction, triangulation across independent sources, and validation against the evaluation matrix ensured that the findings remain credible, balanced, and actionable.

Data Quality Assurance

Assurance statement: *All findings presented in this report are grounded in systematically collected and verifiable evidence, analysed using reproducible methods. The evaluation process has been documented to ensure transparency and replicability, and conclusions are directly supported by the data.*

Rigour in data analysis and reporting was ensured through a structured quality assurance process, aligned with UNEG Norms and Standards, OECD DAC criteria, and ISO 29993 principles for learning service evaluation.

All quantitative analyses were conducted using reproducible Python workflows, with scripts archived alongside automated logs of package versions to guarantee replicability. Data harmonisation protocols ensured consistency of variable names, formats, and coding across datasets. Derived variables, including composites and standardised measures, were fully documented in a codebook detailing definitions, construction steps, and inclusion thresholds. Missing or incomplete values were excluded from the relevant analyses. Outlier checks, data cleaning, and validation procedures were systematically applied to maintain accuracy and integrity. Statistical validation of constructs, such as the Community of Inquiry dimensions, was carried out using factor analysis and internal consistency testing to confirm reliability before inclusion in modelling.

For qualitative data, thematic coding followed the agreed evaluation matrix, with additional sub-codes developed inductively to capture emergent themes. Coding accuracy was maintained through cross-checking excerpts against generated transcripts, recordings and notes taken by the evaluators. Initial findings and interpretations were shared with interviewees to confirm accuracy and triangulate across sources. This ensured that all findings were grounded in traceable, verifiable evidence.

Triangulation of findings occurred systematically at both thematic and course levels, integrating quantitative and qualitative strands to strengthen validity. Preliminary analyses were sense-checked internally to confirm logical coherence and to identify any discrepancies before synthesis. Draft findings were reviewed against the evaluation questions and evidence base to ensure full coverage and to avoid over-interpretation.

Finally, the reporting process incorporated multiple layers of quality control. The UNEG Quality Checklist for Evaluation Reports was used as a benchmark to review structure, clarity, and evidence support. All data visualisations were cross-verified against underlying datasets, and statistical outputs were checked for accuracy of labelling, rounding, and interpretation. These steps ensured that the final report presented a transparent, balanced, and methodologically sound account of the evidence.

Timeline

The evaluation was carried out over an eight-week period between mid-June and mid-August 2025, slightly longer than the work plan agreed in the Inception Report, and shorter than standard external evaluation practice. The compressed timeframe was compounded by the July–August holiday period, which probably reduced stakeholder availability and contributed to lower-than-expected participation rates in the online evaluation survey and focus group discussions. These constraints, alongside limited access to some ITCILO datasets, shaped the scope and depth of evidence collection.

Table 3: "Timeline of the evaluation (Planned vs Actual)" - Source: Evaluation.

Phase/Task	Description	Planned Date	Actual Date(s)
Inception Phase			
Kick-off meeting	Initial meeting with ITCILO to align expectations and discuss the evaluation plan	–	13 June 2025
Short inception report	Describes the conceptual framework for undertaking the evaluation, including the evaluation questions	June 2025	Delivered 4 July
Data collection			
Desk research	Review of training activities within the Centre's service portfolio; convene interviews with staff and collect relevant data	June 2025	13 June – 25 July
Key informant interviews	Conduct interviews with selected informants	June 2025	13 June – 24 July
Online evaluation survey	Administer online evaluation survey to participants	June 2025	Opened 7 July – Closed 25 July
Focus group discussions	Conduct group discussions with selected participants	June 2025	24–25 July
Data Analysis			
Quantitative and qualitative analysis	Analysis of evaluation survey results, interview transcripts, and FGD notes	–	Until 31 July
Reporting			
Draft evaluation report	Prepare and submit draft report for review	July 2025	Delivered 31 July
ITCILO comments on draft	Feedback on draft evaluation report from ITCILO	–	11 August
Final evaluation report	Prepare and submit final report	July 2025	Delivered 15 August 2025

Evaluation Findings

This section presents the main findings of the evaluation, structured according to the eight evaluation questions (EQ) derived from the OECD DAC criteria and ITCILO's strategic evaluation framework. It synthesises the evidence collected through desk review, participant surveys, key informant interviews, focus group discussions, and five illustrative case studies. Each sub-section corresponds to one evaluation criterion: relevance, coherence, validity of training design, effectiveness, efficiency, impact, sustainability, and the effectiveness of management arrangements, and is informed by both quantitative and qualitative data. Where appropriate, the analysis also integrates dimensions from the Community of Inquiry (COI) framework to assess the quality of the learning experience, particularly for online and blended training modalities.

The findings aim to provide a nuanced and evidence-based understanding of how ITCILO's Social Protection training portfolio performed in 2024, how it contributed to individual and institutional capacity development, and how well it aligns with the Centre's broader strategic objectives. Each sub-section highlights strengths, identifies gaps, and surfaces insights to guide future decision-making on training design, delivery, and follow-up support.

Relevance

EQ1: To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of participants, institutional clients, and the strategic priorities of the ITCILO and ILO?

- *1.1. To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the strategic priorities of the ITCILO and ILO?*
- *1.2. To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of institutional clients?*
- *1.3. To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of participants?*

Alignment with ITCILO and ILO Strategic Priorities

The evaluation finds that the design and objectives of the ITCILO's Social Protection training activities are well aligned with the strategic priorities of both the ITCILO and the ILO. This alignment is most clearly reflected in the thematic focus of the portfolio, which directly supports the ILO's 2022–2025 Strategic Plan and its Programme and Budget for 2024–2025.

Evidence of strategic alignment

The desk review demonstrates strong alignment between ITCILO SP trainings and with the SP priorities of the ILO. By mandate the Centre is the training arm of the ILO. The Centre's areas of expertise, including social protection, are directly shaped by the ILO's 2022–2025 Strategic Plan and its thematic priorities are outlined in the Programme and

Budget. Previous thematic evaluations, while not exclusively on social protection, affirm this pattern of alignment across the Centre's portfolio.²

Box 2: "Alignment of ITCILO's Social Protection Training with ILO Strategic Priorities" - Source: Evaluation

- Guided by ILO Strategic Documents

The ITCILO's 2022-2025 Strategic Plan is directly "inspired by the higher-level ILO Strategic Plan 2022-25" and "guided by the provisions of the 2019 Centenary Declaration for the Future of Work and the 2021 Call to Action".

The Centre's Programme and Budget for 2024-25 is "firmly anchored in the strategy framework of the Centre's 2022-2025 Strategic Plan" and builds on the ILO's 2024-25 Programme and Budget.

The Centre's areas of expertise are "shaped by the ILO's 2022-25 strategic plan and the thematic priorities specified in the ILO's 2022-23 P&B," which are in turn guided by the 2019 ILO Centenary Declaration, the 2020 UN system-wide COVID recovery plans, and the ILO Director-General's call for a global coalition to promote social justice through decent work.

- Direct Alignment with ILO's Social Protection Mandate

The ILO Centenary Declaration explicitly calls for "universal access to comprehensive and sustainable social protection".

The ILO Programme and Budget 2024-25 identifies "Universal social protection" as Policy Outcome 7. This outcome aims to develop "sustainable, human-centred and rights-based social protection strategies and policies, guided by international labour standards... and social dialogue". The ITCILO contributes to this by focusing on capacity development services in areas such as "social protection".

The ILO P&B for 2024-25 allocates resources specifically to strengthen technical services, including "social protection," and to implement the Global Accelerator on Jobs and Social Protection for Just Transitions.

The ILO P&B 2026-27 continues to emphasize "universal social protection" as Policy outcome 7 and reaffirms the importance of the Global Accelerator on Jobs and Social Protection for Just Transitions.

- Role in Capacity Development and Implementation

The ITCILO is specifically referenced in the ILO's 2024-25 Programme and Budget as an ILO partner in "strengthening constituents' capacities at the global level and in acting as a learning innovation hub".

The Centre strengthens constituents' capacity for "formulation, implementation, monitoring and evaluation of social protection policies and strategies, and for the governance and administration of national social security systems".

The ITCILO's "Social Protection Governance and Tripartism Programme" engages in learning partnerships aimed at strengthening the capacities of ILO constituents and labour relations practitioners in social protection and related areas.

The ITCILO is involved in promoting ratification and implementation of international social security standards, such as the Social Security (Minimum Standards) Convention, 1952 (No. 102), and the Social Protection Floors Recommendation, 2012 (No. 202).

Key informant interviews, including with the Director of Training, confirm that active efforts are made to align the Centre's biennium planning processes with those of the ILO. This alignment is not only strategic but also operationalised at the portfolio level. Within

² For example, the 2019 evaluation of Migration Activities found content largely consistent with ILO concerns of decent work, social justice, sustainable development, and social protection. The 2017 evaluation of ILS training activities noted that ILS were recognized as a cross-cutting aim in Turin programmes. The 2023 external evaluation explicitly concluded that the Centre's training offer is closely aligned with the ITCILO's and ILO's strategic documents.

the SPGT programme, trainings are explicitly anchored in the ILO's normative and policy frameworks. International Labour Standards are intended to be used as a reference point for course content, and learning objectives reflect the ILO's two-year strategic planning cycles and thematic priorities.³

The Centre's approach to shaping the training offer is led by Charles Crevier, in close coordination with SPGT team members, colleagues from the ILO's Social Protection Department (SOCPRO), and other strategic partners, such as the International Social Security Association (ISSA). Portfolio development blends analytical foresight with ongoing engagement: while no formal mechanism exists for documenting course selection or portfolio planning, informal exchanges with ILO country offices, field-based colleagues, and institutional clients play a central role in surfacing emerging needs and priority themes.⁴ Participant feedback is also considered, especially for recurring courses, and is used to iteratively refine content and delivery methods.

Coordination with SOCPRO ensures technical coherence and policy relevance, particularly in areas of ongoing policy evolution or political sensitivity [see also section on Coherence]. For instance, the "E-learning on Pension Policy and Management" (Russian edition) was explicitly designed to address pressing policy challenges in line with ILO frameworks, such as demographic changes, gender pay gaps, privatization, and mandatory individual accounts.⁵

However, the evaluation did not find documented evidence of a formal or systematic process for the rationale behind portfolio design decisions.

Alignment with the Needs of Institutional Clients

The evaluation finds that the objectives and design of the ITCILO's Social Protection training portfolio demonstrate a high degree of alignment with the needs and priorities of institutional clients. This alignment is evident in the Centre's strategic partnerships, planning processes, and course development practices.

The Centre maintains collaborative relationships with a diverse range of institutional stakeholders, including UN agencies (such as the United Nations Children's Fund (UNICEF), World Health Organization (WHO), United Nations Development Programme (UNDP), UN Women, International Organization for Migration (IOM), and the World Bank), international financial institutions, regional bodies, academic institutions, and civil society organisations. Collaboration with national institutions and social partners is a defining feature of many tailor-made activities. For example, the Action Portugal project involved National Committees in jointly defining priorities, and strengthened partnerships with Portuguese agencies such as the Planning and Strategy Office of the Ministry of Labour and Social Solidarity (GEP/MTSSS) and the Institute of Employment and Vocational Training (IEFP) to embed social protection into national employment and training strategies.

³ Key Informant Interview with ITCILO staff

⁴ Key Informant Interview with ITCILO staff

⁵ Key Informant Interview with ITCILO staff

The Centre's quality management system, which is inspired by the ISO standards and follows the Plan-Do-Check-Act cycle, provides a procedural framework for aligning training with client needs. At the planning stage, the Centre is expected to conduct a needs analysis in consultation with institutional clients, with results documented and agreed upon prior to course delivery.⁶ However, the evaluation found that while this process is clearly described in internal quality frameworks, systematic documentation of these steps is not consistently available for the sampled activities.

Key informant interviews confirm that institutional clients are regularly engaged in shaping the training content. For open courses, academies, and tailor-made programmes, interviewed sponsors and technical partners confirmed being involved in the design phase. The SPGT programme maintains close collaboration with key entities such as SOCPRO and ISSA, as well as with national actors via ILO country offices. These partnerships help ensure that training content is both technically sound and adapted to institutional realities.

SOCPRO and ISSA are not only clients but also strategic partners in the development and delivery of training. SOCPRO contributes validation and thematic guidance, helping ensure coherence with broader ILO policy directions, while ISSA co-defines course content in line with its three-year strategy and the needs of its membership. Both partners expressed a high level of satisfaction with the relevance of the current training offer.

The relevance of SPGT's offer is also evident in the Action Portugal project, where training is one element of a broader approach to institutional capacity development. This includes regulatory reform, peer-to-peer exchanges, and sustained engagement through national committees comprising tripartite stakeholders and development actors. Annual planning cycles ensure that training remains responsive to national priorities and institutional change processes.

While the evaluation notes the absence of systematic documentation to capture how institutional needs are assessed and translated into course design, the triangulated evidence from interviews and previous evaluations confirms that SP trainings are perceived as highly relevant and responsive to institutional demand.

Alignment with Participants Needs

The evaluation finds that while ITCILO has embedded quality management mechanisms for identifying and integrating participant needs into its SP training design, these mechanisms are not systematically applied across all courses. In practice, structured learning needs assessments are rarely conducted, particularly for open courses, resulting in uneven alignment with participant profiles. Nonetheless, various tools and feedback mechanisms are used to adapt course content incrementally and responsively.

According to ITCILO's internal quality management documentation and ISO-aligned standards, the training design process is expected to include structured consultations

⁶ Quality Management in the ITCILO training department 2019

and needs assessments tailored to participant profiles. These steps are designed to ensure that course content reflects learner backgrounds and evolving contexts.⁷

In theory, the planning phase involves gathering data on learners' demographics, education, prior experience, and expectations, which should inform course design and delivery. Pre-course self-study modules and assessments, such as those found on the eCampus, are intended to calibrate content to participant competencies.

In practice, however, there are gaps between intended procedures and actual implementation. Of the 20 courses reviewed as part of this evaluation, none had a documented learning needs assessment shared with the evaluation team.

Key informant interviews confirm that formal needs assessments are rare and typically limited to tailor-made courses when client priorities are unclear. In these cases, ILO project-generated assessments may be used to avoid duplication.⁸ For example, in the Action Portugal project, national stakeholders helped define learning priorities through seminars and bottom-up consultations, which informed the Terms of Reference (ToR) for course development.

By contrast, open courses rely on less formal mechanisms. Pre-course questionnaires are used to collect basic information on participant profiles and expectations, enabling minor adjustments to delivery (e.g. adapting case studies or examples).⁹ Additionally, interviews with staff suggest that the Centre relies on the tacit knowledge of trainers and their familiarity with stakeholder contexts to ensure relevance, an approach described as "learning by doing." However, this practice is not consistently documented or quality-assured.

Other informal or reactive mechanisms are in place to capture and respond to participant needs. These include:

- Enrolment forms collecting demographic and professional data (e.g. age, experience, language level)¹⁰
- Pre-course self-assessments and online engagement through the eCampus for blended and distance learning formats ¹¹
- Post-activity feedback via questionnaires and participant panels, used to inform iterative improvements in content and delivery.¹²

These tools are implemented once the design and development of the courses are already largely completed, they support incremental course refinement (from one

⁷ Quality Management in the ITCILO training department, 2019; ITCILO Quality Management Framework, 2023

⁸ Key Informant Interview with ITCILO staff

⁹ Key Informant Interview with ITCILO staff

¹⁰ A5516748 SQ Responses.pdf

¹¹ Quality Management in the ITCILO training department, 2019.

¹² ECCOS 2020 Evaluation; ITCILO Inception Report, 2025

iteration to the next) but are not substitutes for a systematic, pre-course needs assessment.

The absence of consistent, documented learning needs assessments, especially in open courses, represents a gap in aligning course design with participant expectations and starting points. While SPGT staff demonstrate responsiveness and adaptability, reliance on informal mechanisms limits the transparency and traceability of decision-making.

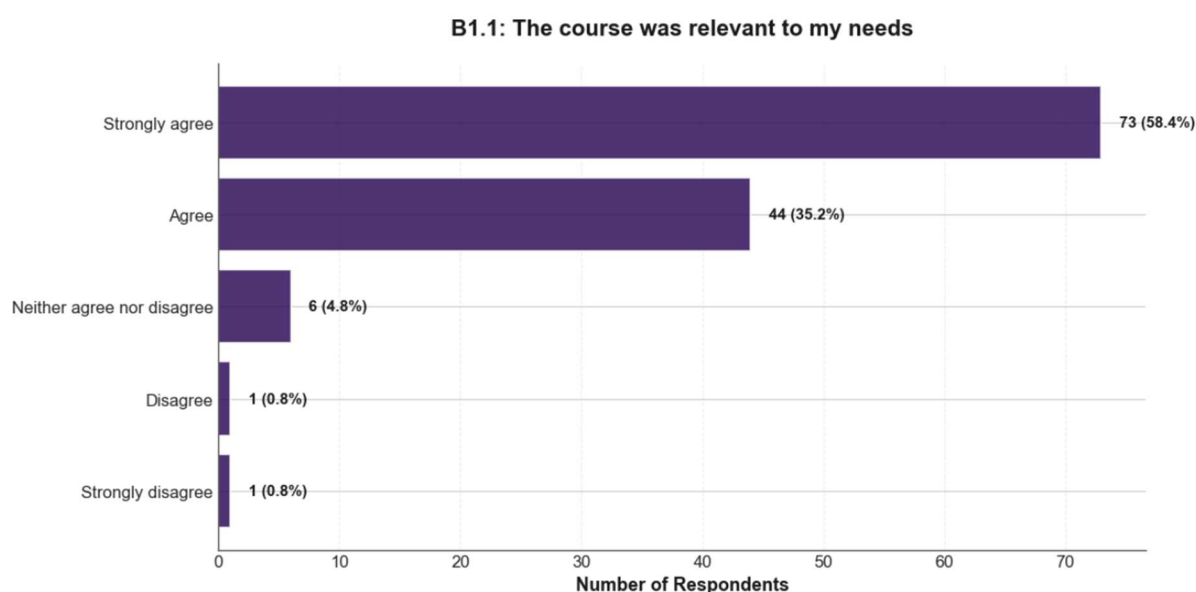
The evaluation finds that better integration of structured diagnostics, especially pre-course needs identification, would enhance participant-centred design. Additionally, improved documentation of these processes would support accountability and continuous improvement.

Participants are highly satisfied with the trainings

Across formats and modalities, participant feedback indicates a consistently high level of satisfaction with ITCILO's Social Protection trainings. Both evaluation survey data and qualitative responses point to strong perceived relevance, practical applicability, and overall positive learning experiences. These findings align with the results of previous evaluations and validate the general relevance of the programme to participant needs.

Quantitative analysis in particular analysed the questions such as: (rate - "the course was relevant to my needs" and examined across groups, like regions or organisational affiliation of respondents). Across all formats and themes, participants consistently rated the courses as relevant, well-organized, and applicable to their work. From the primary post-course satisfaction questionnaire (n = 463), the relevance to learning needs scored an average of 4.44/5, and confidence in applying knowledge followed closely at 4.42/5.

These results are echoed in the online evaluation survey conducted in the framework of the evaluation (n = 125), where 93.6% of respondents either agreed or strongly agreed that the course was relevant to their needs (B1.1). Only 1.6% expressed disagreement.



Graph 1: "The course was relevant to my needs" - Source: Evaluation survey.

Course-specific data further confirm this trend: most courses scored above 4.4/5, and even large-scale offerings like the Academy on Social Security maintained high satisfaction (4.5), demonstrating both quality and consistency. Together, these findings validate the strong alignment between training content and participant needs, highlighting both the pedagogical soundness and practical value of the programmes.

Responses to open ended questions in the post course satisfaction questionnaire (see box below) show that participants found the courses highly relevant to their professional needs and provided a "significant input to daily work" or were "helpful in solving specific questions". Many were able to apply the knowledge acquired directly in their work settings or other non-course related activities.

Box 3: "Examples of positive qualitative feedback provided by the participants regarding specific elements or topics that were particularly relevant to their work" - Source: Post-course Satisfaction Questionnaire.

"I suggest that these topics should continue to be offered on a permanent basis, as these courses strengthen and reinforce the knowledge of officials working in the field of Social Security, which is responsible for caring for and protecting insured persons, beneficiaries, and families in general who require medical care and financial assistance through pensions"¹³ (anonymous, Social Security Training A2717644)

"The course became a platform for participants from various countries where everyone could openly share experiences, knowledge, and ongoing reforms, allowing us to compare and evaluate our countries' pension systems. All expert presentations were very interesting and informative. The quality of learning is high." (anonymous, Pension Policy (Russian Track) A4717155)

"For our context, discussion on possible governance structures (with an appreciation that there is no perfect/right mode) was most appreciated. Given countries are at different stages of UHC implementation, I would recommend a short 20-30 minute slot for each country with one of the tutors over the course of the week, to enable an opportunity for more case-by-case discussion." (anonymous, Social Health Protection (English track) A9717242)

"The training was satisfactory, focused on SP future trends was a highlight for me." (anonymous, Social Protection Training A9017145)

"Congratulate the presenters for addressing the topics using real-life examples." ¹⁴(anonymous, Social Security Training course, A2717644)

"The course has exceeded my expectations. It has made me reconsider the importance of communication and advocacy in human behaviour." (anonymous, Social Protection Advocacy and Communication A9717138)

¹³ Translated from portuguese: "Sugiero que deben seguir ofertando estos temas de forma permanente, debido a que estos cursos fortalece y robustece, a los conocimientos de los funcionarios que laboran en el campo de Seguridad Social, que esta encargado de cuidar y proteger a los asegurados, derecho habientes y familia en general que requieren de atención medica y ayuda económica a través de las pensiones"

¹⁴ Translated from following original quote: "Felicitar a los expositores por abordar las temáticas desde ejemplos reales."

Coherence

EQ2: To what extent are the SP trainings complementary to other (non-training) ITCILO initiatives supporting social protection, and to what extent do they reinforce the broader mandate of the ILO and its constituents?

- 2.1 What are the other (non-training) ITCILO-led initiatives serving the ILO mandate and the needs and demands of the ILO core constituents on Social Protection?
- 2.2 To what extent do the ITCILO Social Protection trainings support these initiatives?

This section examines the internal and external coherence of ITCILO's social protection training portfolio. It explores how training activities complement non-training initiatives led by ITCILO, particularly in the areas of technical cooperation, advisory services, and knowledge sharing. It also assesses the degree to which SP trainings align with, and contribute to, the ILO's broader normative mandate, including the promotion of decent work, tripartism, and rights-based social protection systems. Drawing on documentary evidence and key informant interviews, the analysis highlights how trainings are integrated into flagship programmes and collaborative projects such as Action Portugal, how they support the policy and operational objectives of SOCPRO and ISSA, and how they perform in terms of mainstreaming cross-cutting ILO priorities. The findings underscore the added value of bundled interventions and institutional partnerships, while also identifying gaps in thematic mainstreaming, particularly in gender and international labour standards, and opportunities for enhanced coordination with other global training platforms.

Contribution to the ILO Social Protection Agenda

Document review confirms that the ITCILO's social protection training portfolio contributes to the ILO's social protection agenda by building institutional and individual capacities, facilitating policy coherence, leveraging partnerships, and driving innovation and knowledge sharing. The ITCILO's approach involves bundling training for individuals with management advice, knowledge management support, and product development support for organizations, creating systemic capacity development solutions.

The evaluation found evidence that SP trainings are closely coordinated with ILO's technical cooperation projects and advisory services. For example, key informant interviews highlight strong integration between training and technical cooperation in initiatives such as the Action Portugal project, jointly implemented by SOCPRO and ITCILO, providing technical assistance and capacity building to Portuguese-speaking African Countries (PALOP) countries and Timor-Leste to strengthen their social protection systems. This includes support for legislative reforms, interoperability of information systems, and digital payment solutions for social benefits.

The "Building Social Protection Floors for All" flagship programme is cited in documents and interviews as a key example where ITCILO's services support resource mobilisation and policy dialogue. These activities extend the reach and impact of the ILO's normative agenda, reinforcing policy alignment.

Mainstreaming cross-cutting themes

To promote alignment with ILO priorities, ITCILO applies a marker system that tracks the integration of three core themes across all training activities: Gender, International Labour Standards (ILS), and Social Dialogue and Tripartism (SDT). Each marker is scored from 0 (not reflected) to 3 (the main focus), with a score of 2 or above indicating meaningful mainstreaming. These markers are directly linked to performance targets set in the ITCILO's Programme and Budget.

The table below reflects the percentage of the sampled activities with a score of 2 or 3, compared to the ITC-wide scoring reported in the Progress Report 2024 and the complementary targets.

Table 4: "Marker scoring" - Source: MAP database.

	Sampled Courses	Target 2024	Progress Report 2024	Baseline 2022-2023
Gender Marker	10%	40%	18%	20%
ILS Marker	15%	40%	26%	28%
SDT Marker	30%	30%	20%	19%

Quantitative analysis shows that only 10% of sampled courses (2 out of 20) significantly mainstreamed gender, meaning the theme was integrated beyond isolated examples. This is 8 percentage points below the institutional average (18%) and falls far short of the 2024 target of 40%. Similarly, 15% of courses significantly mainstreamed ILS, which is below the Centre-wide score (26%) and the 40% target. In contrast, performance on the SDT Marker was stronger: 30% of sampled courses incorporated at least one substantive learning tool or session on social dialogue and tripartism, matching the institutional target and exceeding the average across all courses (20%). SP trainings promote and strengthen social dialogue and tripartism as fundamental values underpinning the Decent Work Agenda. This involves engaging tripartite constituents in policy design, implementation, and monitoring, and utilizing training as a forum for dialogue and experience exchange, such as with PALOP countries.

Taken together, the SPGT portfolio has a strong and inherent connection to the theme of social dialogue and tripartism, while the direct and explicit integration of ILS and gender equality is less prominent. Opportunities remain to enhance the integration of ILS and gender dimensions within the scope of social protection trainings, although performance should also be interpreted in light of the thematic priorities and mandates of the portfolio. Aside from that, it should also be noted that none of the sampled courses received a score of 0 (theme absent) or 3 (theme as main focus).

Key informant interviews confirm that SPGT integrates shock- and gender-responsive social protection into general course content, while developing dedicated courses only when demand is sufficient.¹⁵ While the marker system provides a useful mechanism for

¹⁵ Key Informant Interview with ITCILO staff

tracking performance, both the quantitative and qualitative evidence indicate that actual implementation remains partial, particularly with regard to gender and ILS.

Action Portugal: A Coherent Project-Based Approach

The training on debt management in the Republic of Cabo Verde is unique in the sense that it is part of a project. The "Action Portugal" project, under which the training was delivered, is characterised as a unique initiative within the ILO-ITCILO framework, being the sole ongoing social protection project of its kind that integrates technical assistance and training components from its inception.¹⁶

Key informant interviews confirm that these trainings are intended not as isolated interventions but as components within a broader project designed to facilitate systemic changes within institutions. The objective extends beyond mere capacity building to enabling tangible changes in systems, regulations, and understanding of issues. To that end, the project fosters linkages between social protection institutions in Portugal and those in the beneficiary countries, leveraging Portuguese technical expertise. This highlights an explicit intent for coherence in technical cooperation.¹⁷

Specific activities, including training, are determined on an annual basis through a participatory process involving national committees in each beneficiary country.¹⁸ These committees include institutional partners (e.g., national institutes for social protection), social partners (employers and trade unions), civil society organisations, and other development partners (e.g., European Union, UN Resident Coordinator).

This approach represents a shift from individual partner meetings to collective ones, aiming to foster greater synergy and articulation of interventions.¹⁹ The identification of priorities and needs at the nation level has reportedly increased the relevance of interventions, including training, while the involvement of social partners in the training and decision-making processes directly reinforces the ILO's tripartite mandate by engaging its core constituents.²⁰ The project actively promotes knowledge sharing through activities that gather participants from various partner countries, contributing not only to capacity building but "community building".²¹

Moreover, exchange between participants has resulted in successful collaborations beyond the project, for instance Cabo Verde supporting Sao Tome and Principe in enhancing its social security information systems.²² Taken together, the "integrated project model", which combines training with technical cooperation and in-country support, is perceived to strengthen outcomes compared to standalone courses.²³

¹⁶ Also see the Case Study on the training in Capo Verde that was conducted as part of the Action Portugal project.

¹⁷ Key Informant Interview with ITCILO staff, Key Informant Interview with Institutional Client

¹⁸ Key Informant Interview with ITCILO staff

¹⁹ Key Informant Interview with ITCILO staff

²⁰ Key Informant Interview with Institutional Client, Key Informant Interview with ITCILO staff

²¹ Key Informant Interview with Institutional Client

²² Key Informant Interview with Institutional Client

²³ Key Informant Interview with Institutional Client

Alignment with SOCPRO Policy and Technical Guidance

Key informant interviews confirm that for all social protection training activities, whether open courses or tailor-made, the content and requests are consistently validated with SOCPRO colleagues in Geneva. This process ensures coherence with ILO policy messages, particularly when dealing with sensitive policy issues or new content. For example, the learning objectives and the range of elective courses offered under the Academy on Social Security, which is considered a flagship event, are decided in very close collaboration with SOCPRO.²⁴ This validation is described as a formal consultation and a healthy relationship involving information exchange, advice, and continuous support.²⁵

From SOCPRO's perspective, the training offer is well-aligned with their mandate and is considered a useful mechanism to reinforce ILO messages.²⁶ The integration of policy and training efforts ensures a coherent approach to capacity development.

Partnership with ISSA

The International Social Security Association (ISSA) was established by the ILO in 1927 to support the implementation of social policies, specifically focusing on the operational aspects of social security administrations, distinguishing its work from the ILO's policy focus.

The partnership with ITCILO is considered "highly valuable", with ITCILO being referred to as "the most important partner" for the delivery of ISSA guidance training. All trainings involving ISSA are "100% aligned with their mandate and three-year plan". As such, ISSA plays a significant role in defining course content, aligning offerings with its three-year plan and contributing curricula, objectives, and syllabi, often recommending guideline authors as trainers to ensure relevance.²⁷ For example, the "E-learning on digital transformation in social protection" course and the course on "Administrative solutions for extending coverage" were developed in close collaboration with both the ILO and ISSA as key institutional partners.

Validity of Design

EQ3: To what extent are the Social Protection trainings logically designed to achieve their stated objectives, and supported by appropriate tools to monitor learning outcomes and progress?

- *3.1. To what extent was the design of the Social Protection trainings logical and coherent?*
- *3.2 What instructional features and methods were applied to facilitate learning?*

²⁴ Key Informant Interview with ITCILO staff

²⁵ Key Informant Interview with ITCILO staff

²⁶ Key Informant Interview with Institutional Client

²⁷ Key Informant Interview with Institutional Client

- 3.3 *What post training activities evaluations and feedback mechanisms are in place to assess results of SP trainings?*
- 3.4 *To what extent do these allow to measure results and progress against training learning objectives?*

Course modalities

Prior to 2018, the Centre primarily focused on individual-level, face-to-face training. Subsequently, the 2018-21 strategy framework initiated a diversification to better leverage digital learning and collaboration technology, aligning with the ILO's renewed focus on institutional capacity development. This transformation significantly accelerated in the wake of the COVID-19 pandemic, leading to a strong shift towards online learning and an increased focus on institutional and system-level capacity development services. While online learning continues to play a very important role and has driven significant enrolment increases, the Centre has also successfully rebuilt its base of face-to-face training activities, leading to a strong recovery in 2024 alongside expanding online learner participation. Within the sampled activities, and the portfolio at large, about 60% of the courses are carried out in-person, while 40% are online.²⁸

Hybrid courses (delivered online and in-person simultaneously) are perceived as a potential way forward, expanding access, particularly for participants who face visa, travel, or financial barriers. SPGT first introduced formal pilots of hybrid courses only in 2025 as a way to sustain participation and increase accessibility.²⁹ Hence, this modality is somewhat beyond the scope of this evaluation. It was acknowledged that the current internal systems are not fully adapted to support hybrid course delivery. For example, the training on debt management in Cabo Verde was delivered in a hybrid format at the initiative of in-country partners, who had installed cameras to enable remote participation. However, because the format was not intentionally designed as hybrid, the ad hoc solution limited remote participants' involvement in interactive activities such as the "world café," reducing both engagement and learning outcomes.

In addition, separate course codes and pricing structures must be maintained for online and blended tracks, adding administrative complexity for the delivery of hybrid courses. To address these challenges, a cross-center task force was formed, and consultations with external organizations were undertaken to improve audiovisual and database systems, aiming to enhance both efficiency and the participant experience.³⁰

²⁸ Key Informant Interview with ITCILO staff

²⁹ Key Informant Interview with ITCILO staff

³⁰ Key Informant Interview with ITCILO staff. The possibility of "repackaging" course content, for instance, the already recorded session of online, blended or hybrid courses, into small modules that people could access for self-learning at lower prices, was also suggested by an informant. It would allow participants to select specific aspects or modules of a course, rather than purchasing an entire package, offering flexibility in learning choices and pricing. Modularisation could expand the reach of training activities without necessarily "cannibalizing" existing offerings. This aims to address issues of affordability and participant commitment. [Key Informant Interview with ITCILO staff (00:55:39)] However, this possibility needs to be carefully assessed, in terms of necessary adjustments to the course design, as well as quality standards and objectives.

Teaching, Social and Cognitive Presence - Community of Inquiry

The Community of Inquiry (COI) framework, encompassing teaching, social, and cognitive presence, was assessed through a dedicated online survey administered as part of this evaluation. Originally developed by Garrison, Anderson, and Archer (2000), the COI framework provides a well-established model for understanding and evaluating learning experiences in online and blended environments. Across all ITCILO training modalities, whether in-person, blended, or self-guided online, the COI model received consistent empirical support. Item-level response distributions from the COI survey confirmed the alignment between theoretical constructs and participant perceptions.

Teaching Presence

Teaching Presence received particularly strong validation. Responses were especially positive across its three subdimensions: design and organization, facilitation, and direct instruction. Items measuring instructor clarity, course structure, and guidance routinely saw over 85% of respondents selecting "Agree" or "Strongly Agree," with some, such as clear communication of course topics, surpassing 90%.

Learning design was further supported by strong satisfaction with instructional clarity and relevance. The evaluation survey indicated that 86.6% of participants felt they received timely and effective support from tutors (survey question D1.2), and 90.2% confirmed they were provided with all necessary learning resources (D1.3). The clear objectives item in the satisfaction questionnaire confirmed this trend with a mean of 4.50 out of 5, while relevance to learners' needs was rated at 4.44, and appropriate level of difficulty at 4.35. These indicators point to well-targeted learning objectives and a careful alignment with participant expectations and professional backgrounds.

These findings align closely with data from the broader satisfaction questionnaire (see table below), where items like experts' contribution (mean = 4.59), coherent content (4.51), clear objectives (4.50), administrative support (4.53), and the level or organization (4.46) reflect a strong perception of instructional leadership and structured delivery. This convergence of evidence reinforces the construct validity of teaching presence, as also supported by Arbaugh et al. (2008), who found teaching presence to be a key predictor of both satisfaction and learning outcomes.

Table 5: "Teaching Presence Questionnaire" - Source: Evaluation Survey.

	Strongly Agree	Agree	Neither nor	Disagree	Strongly disagree	N.A
C1.1.1 The tutor(s)/facilitator(s) clearly communicated expected learning achievements after course completion.	51%	43%	5%	0%	0%	2%
C1.1.2 The tutor(s)/facilitator(s) provided clear instructions on how to participate in course learning activities.	49%	45%	3%	2%	0%	2%
C1.1.3 The tutor(s)/facilitator(s) provided clear instructions on course obligations and assessment methods.	52%	42%	4%	0%	0%	2%
C1.1.4 The tutor(s)/facilitator(s) clearly communicated important due dates/time frames for learning activities.	49%	43%	4%	1%	0%	2%
C1.1.5 The integration of online and face-to-face activities in the blended course helped me successfully complete the learning activities.	34%	27%	9%	1%	1%	0%
C1.2.1 The tutor(s)/facilitator(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.	45%	46%	3%	2%	0%	2%
C1.2.2 The tutor(s)/facilitator(s) maintained high levels of engagement and active participation among course participants.	46%	42%	6%	2%	0%	3%
C1.2.3 The tutor(s)/facilitator(s) facilitated the development of a sense of community among course participants	43%	45%	7%	1%	0%	3%
C1.2.4 The tutor(s)/facilitator(s) were helpful in guiding the course participants towards understanding the topic.	48%	42%	4%	1%	0%	3%
C1.3.1 The tutor(s)/facilitator(s) helped to focus discussion on relevant issues in a way that helped me to learn.	43%	43%	3%	3%	0%	3%
C1.3.2 The pace and clarity of the presentations delivered by the tutor(s)/facilitator(s) was right for me to understand the key points.	41%	44%	6%	2%	2%	2%
C1.3.3 The tutor(s)/facilitator(s) provided feedback in a timely fashion.	34%	47%	8%	3%	0%	5%

Table 6: "Satisfaction with course design and support" - Source: Post-course Satisfaction Questionnaire.

Aspects	count	mean	std
overall_quality	463	4.55	0.65
experts_contribution	446	4.59	0.64
administrative_support	463	4.53	0.68
coherent_content	463	4.51	0.68
clear_objectives	463	4.50	0.74
well_organized	463	4.46	0.71

Social Presence

Social Presence also demonstrated favorable patterns, though with greater variability across delivery formats. COI items related to affective expression and open communication were rated positively, with over 70% agreement on participants' ability to express opinions and feel part of a learning community. However, items measuring group cohesion showed a higher frequency of neutral responses or "Not Applicable," particularly in asynchronous courses. Supporting this, results from the satisfaction questionnaire show slightly lower, though still high, means for learning methods (4.19) and materials appropriateness (4.28), which may indicate subtle differences in how interactivity and collaboration are experienced across formats. These nuances are in line with Garrison and Arbaugh (2007), who observed that modality significantly shapes the manifestation of social presence.

In response to engagement-related questions in the post-course satisfaction questionnaire, 85.3% of participants rated the level of engagement and interaction as either "Very Good" or "Good." Additionally, over 91% reported that the course offered sufficient opportunities for participation, collaboration, and discussion. When asked whether the delivery method enhanced their understanding and application of the course content, 95.4% responded positively, and 98.2% stated they would recommend the course format to others. These results clearly indicate that interactivity and learner engagement were well integrated across delivery types, contributing to both satisfaction and practical learning outcomes.

Qualitative feedback from participants points to the importance of live interaction, the ability to engage with other learners, and well-paced presentations. At the same time, suggestions for improvement included calls for more language options (portuguese and spanish among others), increased time for face-to-face interaction in blended formats, and greater inclusion of pre-reading materials to prepare for content-heavy sessions. Some participants expressed a preference for a more balanced course load to enhance comprehension and retention, while others recommended opportunities to apply learning through project work or real-world implementation exercises.

Table 7: "Social Presence Questionnaire" - Source: Evaluation Survey.

	Strongly Agree	Agree	Neither nor	Disagree	Strongly disagree	N.A
C2.1.1 Getting to know other course participants gave me a sense of belonging in the course.	44%	35%	9%	0%	1%	6%
C2.1.2 The online learning platform system provided adequate tools for social interaction between participants.	33%	35%	9%	3%	1%	0%
C2.2.1 I felt comfortable conversing through the tools provided in the online learning platform.	34%	40%	6%	3%	0%	0%
C2.2.2 I felt comfortable participating in the course discussions and interacting with other course participants.	38%	41%	8%	3%	0%	6%
C2.3.1 I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	30%	38%	15%	2%	0%	9%
C2.3.2 I felt that my point of view was acknowledged by other course participants.	30%	38%	18%	2%	0%	6%
C2.3.3 Discussions with other course participants helped me to develop a sense of collaboration.	41%	34%	10%	2%	0%	7%

Box 4: "Qualitative feedback from participants highlighting the importance of live interaction, the ability to engage with other learners, and well-paced presentations" - Source: Post-course satisfaction questionnaire.

Importance of live interaction

"Whilst the theory part of the course is vital to the learning process, applying a more interactive method (in addition to group works) could better accommodate our learning process." (anonymous, Social Protection (Ag017126))

"I suggest there be more interaction during plenary sessions and especially elective courses to keep participants' attention constant during the course, as it is very difficult to remain attentive for 1h30 following a lecture for participants who have mostly abandoned academic classes." (anonymous, Social Protection (Ag017145))

"More breakout sessions throughout the course to allow for more interaction and knowledge sharing amongst participants." (anonymous, Public Finance for SP Analysts, Ag717327)

Importance of engagement with other learners

"The course became a platform for participants from various countries where everyone could openly share experiences, knowledge, reforms, and compare pension systems." (anonymous, Pension Policy (Russian Track) A4717155)

"I really appreciate the training, the explanations of the tutors, the sharing knowledge with the colleagues of another countries. My hope is that the online materials remain available." (anonymous, Social Protection Ag017126)

"(...)2. There should be more case studies, to be presented by people who are involved in the implementation (including some participants) and allow time to discuss by participants." (anonymous, Social Health Protection (English track) Ag717242)

Importance of well-paced presentation

1. I think there should be good balance of time and topics to be covered, most topics were rushed. (...)" (anonymous, Social Health Protection (English track) Ag717242)

"Personally, I have been sleeping only two hours per day on average to manage both my work commitments and this course (while also being pregnant), which has been really challenging." (anonymous, Actuarial Modelling, Ag717150)

Translation: Our course was wonderful, accessible, understandable, multifaceted, and rich in content, and the experts were highly experienced and presented the material concisely and accessibly. (anonymous, Pension Policy (Russian Track) A4717155)³¹

• "The methodology is excellent. I would like to congratulate the ILO team" (anonymous, Social Protection Ag017145)

Overall, participants clearly valued delivery features that fostered interaction, collaboration, and structured support. These findings underscore the importance of maintaining a balance between flexibility and guided learning, while also tailoring course features to promote meaningful engagement and application.

Cognitive Presence

Cognitive Presence was robustly validated through high agreement on items measuring critical thinking, curiosity, and knowledge integration. Over 80% of participants responded positively to prompts about triggering exploration and deep understanding. This perception of intellectually engaging content is echoed in the satisfaction questionnaire results: confidence to apply acquired knowledge scored a mean of 4.42, objectives achieved 4.39, and benefit to one's organization 4.36. These figures suggest that the

³¹ Original text: "наш курс был замечательным, доступным, понятным, многогранным и содержательным, также эксперты были высокого опыта, и которые представляли материал емко и доступно."

learning experience successfully supported meaningful learning cycles—triggering, exploration, integration, and application—as described in Garrison et al. (2001).

Table 8: "Cognitive Presence Questionnaire" - Source: Evaluation Survey.

	Strongly Agree	Agree	Neither nor	Disagree	Strongly disagree	N.A
C3.1.1 Problems presented by other course participants increased my interest in course-related topics and issues.	40%	36%	10%	1%	0%	7%
C3.1.2 The talks and presentations in this course were thought provoking.	42%	37%	10%	3%	0%	3%
C3.1.3 I felt motivated to explore content-related questions.	43%	42%	5%	2%	0%	3%
C3.2.1 I utilized a variety of information sources to explore problems or assignments posed in this course.	38%	46%	8%	0%	0%	2%
C3.2.2 Brainstorming with other participants and finding relevant information together helped me resolve content-related questions.	35%	38%	9%	1%	2%	8%
C3.2.3 Discussions were valuable in helping me appreciate different perspectives.	41%	37%	8%	0%	1%	7%
C3.3.1 I was able to combine information learned from different sessions to answer questions raised in course activities.	42%	41%	5%	2%	0%	4%
C3.3.2 Learning activities helped me construct explanations/solutions for the problem I wanted to solve.	38%	43%	8%	3%	0%	2%
C3.3.3 I was able to reflect on course content and discussions to understand fundamental concepts in this course.	40%	47%	4%	2%	0%	1%

Combined effects

Altogether, these findings suggest a balanced mix of training modalities as well as a well-designed learning experience that was logically structured, clearly communicated, technically accessible, and responsive to participant needs. The strength of the instructional design was reflected not only in structured delivery and engaging resources but also in the infrastructure and support systems that enabled a seamless learning experience. The combined findings from both the COI evaluation survey and the post-course satisfaction questionnaire reinforce the validity and utility of the Community of Inquiry framework in ITCILO's diverse training offerings. Notably, the overall quality rating (mean = 4.55) and the 98% recommendation rate provide strong additional support for the perceived effectiveness and impact of the training programs, particularly in terms of their instructional design and learning relevance.

Technical support and platform usability

Technical support and platform usability were also positively evaluated. The eCampus platform was described as accessible and user-friendly, with 85.7% of evaluation survey respondents agreeing it was easy to access (online survey question D3.1), and 82.2% finding it easy to navigate (D3.3). While some participants reported occasional internet disruptions (D3.4), most did not consider them major barriers to learning. The satisfaction questionnaire supports these findings, with a high score (4.40) concerning the ease of accessing and navigating eCampus.

Participants also reported confidence in knowing where to seek help for technical issues. In the evaluation survey, 80.4% of respondents agreed or strongly agreed that they knew where to ask for support when encountering technical or practical difficulties (D2.3), and 75.9% confirmed they received timely responses from technical teams (D2.4). Effectiveness of this support was similarly validated, with 75.9% indicating that technical assistance resolved their issues (D2.5).

The flexibility of device use was another positive aspect. Over 80% of participants stated they were able to use their preferred devices (laptops, tablets, or mobile phones) for course access (D4.1), though a few cited issues when switching between devices or using certain browsers.

Instructional design on eCampus

The eCampus platform plays a central role, for online as well as blended learning, supporting self-paced modules, forums, assignments, sessions in both asynchronous and synchronous formats as well as a repository for course documents and further readings. To assess the consistency and effectiveness of the design of sampled courses a systematic review of the eCampus platform was carried out, giving emphasis to instructional design rather than the content of courses.

- **Course structure:** Online courses are consistently structured around weeks, while blended courses are structured around phases (online, in-person). Both structures are simple and intuitive. For tailor-made courses that are carried out in-person the structure of the eCampus page is less consistent. For these courses the eCampus tends to function primarily as a repository for recordings, learning materials and further readings, rather than a platform for exchange and engagement.³²
- **Course details:** Details about the course, such as learning objectives, structure and timeline are usually reflected on the platform although in varying length and specificity. However, some of these elements are presented inconsistently across courses. For example, course objectives are mentioned in the "About" tab, a "Course Orientation" integrated in the "Welcome" section, an attached file, or in several places. Similarly, the course agenda is sometimes a digital "Timeline" integrated in the "Welcome" section, a calendar feature on the right panel, an attached pdf file, or a combination of these elements.

³² Key Informant Interview with ITCILO staff

- **Social and technical onboarding:** The social onboarding format varies across modalities. The master class as well as tailor-made courses (3) in the sampled activities did not have a dedicated onboarding session to welcome participants, while online and blended courses did. A few courses (8) included pre-recorded welcome videos, while other courses (5) welcomed participants during the first session, which was either a dedicated onboarding session providing an overview of the course, or a combination of onboarding and a first thematic session. A brief technical onboarding for eCampus is often (10) part of the first session. However, a few courses (2) also had a prerecorded video tutorial on how to use eCampus in the "Welcome"/"Getting started" section. Some courses (6) did not seem to provide any guidance on how to use the platform.
- **Participant interaction:** All online and blended courses within the sample included a section where participants had to introduce themselves to others on the platform, encouraging exchange and a sense of community. In addition to that, forums for discussion ("Forum" tab) were part of most courses (12) and used actively. Courses provided in-person included dedicated group work and opportunities for exchange (e.g. "knowledge fair", "world café")³³.
- **Pre-/post-knowledge assessment test:** Almost all sampled courses included pre-post KAT. Only three tailor-made courses and one open course on "Leadership for Social Protection" did not include this feature. Key informants noted that tailor-made courses, particularly those conducted in the field, do not necessarily require pre-post tests. The use of such assessments is dependent on whether the sponsors or those who commission the courses want this feature to be included or not. If no pre-post test is administered, engagement is primarily gauged in the room, and participants are typically awarded a certificate of participation based on sufficient attendance.³⁴
- **Feedback:** The post-course satisfaction questionnaires are used consistently and provide an opportunity for anonymized feedback. Aside from that, most courses (12) provide contact details of at least one person which can be used for personalised feedback and support requests. One course had a dedicated "Feedback" section, but its purpose was unclear, since clicking on it did not trigger action or opportunities to share information.
- **Accessibility:** Only a few courses (3) had a prominently positioned note about teaching materials for assistive devices available upon request and/or an integrated "Accessibility" feature, which allowed to adjust the size of the text and the contrast of the page.

Internal guidance, such as the Induction Guide for G Staff,³⁵ touches on design elements on eCampus but with limited details, which is likely contributing to the observed variations.

Taken together, the eCampus pages are clearly structured, and include a broad range of design elements that appear to resonate with participants, evidenced by their positive

³³ Key Informant Interview with ITCILO staff

³⁴ Key Informant Interview with ITCILO staff

³⁵https://rise.articulate.com/share/oMTkJI3fVuFP_wGQgkfxd6UGsXUe06ge#/lessons/mW1zjAgh9V1eYDNSSrUuQAWdVaol7z-n

feedback. Only minor inconsistencies that point towards potential areas for improvement were identified.

Effectiveness

EQ4: To what extent have the Social Protection trainings achieved their intended results (out-takes and outcomes), and how do these vary across different stakeholder groups, course types, or modalities?

- *4.1 To what extent were the out-takes and outcomes of the Social Protection trainings achieved (or are expected to be achieved) since the implementation of the activities?*
- *4.2 Are there differences in results across stakeholder types, delivery modalities, or course types?*
- *4.3 What challenges or gaps remain that could be addressed in follow-up support?*

Assessments, Monitoring and Key Performance Indicators

The ITCILO evaluates effectiveness using a four-level model inspired by the Kirkpatrick framework. Level 1 (Satisfaction) is assessed through standardized post-course questionnaires. Level 2 (Learning) is measured through pre- and post-training Knowledge Acquisition Tests (KATs) and certification assessments. Level 3 (Behavioural Change) draws on participant questionnaires and focus group discussions conducted several months after training to identify applied skills and behavioural shifts. Level 4 (Impact) captures broader organizational or policy-level outcomes through in-depth interviews and case studies. These are complemented by evaluation surveys to assess long-term effects.

The ITCILO embedded this model in a comprehensive performance framework grounded in the ISO-certified Plan-Do-Check-Act cycle and aligned with its quality management system. Monitoring is embedded across all stages of service delivery, with post-training evaluations assessing results at individual, organizational, and systemic levels. Central tools supporting this system include the eCampus platform (for learning management and engagement tracking), the MAP database (for enrolment, courses and participants data), and the ILO's Social Protection Results Monitoring Tool (for system-level progress). Additionally, cross-cutting markers on gender, international labour standards, and tripartism are used to assess thematic integration.

It should be noted that the course modality and certification influence performance measurement. Tailor-made courses that are rolled out in the field and culminate in a certificate of participation might merely evaluate participants' presence in the room, with the eCampus acting mainly as a repository. In contrast, courses awarding certificates of achievement assess daily engagement, group participation, and assignments. Online courses apply structured monitoring, including eCampus activity completion, forum engagement, and webinar attendance (80% minimum), with benchmarks like 60 out of 100 points plus final assignments.³⁶

³⁶ Key Informant Interview with ITCILO staff

Despite such variance, the ITCILO has several key performance indicators (KPIs) for 2024–2025 in place, which measure the effectiveness of courses, including:

- Service Satisfaction Rates (Outcome indicator 2.A): Measured on a scale of 1-5, indicating overall participant satisfaction with training services. Target 2024-2025 4.5
- Proof of Service Out-takes (Outcome indicator 2.B): Tracks immediate results like knowledge acquisition rate, disaggregated by training modality (Post KAT results). Target 85%.
- Proof of Performance Improvement (Outcome indicator 2.C): Measures lasting change, such as knowledge application rate. Percentage of participants in training activities who provided examples of concrete knowledge application) target 2024-2025 75%
- Number of Former Participants in Tutor-Supported Activities Joining the Alumni Network (Output indicator 2.4): Measures engagement in follow-up learning and networking opportunities. Overall target for the ITC for 2024-2025: 1000

Satisfaction and knowledge acquisition for the sampled activities are examined in the following alongside the certification rate. For an analysis of knowledge application see the chapter on impact. Information about the Alumni Network wasn't available for review.

Certification rates

The training outcomes of the ITCILO Social Protection courses—measured by certificate issuance—show strong evidence of achievement across the evaluated sample. Out of 692 participants (excluding Masterclass attendees), 635 received certificates, corresponding to a high issuance rate of 91.8%. Among certified participants, 55.5% earned achievement-based certificates, reflecting demonstrated mastery of learning objectives, while 36.3% received participation certificates, suggesting adequate but potentially less performance-based engagement. Only 8.2% of participants did not receive a certificate, indicating minimal attrition or disengagement. This is indicative of successful engagement and completion, suggesting that the majority of participants met the minimum standards required for course completion, either through participation or achievement-based assessment.

The certificate distribution across 19 course offerings shows high consistency. Six courses reached a 100% certification rate, while 11 others surpassed 90%. Only two courses - the E-Learning on Digital Transformation in Social Protection (A9717327) and the E-learning on actuarial modeling for social protection analysts (A9717150) - issued certificates to a comparatively low percentage of their participants - 63.2% and 55.0% respectively.

Certificate Rates by Course (Sorted by Performance)

	Total_Participants	Certificates_Issued	Certificate_Rate	No_Certificate
course_id				
A1516724	57	57	100.0%	0
A5516748	20	20	100.0%	0
A2517520	32	32	100.0%	0
A2717644	31	31	100.0%	0
A9017139	34	34	100.0%	0
A9017129	33	33	100.0%	0
A9017145	152	147	96.7%	5
A9017127	28	27	96.4%	1
A9017126	23	22	95.7%	1
A4717155	14	13	92.9%	1
A9717152	14	13	92.9%	1
A1518208	25	23	92.0%	2
A9717149	17	15	88.2%	2
A3518219	50	44	88.0%	6
A9717242	41	36	87.8%	5
A9717138	29	23	79.3%	6
A4517737	53	42	79.2%	11
A9717327	19	12	63.2%	7
A9717150	20	11	55.0%	9

Graph 2: "Certification Rate by Course" - Source: eCampus.³⁷

Surprisingly, demographic disaggregation revealed nuanced performance patterns in relation to participants' country of origin. Participants from Jordan, Iraq, and Burkina Faso had perfect certification (100%), while countries like Turkey (80.7%) and Haiti (86.4%) showed relatively lower rates. This international performance gap of 19.3 percentage points - which is significant ($p = 0.0012$), with a small but meaningful effect size (Cramér's $V = 0.2730$) - may reflect differences in digital access, language, prior knowledge, or learning environments, and merits further exploration.

³⁷ For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".

	Total_Participants	Certificates_Issued	Certificate_Rate	No_Certificate
country				
BURKINA FASO	17	17	100.0%	0
CAMBODIA	18	18	100.0%	0
IRAQ	25	25	100.0%	0
JORDAN	35	35	100.0%	0
CAPE VERDE	60	59	98.3%	1
MOZAMBIQUE	36	35	97.2%	1
SENEGAL	28	27	96.4%	1
MALAYSIA	57	51	89.5%	6
HAITI	22	19	86.4%	3
TURKEY	57	46	80.7%	11

Graph 3: "Certification Rate by Country" - Source: eCampus.³⁸

No statistically significant differences were found in certification rates for gender or age groups.

Satisfaction rates

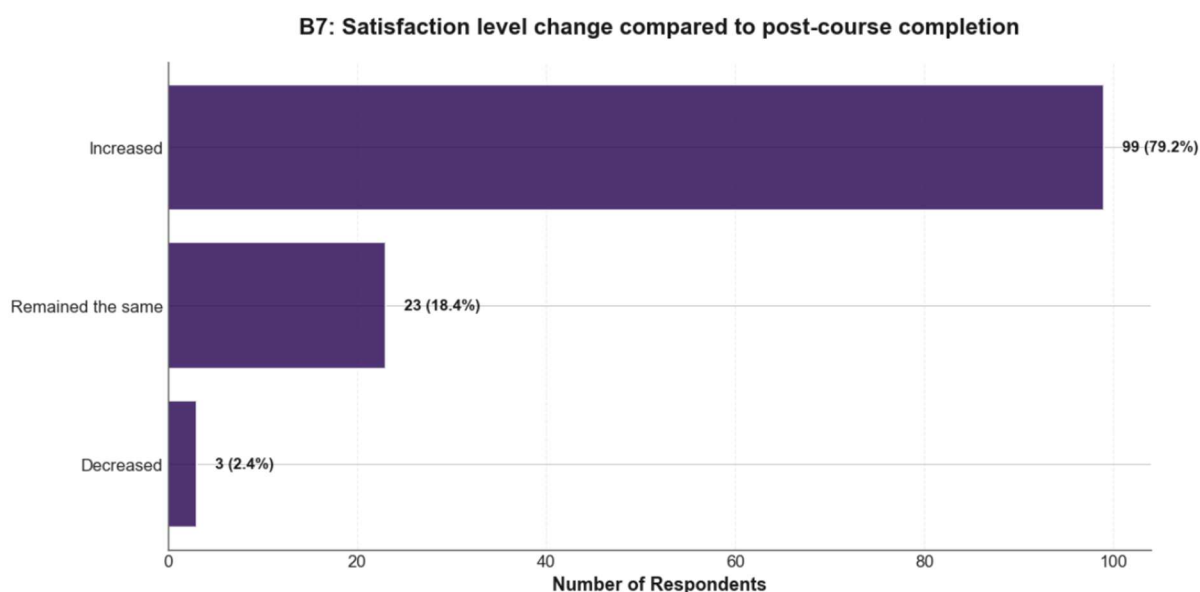
Satisfaction questionnaires are routinely administered at the end of each training and were made available for all sampled courses. However, only about two thirds of the participants actually responded to the post-course satisfaction questionnaire (470 out of 692). Based on the available data, the sampled trainings had a very high satisfaction rate. With a mean overall satisfaction of 4.55 out of 5, the sample as a whole is meeting the strategic target, which is 4.5.³⁹ Only two courses in the sample are slightly below the target.

Zooming into the elements of the satisfaction questionnaire that relate to the effectiveness - in terms of relevance for practical application and the confidence to apply the acquired knowledge - also points towards promising results. The balance of theory and practice was perceived to be satisfactory (4.21), but perhaps more importantly, participants were very confident to apply the acquired knowledge (4.42), which can be considered a prerequisite for impact.

Following up on these insights, the survey that was rolled out as part of this evaluation examined whether participants' satisfaction changed retrospectively, revealing promising results. In fact, the majority of respondents (79.2%) reported that, looking back, their satisfaction with the course had increased.

³⁸ For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".

³⁹ Programme and Budget Proposals for 2024-25



Graph 4: "Satisfaction-Level change" - Source: Evaluation Survey.

In addition to that, 94.4% stated that the training had contributed to their motivation for further developing their skills and competencies, which highlights another positive effect that the trainings had on participants.

Knowledge Acquisition - Pre-Post-KAT

An evaluation of knowledge acquisition, derived from eCampus pre- and post-knowledge assessment test scores, provides additional empirical insights into the extent to which the intended learning outcomes of the ITCILO Social Protection trainings were achieved. Excluding the Masterclass, the analysis covered 13 training courses, with valid paired data available for 306 out of 457 participants (67%). The overall mean knowledge acquisition across these courses was 7.1 points, with a median of 7.0 points. 50.5% of the participants recorded positive knowledge acquisition, which is 24.5% short of the strategic target.⁴⁰ Aside from that, 21.8% registered lower scores in the post-assessment than in the pre-assessment, and 27.7% demonstrated no change (see also section on limitations).

Knowledge acquisition across courses

Knowledge acquisition varied significantly across courses. The strongest average improvement was observed in A9717152 (Impact Assessment for Social Protection Analysts), with an average gain of 18.33 points and a median of 25.00 points. Other high-performing courses included A9017145 (Academy on Social Security, mean: 14.74) and A9717327 (Digital Transformation, mean: 13.33). In contrast, courses such as A1518208 (Finance Publique) and A9017126 (Administrative Solutions) yielded negative average gains, with many participants scoring lower after the training than before. In the case of A1518208, 61.9% of participants registered a decline, possibly indicating a misalignment between the assessment and instructional content or barriers to learning.

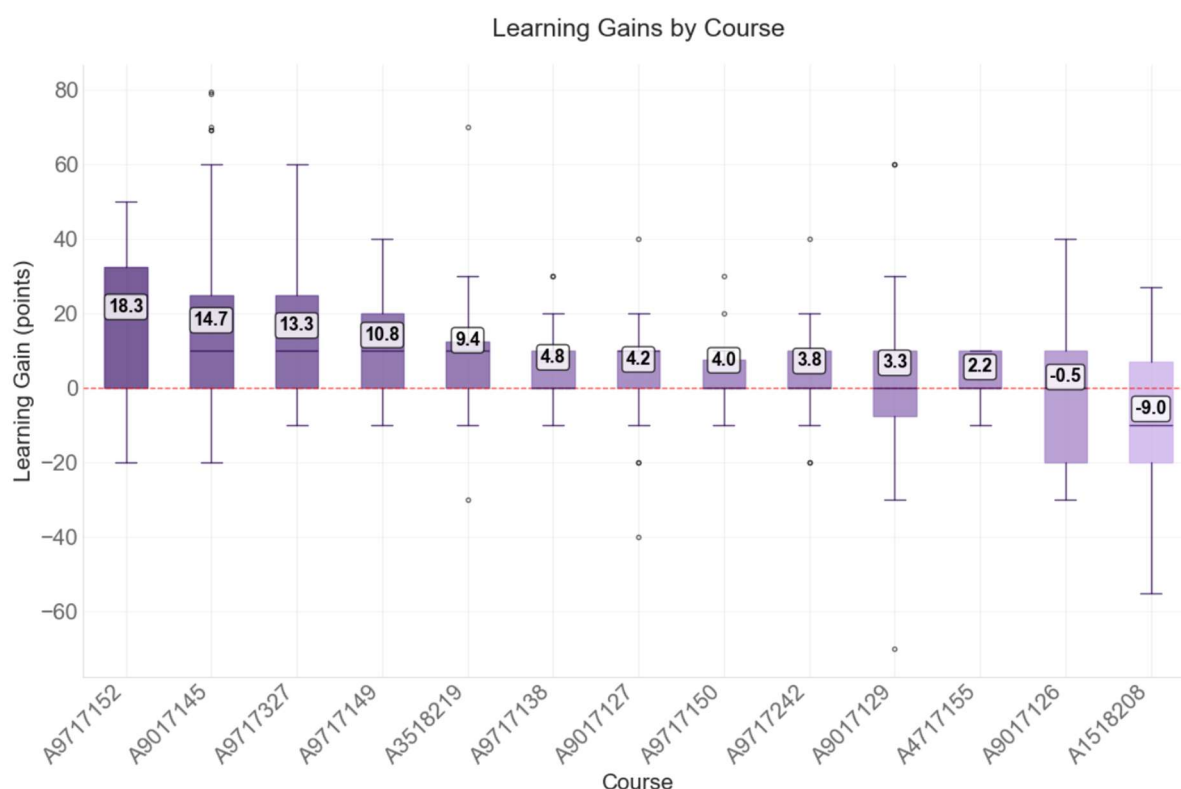
⁴⁰ Programme and Budget Proposals for 2024-25

Learning Gains by Course (Excluding Masterclass)							
	N	Mean	Median	SD	Positive_Pct	Negative_Pct	No_Change_Pct
course_id							
A9717152	12	18.33	25.00	22.09	66.7%	16.7%	16.7%
A9017145	71	14.74	10.00	23.41	59.2%	16.9%	23.9%
A9717327	15	13.33	10.00	19.52	60.0%	13.3%	26.7%
A9717149	13	10.77	10.00	16.05	53.8%	15.4%	30.8%
A3518219	32	9.38	10.00	16.45	65.6%	12.5%	21.9%
A9717138	23	4.78	0.00	9.94	30.4%	4.3%	65.2%
A9017127	26	4.23	10.00	16.04	57.7%	23.1%	19.2%
A9717150	10	4.00	0.00	12.65	30.0%	20.0%	50.0%
A9717242	21	3.81	0.00	13.96	47.6%	23.8%	28.6%
A9017129	30	3.33	0.00	24.82	40.0%	26.7%	33.3%
A4717155	9	2.22	0.00	8.33	44.4%	22.2%	33.3%
A9017126	20	-0.50	0.00	20.12	40.0%	35.0%	25.0%
A1518208	21	-9.05	-10.00	19.37	33.3%	61.9%	4.8%

Graph 5: "Knowledge acquisition by Course (Excluding Masterclass)" - Source: Pre-/Post-KAT.⁴¹

Notably, while 11 of the 13 courses demonstrated positive mean gains, several had a median knowledge acquisition of zero reflecting that a large number of participants had had similar pre and post test scores. This pattern suggests that improvements were often concentrated among a subset of learners, rather than being shared broadly across the group. The skewness of the knowledge acquisition distribution and the presence of outliers further emphasize the heterogeneity in outcomes and call for differentiated instructional approaches that can better serve the full range of learners.

⁴¹ For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".

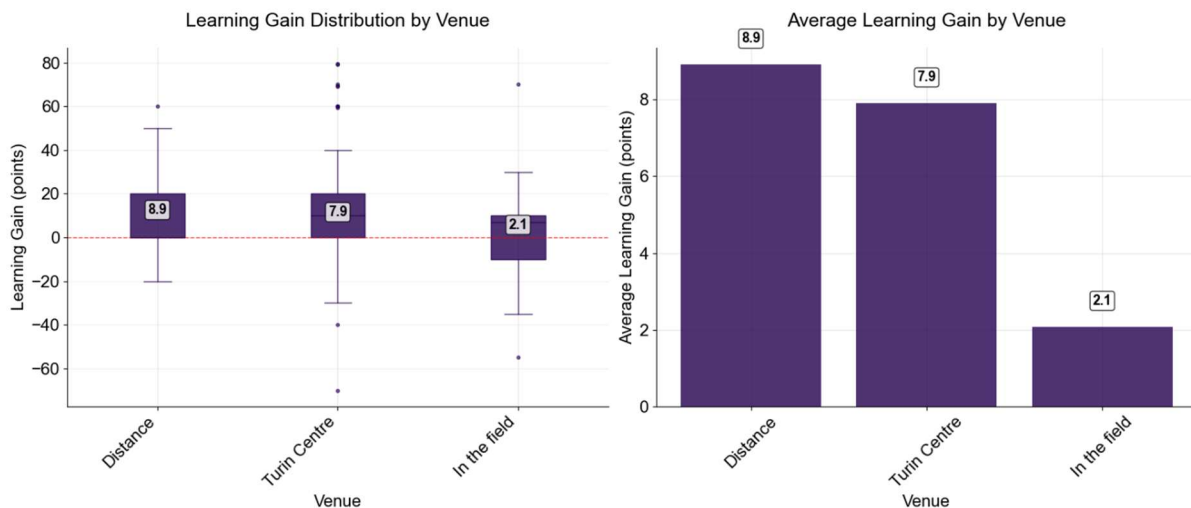


Graph 6: "Knowledge Acquisition Distribution by Course" - Source: Pre-/Post-KAT.⁴²

Knowledge acquisition across venues and modalities

In terms of venues, distance learning yielded the best outcomes with an average of 8.9 points gained, closely followed by the courses provided on the Campus in Turin (7.9 points). In the field venues show the lowest average gains (2.1 points). However, the performance gap between venues is relatively modest and the sample sizes vary across modalities. Turin Centre dominates in terms of sample size with 168 participants (55%), followed by distance learning (82 participants, 27%), and in the field venues (53 participants, 18%). This uneven distribution may influence the statistical power of comparisons between venues. Taken together, no significant differences between venues ($p = 0.312$) was found.

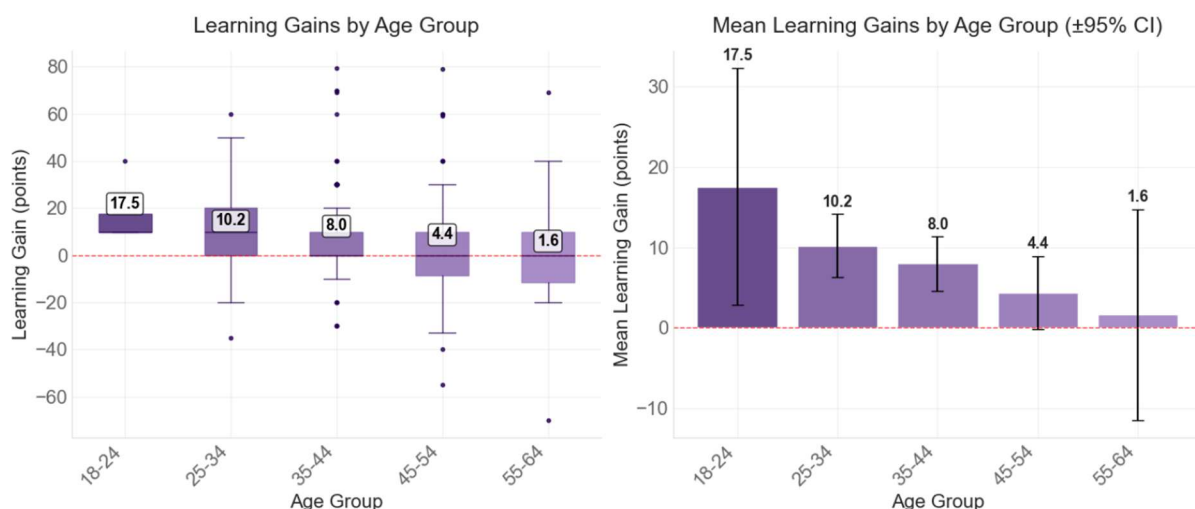
⁴² For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".



Graph 7 & 8: "Knowledge Acquisition Distribution and Average by Venue" - Source: Pre-/Post-KAT.

Knowledge acquisition across age and gender

Disaggregated analysis by age group revealed that younger participants tended to benefit more in terms of measured knowledge acquisition. Those aged 18–24 achieved the highest average gain of 17.5 points, with all participants in this group demonstrating positive progress. Knowledge acquisition measured by the pre-post KAT declined consistently with age, with participants aged 55–64 recording a mean of just 1.65 points and nearly half of them showing negative change. This trend suggests that the tests and certain instructional modalities, particularly e-learning environments, may be less accessible or effective for older learners, underscoring the need for inclusive design adaptations.



Graph 9 & 10: "Knowledge acquisition Distribution and Average by Age Group" - Source: Pre-/Post-KAT.

Gender-based differences in learning outcomes were minimal. Female participants achieved a slightly higher mean gain (7.56 points) than male participants (6.71 points), with both groups displaying similar distributions of positive and negative outcomes. The effect size was negligible (Cohen's $d = 0.042$), supporting the conclusion that gender was not a significant determinant of learning performance in the assessed courses.

In summary, the knowledge acquisition analysis points to generally positive but highly variable outcomes. While most courses produced some measurable improvement, the prevalence of flat or negative gains, especially among older learners or in underperforming courses, highlights areas where training design, assessment alignment, and learner support can be strengthened. Addressing these disparities through targeted pedagogical revisions, improved feedback mechanisms, and more accurate and responsive assessment strategies will be essential to ensure equitable and effective learning across ITCILO's diverse training portfolio.

Factors Influencing Training Effectiveness

Building on the earlier validation of the Community of Inquiry (COI) framework (EQ3), the evaluation assessed how learning experience dimensions affect training results. Hierarchical regression analysis found that the three COI dimensions - teaching presence (instructional clarity and facilitation), cognitive presence (critical engagement and integration), and motivation for development - consistently predicted higher scores across all five key outcomes: overall satisfaction, perceived effectiveness, course relevance, knowledge application, and performance improvement.

These findings underscore the importance of high-quality facilitation and intellectually engaging content in achieving training goals.

- Teaching presence was the most consistent and strongest predictor of both overall satisfaction ($\beta = 0.358$) and perceived effectiveness ($\beta = 0.282$).
- Cognitive presence had a strong positive influence, particularly on course relevance ($\beta = 0.328$) and knowledge application ($\beta = 0.195$).
- Motivation for development showed the strongest association with performance improvement ($\beta = 0.398$) and knowledge application ($\beta = 0.292$).

Table 9: "Hierarchical Regression Results: Training Effectiveness Predictors (All Variables)" - Data source: Evaluation survey.

Hierarchical Regression Results: Training Effectiveness Predictors (All Variables)

	<i>Overall Satisfaction</i>	<i>Training Effectiveness</i>	<i>Course Relevance</i>	<i>Knowledge Application</i>	<i>Performance Improvement</i>
Teaching Presence	0.358***	0.282***	0.161***	0.105***	0.216***
Social Presence	-0.112***	-0.188***	-0.113**	-0.029***	0.116***
Cognitive Presence	0.155***	0.131***	0.328***	0.195***	0.121***
Learning Support	-0.073	0.185	-0.126	0.044	-0.096
Motivation for Development	0.238*	0.165	0.022	0.292*	0.398*
Male	-0.052	-0.009	0.002	-0.018	-0.038
Age 25-34	-0.068	-0.134	0.064	0.013	-0.115
Age 45-54	0.045	-0.003	0.019	0.043	-0.037
Age 55+	-0.006	0.007	0.037	0.005	-0.059
NGO	-0.043	-0.024	0.052	0.144	0.091
Ministry of Labour	-0.070	-0.098	0.101	0.042	0.046
Training Institution	-0.089	0.015	-0.101	0.015	-0.048
Trade Union	-0.056	-0.084	-0.020	-0.019	0.064
Private Enterprise	0.032	-0.019	-0.233*	0.075	0.193
Face-to-face (Turin)	0.007	-0.076	0.020	-0.009	0.039
Blended Learning	0.002	0.037	0.014	0.001	-0.031
R ²	0.579	0.635	0.298	0.716	0.513
Adjusted R ²	0.506	0.571	0.176	0.667	0.428
F-statistic	7.92***	10.00***	2.44**	14.51***	6.05***
Observations	109	109	109	109	109

Note: *** p<0.001, ** p<0.01, * p<0.05

Standardized coefficients reported for ALL variables in the model.

Non-significant coefficients shown without significance markers.

Reference categories: Female, Age 35-44, Government organization, Fully Online delivery.

Dependent variables measured on 5-point scales (1=lowest, 5=highest).

— indicates variable not included in that particular model.

While Social Presence showed positive correlations with all outcomes when examined on its own, these effects became small or negative for some outcomes when Teaching Presence and Cognitive Presence were also included in the analysis, due to the strong interrelationship between these three dimensions. This statistical overlap (known as a suppression effect) means that much of Social Presence's apparent influence is shared with the other two. Even so, Social Presence still made a unique, positive contribution to predicting Performance Improvement, suggesting that feeling connected and supported during training is particularly important for applying learning effectively in the workplace.

Demographic characteristics (e.g., age, gender), organizational affiliation, and delivery modality were not significant predictors in most models. This suggests that who the participants are or how the course is delivered matters less than how well it is designed and facilitated.⁴³

Complementary analysis confirmed that delivery mode (online vs. in-person in Turin) had no statistically significant impact on either overall satisfaction or training effectiveness.

⁴³ For a more detailed presentation see the Annex: Correlation Matrix.

This supports the conclusion that well-designed courses can achieve comparable outcomes across modalities, which was also pointed out in the Evaluation from 2024.⁴⁴

Table 10: "Delivery Mode Effectiveness: Analysis of Variance Results" - Data source: Evaluation survey.

Delivery Mode Effectiveness: Analysis of Variance Results

<i>Outcome Variable</i>	<i>F-statistic</i>	<i>η^2</i>	<i>Effect Size</i>
Overall Satisfaction	1.035 (0.312)	0.020	Small
Training Effectiveness	0.029 (0.865)	0.015	Small

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$

P-values in parentheses below F-statistics.

Effect size interpretation: negligible < 0.01 , small < 0.06 , medium < 0.14 , large ≥ 0.14

Comparison groups: Fully Online vs. Face-to-face (Turin)

In summary, these findings provide robust empirical support for prioritizing teaching presence, critical engagement, and learner motivation in course design and delivery. They also reinforce that strong instructional design - regardless of modality - can drive effective and equitable learning outcomes across ITCILO's diverse training portfolio.

Remaining Gaps

Despite strong satisfaction and high certification rates, several challenges persist that limit the effectiveness of courses or the measurement thereof:

Low and Uneven Knowledge Acquisition: Despite high satisfaction scores, the analysis of pre- and post-assessment data revealed only modest average knowledge acquisition (+7.1 points), with some courses showing no overall improvement or even declines in knowledge scores. Over 49% of participants either demonstrated no change or scored lower in the post-test. As mentioned on limitations sections, if we could rely on knowledge acquisition data, we might state that these findings suggest potential misalignment between content and learning assessments, gaps in instructional delivery, or insufficient knowledge consolidation.

Partial Data Coverage on Satisfaction and Knowledge Acquisition: It is important to note that available data on satisfaction and knowledge acquisition covers a subset of total participants. 470 out of 692 participants completed post-course satisfaction questionnaires (across 19 courses, excluding the master class) while 306 out of 457 participants completed pre- and post-knowledge acquisition tests (across 13 courses). This limits the generalizability of findings and underscores the need for more systematic and comprehensive data collection.

⁴⁴ See also the Evaluation of the Training Activities of the Centre to Strengthen Workers' Organizations, conducted by FocusUP (Patrick Vander Weyden) in July 2024.

Limited Practical Application and Contextualization: Although quantitative data points towards high satisfaction regarding the balance of theory and practice, qualitative feedback anecdotally points towards insufficient emphasis on applied learning. Some participants found content overly theoretical, requesting more real-world simulations, regionally relevant case studies, and examples from the Global South. This appears to be particularly relevant for technical courses, like the E-learning on impact assessment for social protection. This limits the direct applicability of content to participants' work contexts, especially when national capacities or legal frameworks differ markedly from those used in examples.

Language barriers: Language continues to be mentioned as a barrier to full participation and inclusion. Most courses are conducted in English, with more limited offerings in French and Portuguese and a notable underrepresentation in Spanish. Participants from non-Anglophone countries report struggling to follow content or engage in group work. Some also raise concerns about real-time interpretation and the quality of translated materials, indicating a need to enhance linguistic accessibility and inclusiveness. Key informants also raised concerns regarding the participation of individuals with limited proficiency in the course language.⁴⁵

Participant interaction and post-course engagement: While post-course satisfaction questionnaires highlight high levels of tutor support and perceived engagement, qualitative feedback suggests room for improvement in interaction. Participants seek more live discussions, longer breakout sessions, and opportunities for collaborative learning. After course completion, many report feeling isolated in attempting to implement learning in their institutions.

Effectiveness of Management Arrangements

EQ5: To what extent have the management arrangements, including roles, responsibilities, and coordination, supported the effective delivery of SP training activities?

- *5.1 How were the roles and responsibilities of Centre officials, including programme management, defined and communicated?*
- *5.2 How were implementation and coordination of activities organised across technical programmes?*
- *5.3 To what extent did the management arrangements contribute to the effective delivery of activities?*

Internal SPGT Coordination Mechanisms Defined Roles and Responsibilities

Document review (Quality Management Framework 2019, Circulars, Course Info Notes) confirms that roles are formally defined for key actors, including the Director of Training (TDIR), Programme Managers, assistants, and external facilitators. Responsibilities include oversight of quality assurance, course content approval, curriculum

⁴⁵ Key Informant Interview with ITCILO staff, Focus Group Discussion with Training Participants, Evaluation Survey

development, course delivery, and post-activity reporting. Activity Managers are specifically accountable for following the quality assurance standards for course design and content as well as marker coding, while assistants support logistical arrangements. Facilitators and instructors are selected based on both thematic and pedagogical competence, and their performance is consistently rated highly in post-course satisfaction questionnaires.⁴⁶

Key informant interviews suggest that while roles are broadly understood, practical ambiguities remain, particularly for General Service staff, due to overlapping or unclear responsibilities.⁴⁷

Decision-making within SPGT is anchored in weekly team meetings where course approval and portfolio management are discussed. Final decisions regarding the portfolio rest with the team manager, who emphasizes consultation and collective input. There is, however, no formal oversight mechanism for portfolio governance.⁴⁸

The collaborative approach is bolstered by a high-level of autonomy on behalf of the Activity Managers, allowing for flexibility and creativity.⁴⁹

Within SPGT, the "everyone does everything" model fosters responsiveness but can create inefficiencies. For instance, participant enrolment and eCampus design are managed across multiple courses with little role specialisation.⁵⁰

Collaboration Within the Training Department

The desk research evidences that the Training Department's "knowledge-sharing strategy" includes "monthly meetings with programme managers, team meetings with individual programmes, and consultations with professional staff and general service staff across Programmes" to disseminate information and good practices.⁵¹ Coordination groups and peer review mechanisms are also established according to the reviewed documents, with meeting notes accessible via the Intranet.⁵²

Key informant interviews confirm that periodic department-level and cluster-specific coordination meetings take place and support internal exchange.⁵³ However, organised cross-departmental learning appears to be more limited.

In key informant interviews, informal mechanisms were more reported than structured processes. Personal initiatives and connections serve as a means of exchanging knowledge across all ITCILO teams to improve overall efficiency.

⁴⁶ Post-course Satisfaction Questionnaire Responses, A9017145, A9717138

⁴⁷ Key Informant Interview with ITCILO staff

⁴⁸ Key Informant Interview with ITCILO staff

⁴⁹ Key Informant Interview with ITCILO staff

⁵⁰ Key Informant Interview with ITCILO staff

⁵¹ Quality Management in ITCILO 2023, Quality management in the ITCILO training department 2019 FINAL

⁵² Centre-wide Action Plan to promote International Labour Standards, Social Dialogue and Tripartism (2018-21); Quality management in the ITCILO training department 2019 FINAL.

⁵³ Key Informant Interview with ITCILO staff

For instance, an assistant shared that after each course, they conduct a reflection to identify improvements from the previous year. A key enhancement was the addition of instructional videos to the e-campus platform, explaining course objectives and technical tasks like uploading assignments. These videos significantly reduced the time she previously spent answering repetitive technical questions from participants. The course design included weekly assignments, forums, and an implementation plan, which often led to technical confusion. By recording videos demonstrating platform use, they minimized individual queries and improved efficiency. Only one or two questions came up during the recent course, which they could address by sharing video links. This reduced the volume of individual queries and improved learner engagement. However, such innovations are rarely shared across teams due to the lack of institutionalised knowledge-sharing channels, limiting their wider uptake.⁵⁴

Collaboration with Other Technical Departments within ITCILO

Formally, the ITCILO has established Centre-wide action plans that explicitly promote cross-programme collaboration. These include frameworks for Innovation and Learning, International Labour Standards (ILS), Social Dialogue and Tripartism (SDT), and Gender Equality and Diversity. Each plan encourages inter-unit coordination to “unlock synergies and scale effects.” For instance, the ILS/SDT plan is supported by a coordination group involving SPGT, ILSGEN, ILO Bureau for Employers' Activities (ACTEMP) and ILO Bureau for Workers Activities (ACTRAV), aiming to mainstream core decent work principles across training activities.⁵⁵

Key informant interviews indicate that cross-departmental collaboration occurs but remains largely ad hoc. And examples of substantial inter-departmental course design remain limited.⁵⁶

The “Social protection policy and elimination of child labour” course was an isolated example for collaboration with ILSGEN, which was perceived as strengthening complementarity by exploring cross-cutting principles.⁵⁷

Aside from that, the “Digital Governance Academy” was highlighted as an emerging initiative. The concept for the Digital Governance Academy emerged from persistent requests for digital skills, acknowledging that existing courses, such as the one on digital transformation in social protection, were insufficient to meet the evolving needs of participants and the broader “digital revolution”. The academy is envisioned as a transversal initiative that will span beyond solely social protection. It is designed to cover the five clusters of the SPGT team: social protection, labour inspection, labour administration, social dialogue, and occupational safety and health. The aim is to equip individuals with the necessary skills to navigate the “digital governance wave,” incorporating topics related to AI and digital transformation. While each cluster traditionally has its own academy, the Digital Governance Academy is set to bring

⁵⁴ Key Informant Interview with ITCILO staff

⁵⁵ Centre-wide Action Plan to promote Innovation and Learning (2018-21), Centre-wide Action Plan to promote International Labour Standards, Social Dialogue and Tripartism (2018-21), Centre-wide Gender and Diversity Action Plan (2018-21)

⁵⁶ Key Informant Interview with ITCILO staff

⁵⁷ Key Informant Interview with ITCILO staff

together the work completed under the entire SPGT umbrella. This marks a new approach for the team, fostering a broader, integrated learning experience.⁵⁸

Management arrangements with Supporting Services and effects on Course Delivery

Coordination between SPGT and corporate services, including Finance, ICTS, and FIS, is formally structured, yet operational challenges persist.

ICTS acts as an “agnostic facilitator,” balancing business needs from training teams with governance and compliance requirements from Finance.⁵⁹ All software and cloud service requests must route through ICTS, which validates licensing and avoids redundancy, while recognizing that training teams often hold deeper expertise on specialized tools.⁶⁰

Finance acts as a “gatekeeper” ensuring adherence to financial guidelines. As such, the “risk appetite” of the finance department was mentioned to differ from the client-facing SPGT department, which can complicate decision-making.⁶¹ Aside from that, communication regarding budgeting sometimes involves back-and-forth due to imprecise information, although the Pricing Policy provides useful and detailed guidance.

FIS, interactions, particularly concerning admissions workflows for face-to-face activities, follow defined processes and have reportedly improved in quality since 2022, with timing and accuracy in participant selection highlighted as key factors in reducing cancellations. There is also anecdotal evidence of effective information sharing. For instance, participant comments from course feedback have been used in the past to inform tender documents for accommodation services, to better orient bidding companies.⁶²

At the same time, inefficiencies remain. The enrolment process, while functioning adequately in terms of outcomes, is widely described as time-consuming and unnecessarily complex. It is currently undergoing review, including potential reforms to the MAP system, as noted elsewhere in the section on efficiency. Similarly, further defining the workflow between finance and technical programmes was suggested to potentially yield efficiency gains.

Collaboration with Institutional Partners: Alignment with Technical Mandates (Collaboration with ILO/SOCPRO)

The ITCILO maintains several collaborative arrangements that support alignment with institutional mandates and reinforce the technical integrity of its Social Protection training offer.

Notable examples include:

⁵⁸ Key Informant Interview with ITCILO staff

⁵⁹ Key Informant Interview with ITCILO staff

⁶⁰ Key Informant Interview with ITCILO staff

⁶¹ Key Informant Interview with ITCILO staff

⁶² Key Informant Interview with ITCILO staff

- Academies: The Academy on Social Security is a flagship initiative. Similarly, the Academia sobre o Trabalho Digno (Academy on Decent Work) in Lisbon is planned in collaboration with ITCILO–IEFP of Portugal, linking social protection themes with employment policy training.
- ISSA Partnership Courses: The ITCILO runs courses in partnership with the International Social Security Association (ISSA), covering areas like "Administrative Solutions for Extending Coverage", "Actuarial Work for Social Security", and "Contribution Collection and Compliance". These courses are highly specialized and involve interaction with a global network of professionals.
- Skills Development & Formalization: The SPGT Programme has entered a learning partnership with Indian training institutes (VV Giri National Labour Institute and Kerala Institute of Labour and Employment), aiming to strengthen capacities in labour relations and social dialogue. This blended program involves the ITCILO delivering asynchronous content and the Indian institutes hosting residential components.

These examples illustrate the Centre's commitment to joint programme development and alignment with broader ILO themes. However, key informant interviews suggest room for strengthening the integration between training and policy functions. According to SOCPRO representatives, more systematic joint planning, documentation, and calendar-sharing could improve coordination and help anticipate technical input needs more efficiently.⁶³

There is also potential to expand ILO engagement in courses where SOCPRO currently plays a limited role, particularly some ISSA-affiliated activities or courses led by non-SPGT programmes with social protection linkages.

In terms of broader ecosystem coordination, questions were raised about the alignment of ITCILO offerings with other platforms like TRANSFORM (led by UNICEF, UNDP, and others). For example, TRANSFORM has focused more on linkages between social assistance and social insurance, an area that remains less developed in ITCILO's portfolio.⁶⁴ ITCILO staff confirmed that synergies exist: TRANSFORM's expert network has been used to identify trainers, and some of its learning materials have been incorporated into ITCILO courses. However, collaboration is constrained by structural factors such as divergent funding models and staff turnover.

This suggests that while integration with ILO mandates is strong in principle and partially realised in practice, more deliberate mechanisms for strategic coordination, resource planning, and complementary design could further enhance the Centre's contribution to system-wide learning.

Participant Feedback on management arrangements and link to effectiveness

Findings from both the evaluation survey and the post-course satisfaction questionnaire reveal a consistent and favorable perception of ITCILO's training coordination,

⁶³ Key Informant Interview with Institutional Client

⁶⁴ Key Informant Interview with Institutional Client

instructional clarity, and overall delivery. Participants widely recognized the training as well-structured and responsive to their learning needs, with both technical and pedagogical components contributing to the positive experience.

From the evaluation survey, 92.8% of respondents agreed that the training was logically and consistently organized. A similar proportion felt that the mode of delivery effectively addressed their learning needs (95.4%) and provided the flexibility or structure appropriate to their learning style (92.7%). Moreover, 91.7% affirmed there were sufficient opportunities for participation and interaction, while 95.4% stated that the delivery mode enhanced their understanding and application of the course content. Participants also noted high satisfaction with the clarity of tutor guidance and the quality of learning resources, reflecting well-coordinated implementation and support.

These perceptions are strongly reinforced by the satisfaction questionnaire data, where participants rated key dimensions of training organization and clarity with uniformly high scores. Specifically, coherent content received a mean of 4.51 out of 5, clear objectives 4.50, well-organized delivery 4.46, and administrative support 4.53, all indicating over 89% satisfaction. These indicators not only align with the evaluation survey findings but also validate the effectiveness of pre-course planning, communication, and coordination mechanisms.

Instructor performance further amplified the success of the training implementation. With a mean score of 4.65 out of 5.0 based on 1,317 evaluations, facilitation quality was among the most consistently praised aspects of the learning experience. This strong endorsement of teaching effectiveness was mirrored across modalities, whether face-to-face, blended, or fully online, highlighting the adaptability and clarity of instructors in various delivery environments. Importantly, high instructor ratings were consistently associated with high scores for well-organized and administrative support, pointing to a synergy between facilitation quality and the overall coordination of training logistics.

Together, the results from both instruments present a cohesive picture: SP training delivery at ITCILO is perceived as clear, well-coordinated, and effective, with strong alignment between instructional quality, organizational structure, and participant satisfaction.

Efficiency

EQ6: To what extent have financial, human, and time resources been used efficiently in the delivery of Social Protection trainings, and how do participants and clients assess their value for money?

- *6.1 How were financial, human, and time resources allocated and used in delivering social protection trainings across different delivery modalities and locations (e.g. on-campus, online, field-based)?*
- *6.2 What feedback did participants and clients provide regarding the quality, usefulness, and value for money of the social protection trainings?*

Allocation and Use of Resources Across Modalities

A comparative analysis of financial, human, and time resources reveals distinct efficiency profiles across the three main delivery modalities: Turin-based, field-based, and online. The analysis draws on activity-level budget data and staffing records, complemented by qualitative insights from key informants:

The total activity cost per participant varies significantly based on the modality and whether participant travel and accommodation are included in the activity's debited budget.

- **Residential/Field-Based Courses:** These courses generally involve participants attending in a specific physical location, often necessitating travel and lodging. The total activity price per participant ranges from €184 (course in Cabo Verde) to €3,810 (Turin).

For instance, "Curso sobre gestão da dívida à segurança social" (A1516724) in Cidade da Praia, Republic of Cabo Verde, had 57 participants over 5 days with a total activity price of €10,464, resulting in a cost of €184 per participant. In this case, no specific participant lodging or travel costs were explicitly itemized as debits in the budget.

Conversely, the "Academy on Social Security" (A9017145) held in Turin for 152 participants over 13 days had a total activity price of €579,149, leading to a cost of approximately €3,810 per participant. A significant portion of this cost (€205,928) was explicitly allocated to participants' lodging, board, and main travel.

Another residential course in Turin, "Social Health Protection - Addressing inequities in access to health care" (A9717242), for 36 participants over 6 days, had a total activity price of €86,610, equating to €2,405.83 per participant. This also included explicit participant lodging, board, and travel costs totaling €20,667.

Field-based "Blended Full Period" courses, such as "Finance publique pour la protection sociale" (A1518208) in Dakar, Senegal, with 24 participants over 6 days and a total activity price of €39,781, cost approximately €1,657.54 per participant. Similar to A1516724, explicit participant lodging and travel costs were not debited in the provided budget for this course.

The overall average total activity price per participant for residential/field-based courses, based on the provided data, is approximately €1,365.

- **Online/E-learning Courses:** These courses do not involve participant travel or physical accommodation, leading to a generally lower cost per participant due to economies of scale. The total activity price per participant ranges from €367.78 to €1,605.00.

For example, "Curso de la AISS sobre la Continuidad y Resiliencia de los Sistemas y Servicios de Seguridad Social" (A2717644), an assumed online course for 36 participants over 4 weeks, cost €368 per participant (€13,240 total activity price).

"Executive E-Learning on Pension Policy and Management (Russian)" (A4717155) for 14 participants over 6 weeks had a total activity price of €14,350, amounting to approximately €1,025 per participant.

Longer e-learning courses for smaller groups can have higher per-participant costs. For instance, "E-learning on public finance for social protection analysts" (A9717149) with 17 participants over 10 weeks cost €1,605 per participant (€27,285 total activity price). Similarly, "E-learning on impact assessment for social protection analysts" (A9717152) with 14 participants over 10 weeks also cost €1,605.00 per participant (€22,470 total activity price).

The average total activity price per participant for online/e-learning courses is €1,095.

- Staffing intensity and associated costs also differed significantly by modality:

P Staff Days: Residential/field-based courses average significantly more P staff days (approximately 43.7 days) compared to e-learning courses (approximately 16.4 days). This indicates a more concentrated and intensive professional staff involvement during shorter, in-person training periods.

G Staff Days: Similarly, G staff days are higher on average for residential/field-based courses (approximately 28.3 days) versus e-learning (approximately 11.7 days).

- P Staff (Professional Category): Residential/Field-Based: The standard costs for P staff (BL 962150) vary widely depending on the duration and intensity of the course and the number of staff days involved. For example, A9017145 (Turin, 13 days) incurred €98,795 for P staff over 152 days, while A1518208 (Dakar, 6 days) had €13,000 for 20 P staff days. The average P staff cost for residential/field-based courses is approximately €22,930.63.

Online/E-learning: P staff costs (BL 962150) for e-learning courses are generally lower on average, at approximately €10,632.71. For example, A9717149 (10 weeks) cost €14,950 for 23 P staff days, and A4717155 (6 weeks) cost €7,005 for 11 P staff days.

- G Staff (General Service Category): Residential/Field-Based: Standard costs for G staff (BL 962200) are also higher for residential/field-based courses, averaging approximately €7,630.63. The Academy in Turin (A9017145) had €45,437 for 160 G staff days, including €7,363 for S-T salaries (BL 962250).

Online/E-learning: G staff costs for e-learning average approximately €3,100.57. A9717149 (10 weeks) cost €2,840 for 14 G staff days, in addition to €1,774 for S-T salaries G staff (BL 962250).

- External Lecturers (BL 933150): These costs vary significantly by course. Some residential/field-based courses show no debited cost for external lecturers (e.g., A1518208, A2517520), while others like A9017145 (Turin) spent €28,439, and A5516748 (Erbil) spent €6,137. The average external lecturer cost for residential/field-based courses with data is €7,389.

For e-learning, external lecturer costs are more consistently present, with amounts like €9,600 for A9717150 and €6,800 for A9717152. The average external lecturer cost for e-learning courses is approximately €4,685.71.

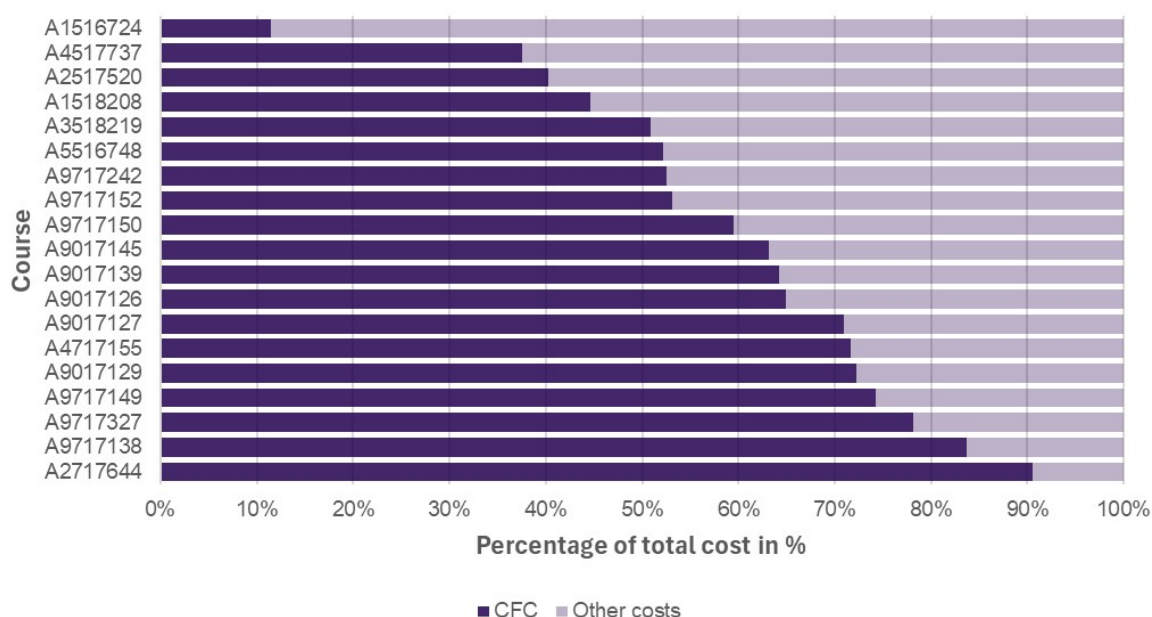
- ITC Staff Missions (BL 934050): These costs are primarily associated with field-based residential courses, indicating travel expenses for ITC staff to the training venue. They range from €2,284 (A1516724) to €9,118 (A2517520). The average for these courses is

approximately €5,665. These costs are not present for Turin-based residential courses or e-learning courses where staff do not need to travel for external delivery [e.g., A9017145, A4717155].

Contribution to Fixed Costs (CFC)

ITCILO uses the Contribution to Fixed Costs (CFC) indicator to assess the financial performance of individual training activities. This metric captures the proportion of course-generated revenue allocated to centre-wide overheads, such as facilities, staff salaries, evaluations, and institutional services. Each technical programme is expected to meet annual CFC targets, with budgeting and strategic planning decisions shaped around these benchmarks. Document review confirms that CFC is a core parameter in financial oversight, used to balance cost-efficiency with pedagogical quality.

CFC performance varies substantially across the training portfolio (see graph below). Among the sampled activities, CFC levels ranged from 11.5% to 90.6%, influenced primarily by enrolment numbers, the use of internal versus external expertise, and the overall cost structure. Courses relying more heavily on internal staff, and enrolling larger participant cohorts, tend to yield higher CFCs.⁶⁵



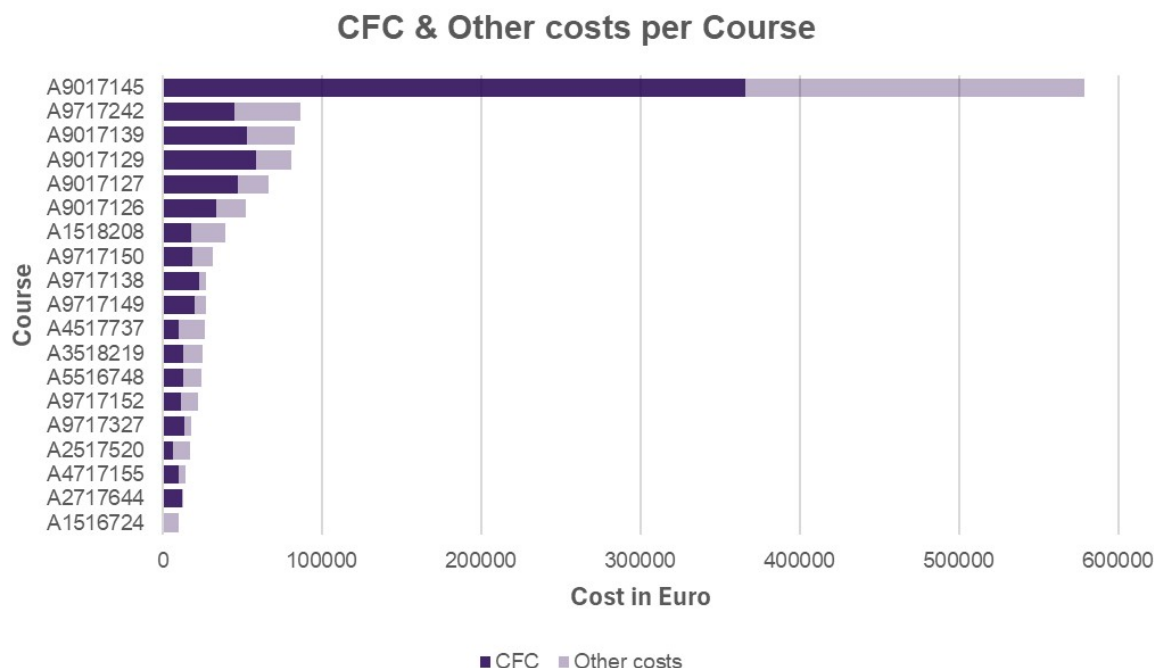
Graph 11: "CFC & Other costs per Course (%)" - Source: MAP database.⁶⁶

The "Academy on Social Security" (A9017145) consistently emerged as the top revenue generator and highest CFC contributor within the SPGT portfolio (see graph below). Its scale and cost-efficiency reinforce its status as the flagship course, allowing it to effectively cross-subsidise lower-margin offerings. The strong CFC performance of this

⁶⁵ Key Informant Interview with ITCILO staff

⁶⁶ For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".

Academy is further associated with its clientele, such as pension funds, which are typically well-resourced and willing to invest in training.⁶⁷



Graph 12: "CFC & other costs per course" - Source: MAP database.⁶⁸

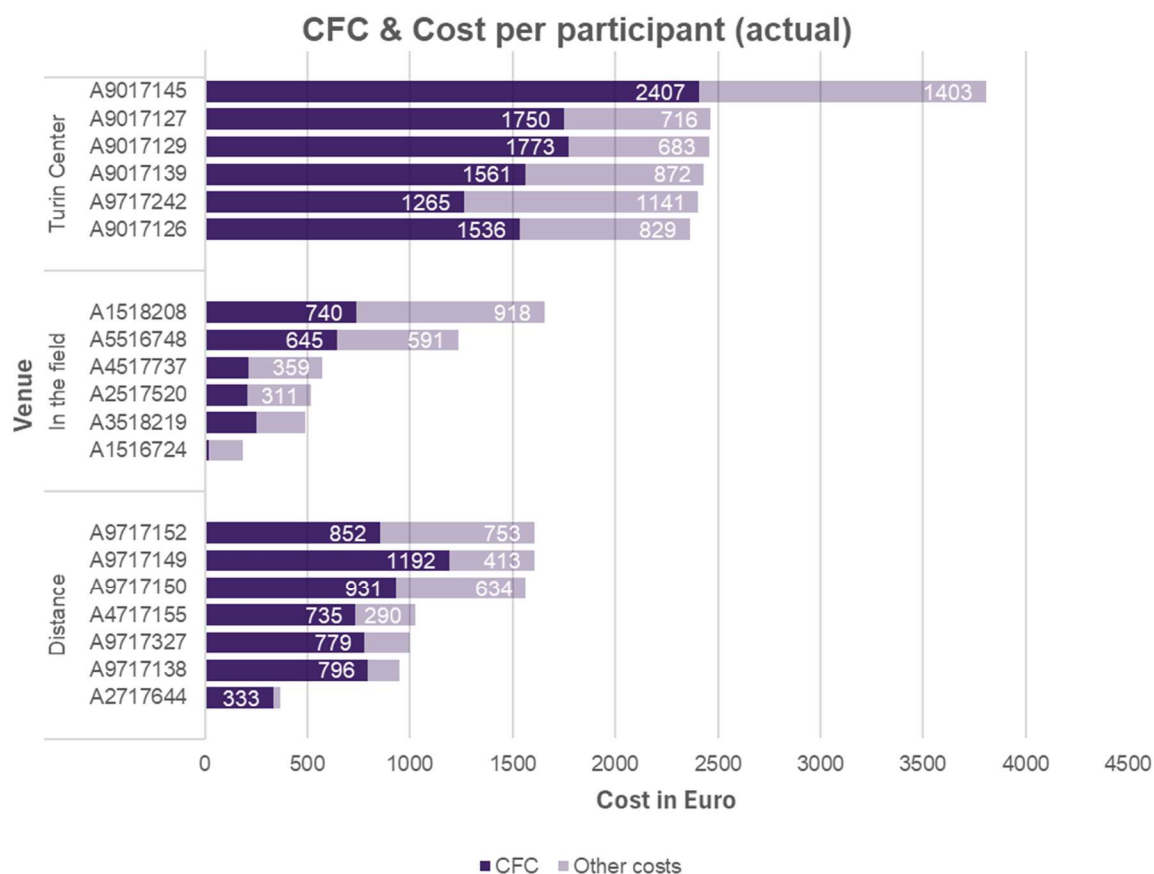
Key informants confirmed that SPGT ranks among the top-performing departments in terms of CFC contributions when compared with other technical teams.⁶⁹ This is attributed not only to efficient delivery practices and wealthy clientele but also to the thematic focus of social protection potentially finding a wider audience than some of the other teams.

Disaggregated cost data reinforces the importance of modality in shaping financial performance (see Graph below).

⁶⁷ Key Informant Interview with ITCILO staff

⁶⁸ For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".

⁶⁹ Key Informant Interview with ITCILO staff



Graph 13: "CFC & other costs per participant" - Source: MAP database.⁷⁰

Turin-based residential courses generate the highest CFCs per course and per participant, driven by both scale and higher pricing structures. In contrast, tailor-made and field-based activities generally return lower CFC values due to smaller group sizes and more decentralised delivery models. However, these courses often meet other strategic goals, such as institutional relevance or customisation for priority audiences, which justifies their inclusion in the broader portfolio.

Table 11: "Average CFC by Category and Venue" - Source: MAP database.

	Average per course in Euro	Average per participant in Euro
CFC Distance	15,742.57	802.55
CFC Field	10,228.17	346.56
CFC Turin	111,711.60	1,805.55
CFC Open	58,525.00	1,298.11
CFC Tailor-made	10,480.43	344.65

⁷⁰ For the list of trainings, including the MAP/Activity codes and titles, see Table 2 in "Scope of the Evaluation".

Strategic Efficiency Measures

The Centre has adopted several strategic measures to improve the efficiency of its Social Protection training offer. These measures reflect deliberate trade-offs between cost-effectiveness and broader strategic objectives, as well as a pragmatic response to operational constraints.

Strategic Budgeting and Portfolio Planning

Key informant interviews suggest that budgeting decisions are made at portfolio level to balance financial viability (measured by contribution to fixed cost, or CFC) with broader goals of outreach, learning quality, and institutional relevance. Document review and interviews confirm that activities with low immediate financial returns — such as Masterclass — are strategically retained to broaden outreach and support learner conversion to fee-based offerings. The conversion rate from “free to fee” was estimated at approximately 3%.⁷¹

Rather than applying a strict profitability filter at course level, cost fluctuations are smoothed through a portfolio approach. Larger revenue-generating courses (typically with >30 participants) cross-subsidise smaller, less profitable ones, thus supporting the Centre's strategic commitment to equity and inclusion. While large courses enhance financial performance, smaller cohorts are perceived to yield higher-quality learning interactions, pointing to a deliberate balance between pedagogical integrity and financial sustainability.⁷²

The design of new courses considers a five-year horizon for viability. If targets—such as minimum enrolment thresholds—are not met, courses are discontinued and resources reallocated. For instance, the “e-coaching on social protection” course was phased out due to low uptake.⁷³

Scheduling for Efficiency and Predictability

With regards to time and human resources several practices pertaining to scheduling practices were described. While “back-to-back” sequencing is occasionally used for tailored trainings to reduce time and resources required for travels and logistics, open courses are intentionally “spaced out” by at least two to three weeks to allow for sufficient time for administrative processes, for instance visa processes.⁷⁴

In other instances, “economies of scale” are achieved by running multiple courses simultaneously, notably in-person courses and in-particular the Academy. While this can also translate to efficiency gains, for instance regarding logistics, joint sessions and the possibility to network and exchange knowledge in between sessions also contributed to the effectiveness of the courses.⁷⁵ The description of these scheduling practices point

⁷¹ Key Informant Interview with ITCILO staff

⁷² Key Informant Interview with ITCILO staff

⁷³ Key Informant Interview with ITCILO staff

⁷⁴ Key Informant Interview with ITCILO staff

⁷⁵ Key Informant Interview with ITCILO staff

towards deliberate decision-making concerning time and human resources in the delivery of courses.

Providing at least 12 months of visibility for open courses on the website is a clear recommendation for success. This is based on the observation that late publication hinders registration, and increased predictability allows potential participants more time to plan.⁷⁶

Cost-Saving Examples

Several initiatives exemplify good practices in cost containment. For instance, the “Action Portugal” project leverages existing public infrastructure and draws on national social security experts who contribute pro bono, thereby reducing both venue and staffing costs.⁷⁷

Operational Inefficiencies and Areas for Improvement

Outreach and Participant Identification

Efforts are underway to increase enrollment in open courses to reduce cost per participant and improve contribution to fixed costs. Enhancing visibility through earlier publication is expected to improve enrolment planning and lead to better financial performance. Providing at least 12 months of visibility for open courses on the website was recommended through the KII. This is based on the observation that late publication hinders registration, and increased predictability allows potential participants more time to plan.⁷⁸

Workflow Bottlenecks and the Case for Automation

The evaluation identified several inefficiencies in internal workflows, particularly in enrollment and budgeting. Key informants described the current enrolment system as “complicated” and “outdated,” involving duplicate data entry for repeat participants and lacking benchmarks for process improvement.⁷⁹ An ongoing review process is expected to conclude by 2027, aims to redesign the MAP system and online forms to streamline data capture and automate processes.⁸⁰ Discussions are also underway regarding the standardization and partial automation of budgeting workflows to reduce the “back and forth” between program teams and finance.⁸¹ This illustrates that inefficiencies are already identified and solutions underway to address them.

With regards to workflows and processes, there is anecdotal evidence concerning time-consuming customizations, for instance of training certificates, which was traced to the training department's client-oriented approach. While this approach is generally perceived to be valuable, accommodating numerous customisation requests and

⁷⁶ Key Informant Interview with ITCILO staff

⁷⁷ Key Informant Interview with ITCILO staff

⁷⁸ Key Informant Interview with ITCILO staff

⁷⁹ Key Informant Interview with ITCILO staff

⁸⁰ Key Informant Interview with ITCILO staff

⁸¹ Key Informant Interview with ITCILO staff

deviations from standardized processes or templates is considered time-consuming and inefficient, especially with regards to open courses.

Similarly, it was pointed out that processes relying on "the human in the loop" do not scale effectively. For instance, an increased volume of online courses would not be feasible without a proportional increase of staff. Thus far, "the human in the loop" approach is reflected in various stages, including application processing and data entry, where repeated manual efforts are noted as consuming significant staff time.⁸² While these observations are anecdotal, there appears to be space for greater standardization and automation [see paragraph above as well as the section on validity of the design]. In line with that, the integration of AI tools into administrative procedures, for example chatbots facilitating the enrollment process and answering common questions, is seen as a possibility to reduce the time that staff needs to spend on recurring issues, reducing workload and wellbeing.⁸³

Tailor-Made Activities and Human Resource Constraints

Interviews suggest that staff capacity is increasingly stretched, particularly for managing tailor-made training requests. As one respondent put it, "we are barely able to reach out to all of the different requests we are receiving." This indicates a potential misalignment between demand and available human resources, raising concerns about the sustainability of customised services without further investment.

Participants feedback on value for money

While the post-course satisfaction questionnaires do not directly assess financial value or cost satisfaction, open-ended comments give a broadly positive perception of value for money among participants and clients while a few (only 2) indicate a desire for lower costs or scholarships. High satisfaction scores for overall quality serve as a strong proxy indicator of perceived value. When asked informally, some participants expressed a desire for more advanced or repeated sessions, implying the training was worth their time and effort.

Perceived Usefulness and Quality: High ratings for relevance, confidence to apply knowledge, and expected organisational benefit suggest strong perceived utility. Satisfaction with the quality of training and contributions from experts reinforces this view, with many participants finding the content valuable and applicable to their work contexts.

Demand and Accessibility: Several comments requested more time or broader access (e.g. through scholarships or reduced fees for self-financed participants). These do not reflect dissatisfaction with the training's value, but rather a desire to improve access and extend learning opportunities.

Challenges Affecting Value: A minority of participants noted delivery challenges, such as limitations of the online format, workload issues, and language barriers, that reduced the training's value for them. Comments such as "not taking full advantage" due to technical

⁸² Key Informant Interview with ITCILO staff

⁸³ Key Informant Interview with ITCILO staff

or linguistic barriers indicate that perceived value was sometimes constrained by implementation factors rather than content quality.

In sum, while explicit feedback on price or cost-effectiveness was limited, participants widely considered the trainings a worthwhile investment, with most concerns relating to access, delivery, and duration rather than overall value.

Impact

EQ7: To what extent have the Social Protection trainings contributed to meaningful changes for participants and their organisations, and what evidence exists of broader or lasting impact?

- *7.1 How do participants describe the effects of the training on their work or organisation, if any? (indicate any differences across groups.)?*
- *7.2 What evidence is there of 'impact' on Social protection linked to participation in the training?*
- *7.3 What recommendations to strengthen the effects of the training on participants' work, organisation and long term results?*

How ITCILO Defines and Measures Impact

Impact is understood as significant, higher-level changes arising from the application of training at individual, organisational, or systemic levels.

The ITCILO adopts a four-level approach to evaluation, based on the Kirkpatrick Model: (1) reaction, (2) learning, (3) behaviour, and (4) results. Document review confirms that this framework underpins course evaluations and external reviews, although structured long-term follow-up remains uneven across the portfolio.

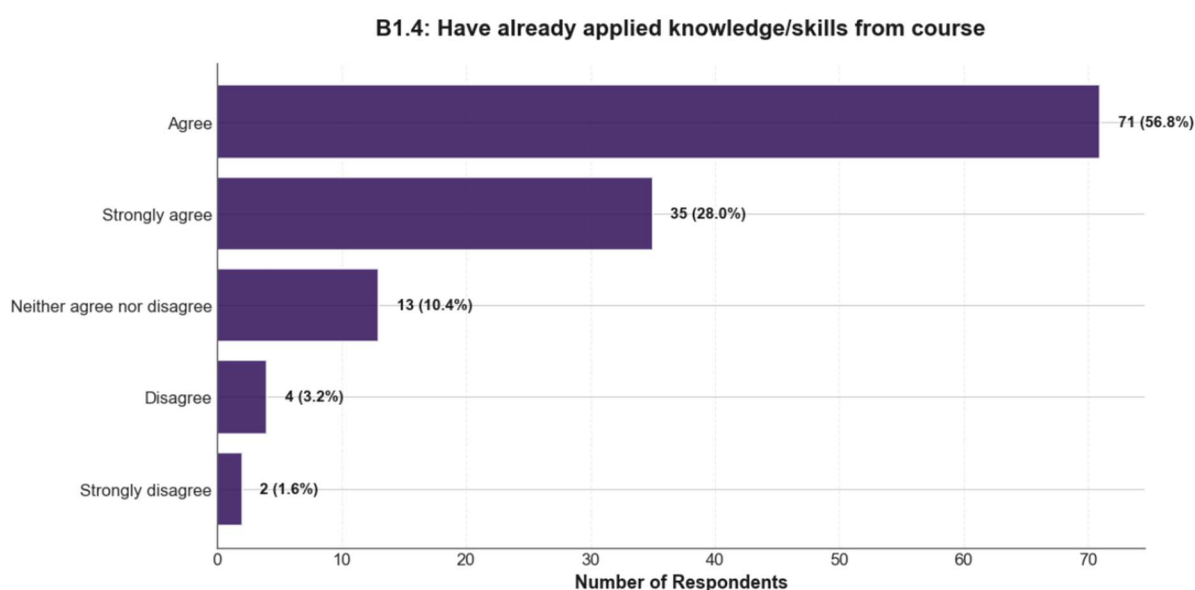
According to previous evaluations, participants frequently report applying new knowledge, with reported improvements in job performance and behaviour change. Typically, over 90% of learners reported applying knowledge gained, and many cited tangible organisational or policy changes. These range from institutional reforms and new national strategies to legislative developments and enhanced social dialogue.

The same evaluations report that ITCILO's training offer also demonstrates long-term sustainability and replicability, with evidence of results being scaled up within organisations, networks, and national frameworks. Participants report increased confidence, deeper understanding, and an ability to effect change, underscoring the training's transformative potential.

Individual Outcomes: Knowledge Application and Professional Growth

Evaluation survey results indicate that participants not only valued the ITCILO training programmes but also actively applied the acquired knowledge in their professional contexts. According to the evaluation survey (n = 125), 94.4% of respondents either agreed or strongly agreed that they could apply the knowledge gained to their work or other

activities (B1.3). Furthermore, 84.8% reported that they had already applied this knowledge in practice (B1.4), reflecting a strong immediate transfer of learning.



Graph 14: "Knowledge Application Rate" - Source: Evaluation Survey.

To substantiate this, survey participants were asked to provide concrete examples of their knowledge application (B4). 72.8% of the respondents (n=125) provided examples, which is considerably higher than the results from last year's evaluation (53%) and just short of the biennium target (75%).⁸⁴ While several answers were rather unspecific and brief, making it difficult to deduce the extent to which knowledge was applied, a few illustrative examples from participants should be mentioned:

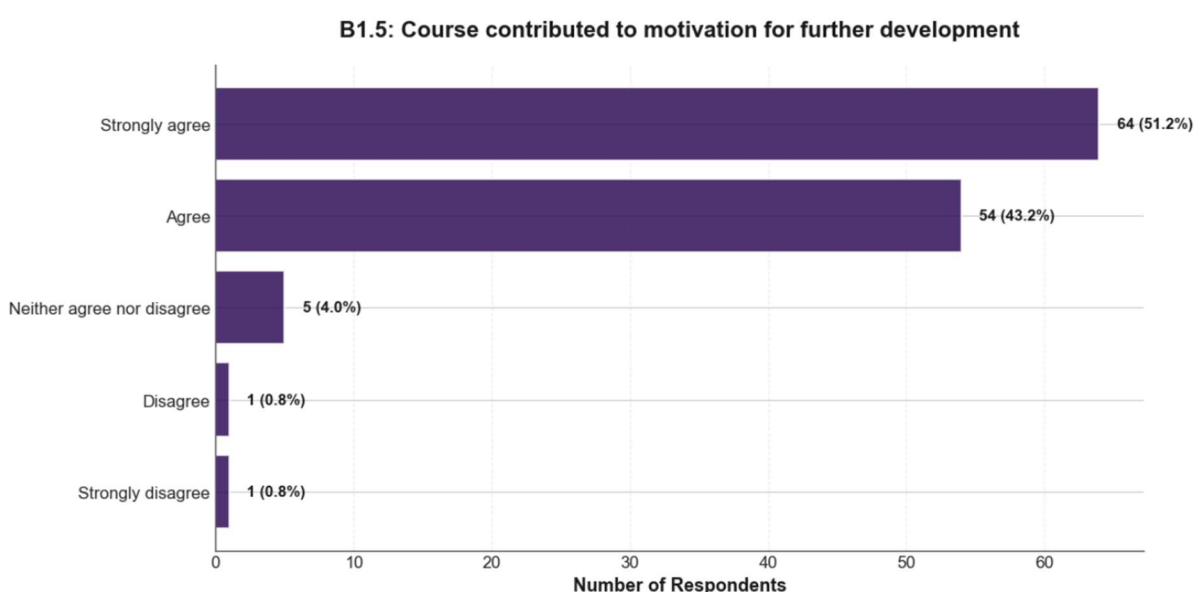
- *"The course has been practical in enhancing my understanding of social protection mechanisms and their integration into humanitarian programs. For example, I applied the knowledge gained from the course to design WASH interventions that not only addressed immediate needs but also considered long-term resilience and inclusion of marginalized groups, aligning with social protection principles."* - Participant of the Masterclass on Social Protection
- *"I used the course to substantiate my position in a professional discussion on the necessity of evaluating the impact of Bulgaria's social security system. The knowledge and practical examples from the course enabled me to argue convincingly for combining different methodological approaches—such as administrative data analysis, microsimulation, and impact evaluation—to improve the evidence base for policy decisions. This has contributed to more informed dialogue within my institution on the need for robust evaluation frameworks."* - Participant of the E-learning on impact assessment for social protection analysts

⁸⁴ From the 121 people that answered the question, 22 answered that they could not provide concrete examples. Eight responses were disregarded as they were insufficiently concrete, for instance consisting only of one word, such as "eLearning" or "Great". Some responses were counted although short and slightly vague, for example the responses "to improve labour rights" and "in policy making".

- *"Before the course, my advocacy efforts around our Homegrown School Feeding program were largely focused on raising awareness and mobilizing community members. However, the course equipped me with a more strategic approach particularly in stakeholder mapping, evidence-based advocacy, and message framing. For example, I applied the stakeholder analysis techniques I learned to identify not only the key decision-makers within the local government but also influential allies within civil society organizations who could amplify our messages."* - Participant of the Advocacy and Communication for Social Protection Training

In terms of workplace performance, 90.4% of participants reported at least a slight improvement in their job performance (online survey question B2), with nearly 65% reporting moderate to very large improvements. This underscores the training's practical utility and impact on day-to-day professional activities.

The training also appeared to have a motivational effect on participants' professional development. A combined 94.4% indicated that the course had contributed to their motivation for further learning or growth (B1.5). This suggests that the programmes not only addressed immediate skill gaps but also inspired ongoing engagement with the field of social protection.



Graph 15: "Motivation for further development" - Source: Evaluation survey.

Anecdotal evidence from FGD participants confirms this motivational and professional impact. For example,

- One FGD participant reported utilising training material to enrich discussions and negotiations as a worker's representative, particularly concerning health security and increasing social security values. Knowledge, including insights on artificial intelligence and new technologies, is reported to provide valuable insights for negotiations with government officials, empowering labour unions to present alternative views and challenge official arguments, thereby promoting social dialogue and advocating for workers' rights and evolving needs.

- Another FGD participant used the training to frame conversations around the necessity for evidence-based social protection policies in Bulgaria, with a focus on impact assessment and the use of micro-simulations. This includes advocating for the use of alternative data sources, such as household surveys from national statistics, to provide reliable evidence for policy decisions.⁸⁵
- Another FGD Participant applied training insights to develop her team, resulting in staff members completing social protection analyst diplomas and other staff members pursuing similar qualifications, aiming to strengthen the organisational voice and capacity.⁸⁶
- Another found the SP trainings he attended valuable for staying informed on the latest developments in social protection, which supports his consultancy work for governments and his contributions to national committees.

Career advancement is another reported outcome. KII and FGDs alike confirm that training is viewed as a long-term investment, with impacts emerging over 5–10 years as participants advance into leadership roles. Alumni examples include a Sierra Leonean participant who, after a decade of ITCILO learning, became Director for Social Protection during a period of new legislation, and a former ILO national officer from Uzbekistan who rose to a delegate role on the ILO governing body, amplifying social protection advocacy.⁸⁷

Organisational Outcomes: Practice Change and Institutional Uptake

Looking beyond individual outcomes, 79% of survey respondents reported that the training had already influenced or had the potential to influence their country's social protection system (online survey question B3a). While 36.8% noted future potential, 56.8% observed actual influence, ranging from legislative reform and policy development to enhanced actuarial modelling and improved governance practices.

Several participants shared concrete examples of institutional uptake:

- One survey respondent from Cabo Verde applied the training to design and technically support new maternity protection policies. This included cost modelling and advocacy for stronger benefits aligned with ILO standards. The same respondent reported using actuarial and policy tools for long-term pension projections and forecasting of family and child-related benefits. Beyond government work, they extended the learning to support inclusive entrepreneurship and cultural initiatives, highlighting the training's versatility across sectors.
- A participant from Belize described how the training helped identify data gaps essential for advanced social protection analysis. They initiated discussions with the Statistical Institute of Belize to include a dedicated social protection module in the

⁸⁵ Also see "Case studies illustrating lessons learned and best practices".

⁸⁶ Also see "Case studies illustrating lessons learned and best practices".

⁸⁷ [Key Informant Interview with ITCILO staff.; Key Informant Interview with Institutional Client

Labour Force Survey. This initiative aims to build a more accountable, evidence-based system.

- According to Voices of the Alumni (desk review), one participant from Cabo Verde stated that the Social Protection Financing course was a "pioneering and transformative experience" that laid the foundations for her technical and institutional planning work. A subsequent executive e-learning course gave her a global perspective on social protection challenges and solutions.
- Another alumnus, previously working in a government social protection secretariat, credited ITCILO's course on advocacy and communication with "revolutionising" his approach to stakeholder engagement. The training supported the launch of the country's first International Social Protection Conference and led to his role in establishing a national grievance mechanism, described as a "cornerstone" of the accountability system.
- From Mauritius, an alumnus representing a workers' organisation reported that the training strengthened his capacity to use ILS and ILO tools to influence social protection floors, develop trade union strategies, and engage in national wage reform. His post-training activities included replicating successful collective bargaining initiatives and contributing to policy dialogue, supported by his later appointment to a ministerial role.
- During focus group discussions, one participant described applying training to support internal staff development, with team members enrolling in analyst diplomas and cascading knowledge within the organisation. Another highlighted the importance of training in staying updated on global developments, which in turn supported their national advisory roles.

Together, these examples suggest that organisational outcomes of the training include institutionalising tools and strategies, contributing to administrative reforms, and strengthening technical capacity for system planning and service delivery. These changes are rooted not only in direct application but also in broader strategic influence, including the creation of new platforms for dialogue and coordination.

Systemic and Policy Impact

Evidence from interviews, the evaluation survey, and the desk review suggests that SPGT training has contributed to broader policy-level changes in several countries. Training participation has led to concrete policy outcomes. For instance, academy participants from Jordan identified gaps in their unemployment insurance scheme, driving reforms to align with ILO standards.⁸⁸ Alumni reported integrating learning into strategic plans and legislative drafts, including restructuring self-employed schemes in Belize, advancing legislation for independent workers in Senegal, and embedding impact assessments in Bulgaria's social protection strategies.⁸⁹

⁸⁸ Key Informant Interview with Institutional Client

⁸⁹ Focus Group Discussion with Training Participants

In Cabo Verde, the Action Portugal project, which combines training with technical assistance, was associated with an increase in social protection coverage from 51% to over 60% between 2020 and 2023, supported by capacity-building and statistical reporting. While not solely attributable to training, the project is widely seen as contributing to these developments.⁹⁰

Courses and flagship events like the Academy facilitate enduring networks and collaborations, with connections sometimes evolving into “lifetime friendships” or professional partnerships.⁹¹ Interactive methods, such as the “situation room” and participatory knowledge cafés, strengthen peer-to-peer learning and innovation.⁹² Within the Action Portugal project, such exchange supported South-South cooperation, exemplified by Cabo Verde assisting São Tomé and Príncipe in upgrading social security information systems.⁹³

In several instances, trainings facilitated dialogue among actors who rarely collaborate, helping to “unblock” stalled reform processes. Large national delegations attending ITCILO events have been able to reset relationships and advance reform agendas outside their usual contexts.⁹⁴

Sustainability

EQ8: To what extent are the results and benefits of Social Protection trainings likely to be sustained or scaled, and how well are current and future trainings aligned with the evolving needs of social protection systems?

- *8.1 How likely is it that the results of the activities will be maintained or up-scaled by the participants?*
- *8.2 To what extent do institutional clients consider the training content aligned with emerging priorities in social protection?*

Framing: What does sustainability mean for the ITCILO and how are we approaching it here

At the institutional level, sustainability for the ITCILO is defined as the organisation's ability to endure and evolve within a complex and changing global environment while delivering on its mandate. This is framed around three interlinked performance dimensions: (1) technical: expanding outreach and service impact; (2) financial: achieving cost recovery and a diversified funding base; and (3) institutional: ensuring internal effectiveness, staff development, and environmental responsibility.⁹⁵ These are supported by cross-cutting drivers such as innovation, gender equality, and tripartism, and sustained through reinvestment in infrastructure, technology, and fellowships.

⁹⁰ Key Informant Interview with Institutional Client

⁹¹ Key Informant Interview with ITCILO staff

⁹² Key Informant Interview with Institutional Client

⁹³ Key Informant Interview with Institutional Client

⁹⁴ Key Informant Interview with Institutional Client

⁹⁵ ITCILO Strategic Plan 2022-2025

In this evaluation, however, sustainability is considered more narrowly in line with the evaluation questions. Specifically, it explores (i) the likelihood that training results will be maintained or upscaled by participants and institutions (EQ8.1), and (ii) the extent to which training content remains aligned with emerging social protection priorities (EQ8.2).

Overall, the evidence from previous evaluations demonstrates that ITCILO training, when well-targeted and supported, produces durable and far-reaching outcomes that extend well beyond the training room, contributing meaningfully to institutional capacity, policy reform, and systemic change.

Evidence of Likely Continuity or Upscaling

There is evidence that the effects of ITCILO's Social Protection trainings are likely to be sustained and, in many cases, upscaled beyond the immediate training period. Evaluation survey results indicate that 79% of respondents believed the training had already influenced or had the potential to influence their country's social protection system, with examples ranging from policy reform and extended coverage to improved data use and institutional restructuring. Suggestions for strengthening continuity included allowing more face-to-face interaction in blended formats, offering post-training project support, and ensuring accessibility through multilingual and flexible delivery options.

Qualitative evidence from interviews and focus group discussions reinforces these findings. Participants and institutional clients described the trainings not as isolated events but as part of longer learning and change processes. A key example is the SPGT diploma programme (See corresponding case study), which engages learners over a five-year trajectory, offering a structured mechanism for cumulative application, follow-up, and reflection in diverse institutional contexts.⁹⁶

The evaluation also identified examples of institutional uptake and programme evolution that reflect sustained engagement. The Action Portugal initiative, which combines training with technical assistance and has been active since 2015, exemplifies this model. Now in its third phase, the project has facilitated continued capacity-building on core themes such as statistical systems, digitalisation, and inter-agency coordination. This long-term engagement has supported institutionalisation of learning and allowed for adaptation to shifting national priorities.⁹⁷

SPGT's responsiveness to emerging demands further contributes to the likelihood of sustained results. The team regularly updates its training portfolio to address topical issues such as post-pandemic unemployment protection, platform-based work, and fiscal space constraints for policy design. These revisions are based on ongoing consultation and feedback, allowing the team to offer relevant and future-oriented training.⁹⁸

Previous evaluations also support the conclusion that training outcomes are frequently institutionalised. Participants often replicate what they have learned within their organisations, using ITCILO materials to design and deliver new programmes for

⁹⁶ Key Informant Interview with ITCILO staff

⁹⁷ Key Informant Interview with ITCILO staff

⁹⁸ Key Informant Interview with ITCILO staff

colleagues, constituents, or national audiences. In some cases, entire training systems have been established around this content, enabling scale-up beyond the initial group of learners. Ministries, trade unions, and national training institutes have been particularly active in this regard.

Moreover, the evaluation notes that training outcomes are often embedded in institutional strategies or reforms, including updated policy guidelines, newly adopted international labour standards, and internal operational changes. For instance, training on social protection financing has been linked to national actuarial modelling efforts, while advocacy and communication training has supported the creation of grievance mechanisms and improved stakeholder engagement practices.

Alumni networks and peer exchange mechanisms also contribute to sustained application. Participants mention informally maintaining contact with peers, trainers, and ITCILO staff after the course, exchanging updates and to some extent continuing collaborative efforts. The Centre encourages this through alumni engagement and online communities of practice, though such initiatives are not yet fully systematised and participants request more structured support.

In summary, the evaluation finds a strong likelihood that learning from ITCILO's Social Protection trainings is both retained and expanded. This is supported by multi-phase engagement models, adaptive course development, and evidence of institutionalisation. While follow-up mechanisms could be further formalised, the existing practices already suggest that training results are durable and continue to inform practice, policy, and organisational change long after the course ends.

Alignment with Evolving Priorities in Social Protection

Evidence from the desk review, key informant interviews, and survey responses suggests that ITCILO's Social Protection training portfolio is designed to evolve alongside the rapidly shifting global, national, and institutional priorities of its constituents. The Centre operates within a dynamic environment shaped by political, economic, technological, and demographic forces, which are transforming the way social protection systems are designed, delivered, and governed. Key trends influencing this evolution include the digitalisation of services, the growth of informal employment, the impacts of climate change, and a renewed global focus on social protection floors and universal coverage.

The document review confirms that ITCILO has taken deliberate steps to align its training offer with these broader changes. Curricula are regularly revised to incorporate emerging themes, with recent examples including digital transformation, unemployment protection in the post-COVID context, and social protection responses to new forms of work such as platform labour.⁹⁹ In parallel, the Centre has expanded its use of self-paced and hybrid learning modalities to address financial, time, and access constraints, particularly for participants in low- and middle-income countries.¹⁰⁰

Feedback from participants further validates this orientation. In the evaluation survey, several respondents reported applying training insights to address national-level policy

⁹⁹ Key Informant Interview with ITCILO staff

¹⁰⁰ Key Informant Interview with ITCILO staff

priorities, including the expansion of coverage to informal and vulnerable populations, data-driven reform processes, and the integration of actuarial modelling into decision-making. One participant from Kenya, for example, indicated that the training supported the development of a policy proposal aimed at raising insurance coverage for the poorest quintile from 3.6% to 85%. Other examples cited in open-ended responses include contributions to Senegal's Vision 2050, reforms to institutional governance, and updated benefit models for health and family support schemes.

Participants also identified specific gaps and suggestions to strengthen the relevance and contextualisation of future trainings. These included greater attention to the linkages between climate change and social protection, enhanced coverage of strategic health financing, and the integration of food security dimensions. Regionally, calls were made for more examples and facilitators rooted in African contexts, with several participants observing that "the same things do not work in different parts of the world." This underscores the demand for context-sensitive content that is grounded in regional realities and co-produced with local actors.

ITCILO has also institutionalised processes to foster innovation and keep pace with sectoral change. The Academy on Social Protection, which brings together a wide range of stakeholders annually, functions as an "incubator" for piloting new topics and approaches. It undergoes yearly revisions to reflect ongoing ILO policy debates and constituent feedback, and has served as a testing ground for themes such as social protection and digital governance.¹⁰¹

The Centre's innovation fund plays a strategic role in ensuring the future relevance of its training offer. Designed to support long-term product development, the fund enables investments in high-potential but uncertain areas. A notable example is the Digital Governance Academy, which is receiving €50,000 in seed funding for development and piloting. This initiative seeks to embed digitalisation and emerging technologies such as AI into the social protection curriculum, in line with ILO's enabling outcome A and its role as a "safe space for experimentation".¹⁰² Other innovation fund initiatives include exploratory work on quantum computing and neuro-sensor technology to monitor group engagement. While not all experiments succeed—such as a VR simulation for OSH training that proved unviable—they reflect a deliberate effort to position the Centre at the frontier of training innovation.

Overall, the evaluation finds that the Social Protection training portfolio is not only aligned with current global trends, but that it is actively contributing to shaping policy conversations on emerging themes. This is achieved through adaptive course development, targeted innovation investments, and structured mechanisms for integrating participant and institutional feedback. Together, these features support the long-term strategic relevance of ITCILO's training offer in a rapidly evolving field.

Evidence based insights into enablers and barriers to sustainability

The evaluation identifies several enabling factors and barriers that affect the sustainability of outcomes from ITCILO's Social Protection trainings. These are drawn

¹⁰¹ Key Informant Interview with ITCILO staff

¹⁰² Key Informant Interview with ITCILO staff

primarily from the online evaluation survey, focus group discussions, key informant interviews, and document review.

A recurring theme from interviews with both participants and institutional partners is the value of structured follow-up. Several informants recommended formal post-training sessions, ideally three to six months after course completion, as a space to reflect on implementation progress, troubleshoot challenges, and exchange solutions.¹⁰³ Participants also highlighted the potential of sustained alumni engagement through thematic communities of practice or peer networks. While such networks do exist, they remain under-utilised, mostly informal (eg: whatsapp groups) and insufficiently supported by institutional mechanisms.

Survey responses echoed this need for longer-term engagement. Open-ended feedback to the post-course satisfaction questionnaires pointed to the value of follow-up support, particularly for developing and funding implementation projects. Suggestions included providing more face-to-face time in blended courses, increasing flexibility and multilingual delivery, and integrating more region-specific content to improve applicability and uptake.

Institutional clients and SPGT staff also underlined the importance of adapting course content to specific regional and stakeholder needs. Courses that fail to reflect the local policy landscape, participant roles, or institutional frameworks are seen as less likely to generate lasting outcomes. Conversely, trainings that are tailored to real-world challenges and linked to ongoing reforms (e.g., through technical cooperation projects) are more likely to be institutionalised.

The SPGT diploma programme was repeatedly cited as a model for sustained engagement. Its five-year timeline creates opportunities for follow-up, practical application, and cumulative capacity-building, fostering greater alignment with institutional change trajectories.¹⁰⁴

Institutional ownership also emerged as a critical enabling factor. Trainings embedded in a broader institutional strategy, such as Action Portugal in the evaluation sample, demonstrate that continuity is more likely when participants are in roles that allow them to influence systems, policies, or training replication.¹⁰⁵

Prior evaluations had already flagged similar challenges, including the need to avoid overly standardised courses, embed training into project timelines, and clarify how training outcomes connect to broader organisational change or ILO results frameworks. This evaluation confirms these findings and underscores the relevance of tailoring, participant follow-up, and institutional anchoring.

In sum, the sustainability of training outcomes is enabled when participants are given structured opportunities to reflect and act post-training, when content is adapted to their institutional realities, and when the Centre maintains ongoing relationships through networks or long-term engagement models. Barriers persist where support ends

¹⁰³ Key Informant Interview with Institutional Client

¹⁰⁴ Key Informant Interview with ITCILO staff

¹⁰⁵ Key Informant Interview with ITCILO staff

abruptly, content is insufficiently localised, or institutional linkages are weak. Future efforts should focus on formalising post-training engagement, expanding communities of practice, and investing in scalable mechanisms that support continuous learning and institutional embedding.

Case studies illustrating good practices

To complement the evaluation findings the evaluation TORs specified as an output that the evaluation should develop five case studies to document concrete examples of change, success factors, and good practices arising from the training activities. These case studies were meant to showcase tangible and intangible outcomes at the individual or institutional level and were selected to reflect diversity in modality, geography, and participant background.

Case study identification and development took place between 25 and 31 July 2025, following the focus group discussions. This sequencing allowed the case study pool to be drawn using qualitative insights from participants. The five case studies were selected based on the following criteria, aligned with the evaluation framework and the ITCILO's strategic objectives for Social Protection training:

- **Diversity of Training Modalities:** Representation of online training (e.g., ISSA Digital Transformation, Advocacy & Communication), blended learning (e.g., Action Portugal Project, Diploma Pathway), and in-person delivery (e.g., Academy on Social Security in Turin) to allow comparison of effectiveness, engagement, and outcomes across formats.
- **Evidence of Concrete Outcomes or Application:** Inclusion of only those cases with documented or clearly reported application of training content at the individual, institutional, or policy level, based on focus group discussions, evaluation survey responses, key informant interviews, and institutional feedback.
- **Geographic and Institutional Diversity:** Coverage of multiple regions (Africa, Latin America, Europe/CIS) and varied stakeholder types (government agencies, trade unions, social security institutions) to ensure broader relevance and reflect ITCILO's global reach.

Aligned with Case Study Template criteria: The cases were also assessed against the case study template criteria proposed in the approved inception report, including:

1. Clearly defined problem or need addressed by the training
2. Innovative or participatory methodologies
3. Actions taken post-training
4. Evidence of impact or change
5. Factors enabling or hindering sustainability
6. Potential for replication

The five selected cases are summarised in Table 12 (overview of case studies), with full write-ups provided in the following pages.

Table 12: "Overview of case studies" - Source: evaluation team.

Case study title	Training modality	Concrete outcomes	Region	Relevance to good practice criteria
Strengthening Social Security Financial Sustainability: Debt Management in Republic of Cabo Verde	In-person (unintentionally hybrid)	Institutional feedback, KII	Africa	1. Clearly defined problem or need addressed by the training 4. Evidence of impact or change
SPGT's Flagship Initiative: The Academy on Social Security	Blended	KII, FGD, Evaluation Survey	global	2. Innovative or participatory methodologies 6. Potential for replication
Influencing social protection policies and practices through impact assessments	Online	FGD, Evaluation Survey	global	3. Actions taken post-training
Facilitating Multi-Course Learning Journeys and Community Building through Diplomas	mixed	FGD, KII		5. Factors enabling or hindering sustainability 6. Potential for replication
Collaborative Course Design with the International Social Security Association (ISSA)	mixed	Evaluation Survey, Institutional Feedback	global	1. Clearly defined problem or need addressed by the training 5. Factors enabling or hindering sustainability

Because the case studies were relying heavily on feedback from participants encountered during focus group discussions, the limited FGD turnout reduced the diversity of perspectives captured, despite efforts to ensure variation in modality, geography, and institutional type.

Strengthening Social Security Financial Sustainability: Debt Management in Republic of Cabo Verde

ITCILO Course on Social Security Debt Management

- ✓ 4 day in-person training
- ✓ Management of social security debt



Strengthening Social Security Financial Sustainability: Debt Management in Cabo Verde

In July 2024, the ITCILO, in collaboration with the ILO as part of the ACTION Portugal project, conducted an in-person training course in Cidade da Praia, Cabo Verde, aimed at enhancing financial management of social security debt. The course addressed current and future challenges, negotiation techniques, and improvements via technology and information systems. It emphasized managing debt related to informal employment and improving institutional coordination, legal frameworks, and organizational structures.

WHO BENEFITTED?



57 Learners from Cabo Verde involved in the administration, enforcement, or oversight of social security contributions.



Instituto Nacional de Previdência Social (INPS), Cabo Verde



94% of the learners recommend the course. Overall satisfaction score of 4.58 out of 5.

PARTICIPANT FEEDBACK

According to participants, the strength of the training lies in its highly relevant content tailored to the realities of social security debt management, its delivery by experienced practitioners from institutions such as IGFSS Portugal and INPS Cabo Verde, and the collaborative format. The training significantly boosted participants' confidence to apply new knowledge in their daily work and was seen as beneficial for their organisations. It also demonstrated the value of strategic cooperation across national institutions and international agencies in developing practical, context-specific solutions for sustainable social protection financing.

WHAT ISSUES IS THIS TRAINING ADDRESSING?



The National Social Security Institute (INPS) had been accumulating a substantial portfolio of real estate and receivables, yet lacked a comprehensive strategy for managing debt and leveraging its assets. Many social security institutions in the region face similar challenges, including high levels of arrears, inadequate recovery systems, and weak enforcement capacity. Training participants identified legal gaps, lack of structured negotiation mechanisms, and limited institutional experience as key barriers to effective debt collection.

INTERVENTION/TRAINING PROGRAM:



Over the four-day course, participants engaged in a mix of lectures, case studies, simulations, and group work. Sessions were facilitated by experts from the INPS, IGFSS Portugal (which shared its model for coercive debt recovery), and the ILO's ACTION/Portugal team. The curriculum was designed to bridge theory and practice, and to give participants both strategic and operational tools—from legal frameworks and process mapping to techniques for communication and contributor outreach.

WHAT ACTIONS WERE TAKEN AS A RESULT OF THE TRAINING?



Following the training, participants initiated significant reforms at institutional level, such as the restructuring of the Directorate to create a dedicated debt management unit, standardization of procedures, technical rigor in decision-making, and greater proactivity in debtor engagement. Key achievements include the revision of the internal collection regulation, integrated awareness campaigns via automated notifications and television, in-person sessions with HR managers, and the introduction of innovative technologies like AI agents trained in national legislation.

RESULTS/IMPACT:



The course builds on the foundations laid in earlier phases of ACTION/Portugal, which have already contributed to measurable progress. Between 2020 and 2023, the proportion of the Cabo Verdean population covered by at least one social protection guarantee increased from 51% to over 60%. At the same time, countries participating in the project—including Mozambique, Angola, and São Tomé and Príncipe—have begun publishing regular social protection statistical bulletins, a critical step toward evidence-based planning. These outcomes, while multi-causal, are directly supported by the combination of training, technical assistance, and South-South cooperation fostered by the project.

WHAT DO YOU NEED TO ENSURE SUSTAINABLE SUCCESS?



To ensure the continuity of the impacts generated by the social protection trainings, it is recommended to organize follow-up sessions with participants and partner institutions, with the aim of discussing implementation challenges, identifying unforeseen obstacles, and sharing practical solutions. Replicable through multi-stakeholder partnerships, context-specific content, and engagement of experienced institutions like IGFSS. A blended model could extend its reach across other PALOP countries.

SPGT's Flagship Initiative: The Academy on Social Security

The ITCILO's Academy on Social Security

- ✓ Blended course
- ✓ Social Security



Flagship Initiative: The Academy on Social Security

The Academy is considered SPGT's flagship initiative and attracted 152 participants in 2024 alone. Designed as a comprehensive learning event, the Academy offers a wide range of elective courses that allow participants to deepen their expertise in specific areas of social protection, while fostering cross-country exchange and peer learning over two weeks in-person at the campus in Turin, Italy..

WHO BENEFITTED?



**152 Learners from
40 countries and
continents**



**Social Security
Associations,
Ministries and UN
agencies**



**100% of the learners
recommend the course.
Overall satisfaction
score of 4.2 out of 5.**

PARTICIPANT FEEDBACK

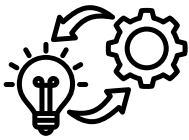
As it is, the Academy is a success. Content should continue to be adapted annually and emerging priorities and needs explored. In 2024, the most frequent feedback from participants included requests for a diversified language offer (both in terms of written materials and live session), and more practical inputs, including case studies and hands-on exercises. Suggestions were made to run the Academy twice a year or decentralize it to reduce access barriers and increase inclusiveness and contextualization should be explored further.

WHAT ISSUES IS THIS TRAINING ADDRESSING?



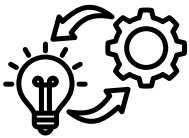
The Academy addresses the need to strengthen national and organizational capacity to design, finance, and coordinate inclusive, resilient social protection systems, particularly in contexts facing challenges like system fragmentation, limited coverage for informal and self-employed workers, and the need to adapt policies to emerging demands such as digitalization and demographic changes.

INTERVENTION/TRAINING PROGRAM:



The Academy combines technical modules on financing, social insurance, universal coverage, governance, and innovation (e.g., digitalization) with case studies, peer exchanges, and networking. It serves as both a learning hub and an “incubator” for new policy ideas, fostering peer-to-peer learning and testing new approaches aligned with global policy discussions.

WHAT ACTIONS WERE TAKEN AS A RESULT OF THE TRAINING?



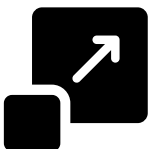
Participants applied their learning to reform laws and policies (e.g., integrating social protection into agriculture legislation, drafting proposals for universal pensions, scaling up health insurance coverage, and designing schemes for gig workers). They also initiated or contributed to strategic plans, technical committees, and policy advocacy, while building internal team capacity and drafting research or doctoral work to advance social protection reforms.

RESULTS/IMPACT:



The knowledge participants acquired contributed to tangible policy changes. For example, participants initiated Jordan’s ongoing shift from an Unemployment Insurance Savings Account (UISA) model toward a social insurance-based unemployment scheme. In-person networking opportunities, which lead to lasting professional connections and “lifelong friendship”, further amplify the impact of the Academy.

WHAT DO YOU NEED TO ENSURE SUSTAINABLE SUCCESS?



Sustainability requires continued annual updates to course content to match policy trends, mechanisms for follow-up support and peer networking beyond the Academy, and institutional backing for participants to apply their skills. Strengthening alumni engagement, tracking post-training outcomes, and fostering platforms for collaborative projects can ensure that the knowledge, networks, and reforms catalyzed by the Academy continue to grow over time.

Influencing social protection policies and practices through impact assessments

E-learning on impact assessment for social protection analysts

- ✓ Online course
- ✓ Impact assessments

Influencing social protection policies and practices through impact assessments

From September to November 2024, the ITCILO delivered an online training course titled “E-learning on impact assessment for social protection analysts”. The course aimed to equip participants with the knowledge and practical skills needed to assess the effectiveness, efficiency, and impact of social protection policies and programmes.

WHO BENEFITTED?



12 Learners from 9 countries across Africa, Asia, America and Europe



National ministries, social security institutions and UNICEF



100% of the learners recommend the course. Overall satisfaction score of 4.3 out of 5.

PARTICIPANT FEEDBACK

90% of the 2024 participants reported that their competencies and on-the-job performance improved to varying extents as a result of their participation in the training. A pre-/post knowledge assessment confirmed that learning gains were high.

WHAT ISSUES IS THIS TRAINING ADRESSING?



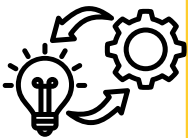
Impact assessments play a crucial role in social protection policy planning, helping to identify gaps and weaknesses in existing systems while evaluating the potential effects of new initiatives. Poorly designed impact assessments, however, risk misrepresenting local realities or overlook critical aspects of change.

INTERVENTION/TRAINING PROGRAM:



By equipping participants with robust methodological skills—such as the effective use of administrative and household survey data, context-sensitive evaluation frameworks, and participatory approaches—the course designed to equip participants with the skills to assess the effectiveness and efficiency of social protection systems as they develop over time.

WHAT ACTIONS WERE TAKEN AS A RESULT OF THE TRAINING?



Participants reported that the course enabled them to advocate more convincingly for robust evaluation frameworks and evidence-based policy making with their institutions. In addition to that, the knowledge acquired during the course was applied to inform project proposals, statistical bulletins and organizational strategies.

RESULTS/IMPACT:



There is anecdotal evidence that the training influenced national social protection system, or rather the policies and practices that constitute their foundations. For instance, a member of a national ministry reported that, although progress is slow, continued advocacy has brought the topic of impact assessment "on the table" which is perceived as a significant step towards eventual change.

WHAT DO YOU NEED TO ENSURE SUSTAINABLE SUCCESS?



A primary obstacle to impact is political will and resistance to change among decision- and policy-makers. To overcome the observed reluctance to deviate from established practices, continue engagement is required. For instance, a participant noted that conversations about evidence-based policy making started within her institution more than 5 years ago but are slowly progress.

Facilitating Multi-Course Learning Journeys and Community Building through Diplomas

The ITCILO's Diploma for Social Protection Analysts

- ✓ Diploma
- ✓ Social Protection

**5 year
learning
journey**

Facilitating Multi-Course Learning Journeys and Community Building through Diplomas

The Diploma for Social Protection Analysts is an initiative that engages learners in multiple courses to strengthen analytical capacities concerning the design, financial planning and governance of national social protection systems. Over a five-year period, participants complete a combination of core and elective courses to tailor their learning journey to specific professional interests and institutional needs. Successful completion leads to the awarding of an internationally recognized Diploma, jointly certified by the ITCILO and the ILO.

WHO BENEFITTED?



227 individuals participated in courses that are part of the diploma track



Social Security Associations, Ministries and UN agencies



The courses had an overall satisfaction score of 4.6 out of 5.

PARTICIPANTS FEEDBACK

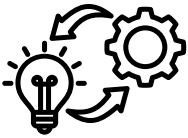
Enthusiastic diploma holders share that the courses address their desire for continuous learning and contributed to feeling of belonging to a wider community, and supported them in their career development.

WHAT ISSUES IS THIS DIPLOMA ADRESSING?



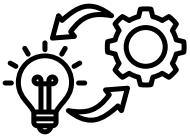
The diploma addresses the need to strengthen national and organizational analytical capacity in social protection, particularly by equipping mid-career professionals with advanced, practical skills in designing, financing, evaluating, and advocating for social protection systems. It fills a gap between academic qualifications and the hands-on, policy-oriented expertise required to lead reforms and develop evidence-based policies.

INTERVENTION/TRAINING PROGRAM:



The diploma provides a structured learning across multiple courses, focusing on intensive executive education tailored for working professionals. Through a flexible, multi-course format completed over up to five years, participants gain expertise in key areas—such as impact assessment, public finance, actuarial modeling, and evidence-based policy design—and apply this knowledge through capstone projects and continued engagement with ITC-ILO, building long-term competencies and networks.

WHAT ACTIONS WERE TAKEN AS A RESULT OF THE TRAINING?



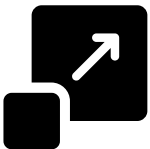
Graduates applied their skills to strengthen institutional capacities, design and advocate for policy reforms, and assume leadership roles in national social protection systems. For example, participants like Leticia Vega encouraged members of her team to pursue the diploma, expanding organizational expertise. Others have leveraged their skills to shape policy frameworks, such as contributing to new social security laws and institutions in their countries.

RESULTS/IMPACT:



Anecdotal evidence suggest that the diplomas address a need for continuous learning and strengthened institutional capacity, advocacy influence, and tangible policy outcomes, including the creation of new legal and institutional frameworks, for instance a social security law in Sierra Leone. Over time, the diploma has fostered a network of trained professionals who ascend to decision-making positions, amplifying the collective ability to shape national social protection agendas and ensuring knowledge translates into concrete systemic improvements.

WHAT DO YOU NEED TO ENSURE SUSTAINABLE SUCCESS?

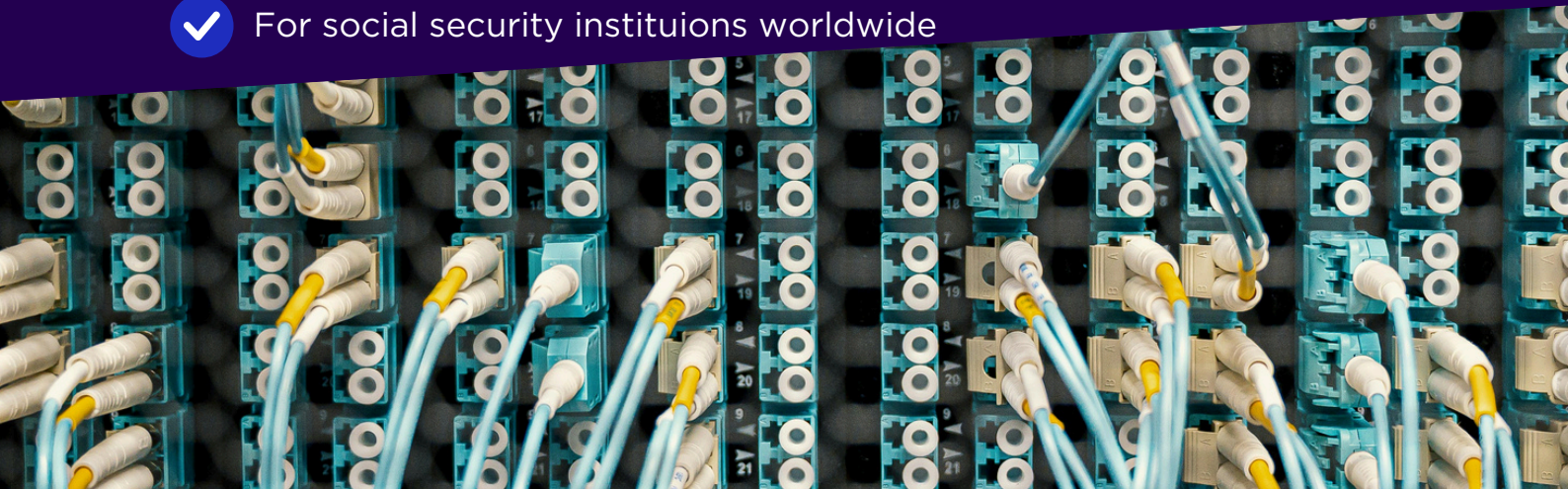


Sustainable success requires ongoing engagement with participants and mechanisms to track how acquired knowledge contributes to organizational and policy change over time. Continued pathways for graduates to mentor others, pursue additional training, and remain connected through the Alumni network can help maintain momentum.

Collaborative Course Design with the International Social Security Association (ISSA)

The ITCILO's collaboration with the International Social Security Association

- ✓ Open, Tailored, Blended, and Online courses
- ✓ For social security institutions worldwide



Collaborative Course Design with the International Social Security Association (ISSA)

In 2024, ISSA and the ITCILO collaborated to deliver 11 training courses tailored to the needs of social security institutions worldwide. These courses ranging from operational governance to digital transformation combine ISSA's technical expertise and member-driven priorities with ITCILO's pedagogical innovation and global outreach.

WHO BENEFITTED?



136 Learners participated in the five sampled courses



These trainings are designed for the over 330 social security institutions members of the ISSA



The sampled courses had an overall satisfaction score of 4.6 out of 5.

EVIDENCE OF SUCCESS

Continuous collaboration with partners like ISSA, whose close engagement with member institutions ensures that course content remains responsive to emerging themes and changing priorities, is recommended to ensure sustainable success.

Participants across all training programmes expressed high satisfaction with the outcomes, citing both personal and organisational benefits.

WHAT ISSUES IS THIS TRAINING ADDRESSING?



With over 330 member institutions in more than 160 countries, ISSA supports social security administrations in improving operational effectiveness and service delivery. These institutions face increasing demands to modernize systems, ensure service continuity, and respond to emerging challenges such as digitalization and demographic change. Hence, there is a need for practice-oriented capacity-building to help members fulfill their mandates in rapidly evolving contexts.

INTERVENTION/TRAINING PROGRAM:



All ISSA training activities are shaped by member-defined priorities and developed in line with ISSA's triennial plan. The collaboration with ITCILO involves co-preparing content, identifying expert trainers, and leveraging ITCILO's pedagogical and technical expertise and infrastructure. Both open and member-exclusive formats are used to balance reach, cost, and relevance. The 2024 courses included:

- Administrative Solutions for Extending Coverage (open)
- Actuarial Work for Social Security (open)
- Information and Communication Technology (open)
- Contribution Collection and Compliance (open)
- Investment of Social Security Funds (open)
- Good Governance (open)
- Service Quality (open)
- E-Learning on Digital Transformation in Social Protection (open)
- Curso de la AISS sobre la Continuidad y Resiliencia de los Sistemas y Servicios de Seguridad Social (tailor-made)
- Continuity and Resilience of Social Security Institutions (tailor-made)
- Human Resource Management of Social Social Security Institutions (tailor-made)

WHAT ACTIONS WERE TAKEN AS A RESULT OF THE TRAINING?



Participants reported applying course knowledge to a wide range of operational areas. Examples include the drafting of strategies for extending social security coverage to hard-to-reach groups, revisions to legal frameworks and internal procedures, and improvements in actuarial modeling and peer review processes. Others used the training to develop business continuity manuals, simplify procedures through technology, or negotiate for expanded social protection for informal workers.

RESULTS/IMPACT:



The courses developed with ISSA helped reinforce the capacity of participants to influence key areas of their social protection systems—including governance, coverage, and sustainability. Reported outcomes include improved valuation methods, the integration of provident fund provisions into employment contracts, and enhanced communication and teamwork across units. While some participants could not yet cite direct changes, others described skill development and strengthened organizational strategies aligned with the training content. This suggests the course contributed both immediate improvements and longer-term institutional gains.

Conclusions

The evaluation of the ITCILO's Social Protection, Governance and Tripartism (SPGT) training portfolio for 2024 confirms a programme that is strategically relevant, technically robust, and widely valued by participants and institutional partners. The evaluation reveals tangible contributions to capacity development at individual, institutional, and, in some cases, policy levels. At the same time, opportunities to further strengthen quality, inclusiveness, and long-term impact were identified.

- **Relevance** (EQ1): The evaluation finds strong alignment between the ITCILO's SP training offer and the strategic priorities of the ILO, as well as high relevance to institutional clients and individual participants. Strategic partnerships with entities such as SOCPRO and ISSA contribute to policy coherence and technical robustness. Across all formats and themes, participants consistently rated courses to be relevant, well-organized, and applicable to participants' work. Data from the post-course satisfaction questionnaires (n = 463) shows an average score of 4.44 out of 5 for relevance to learning needs. Similarly, the online evaluation survey conducted for this evaluation (n = 125) found that 93.6% of respondents perceived the courses to be relevant to their needs. However, the lack of systematic documentation on portfolio planning and participant needs assessments limits transparency and reduces the Centre's ability to fully tailor content. Further strengthening these systems would support continuous improvement and ensure sustained alignment as priorities evolve.

- **Coherence** (EQ2): The ITCILO's SP training portfolio is broadly coherent with ILO mandates, technical cooperation frameworks, and global partnerships. SPGT trainings reinforce the Decent Work Agenda by promoting tripartism, engaging in policy dialogue, and aligning with flagship programmes and partner strategies. The Action Portugal model demonstrates how integration with technical assistance can enhance systemic impact. In terms of thematic mainstreaming, the SPGT portfolio shows a strong and inherent connection to the theme of social dialogue and tripartism, with 30% of sampled courses significantly integrating SDT—matching the institutional target and exceeding the Centre-wide average of 20%. In contrast, integration of ILS (15%) and gender equality (10%) is less prominent, with scores below the institutional averages of 26% and 18%, and the institutional target of 40%. Although this reflects to some extent the thematic priorities of the SPGT programme, opportunities remain to strengthen the integration of ILS and gender within the scope of social protection trainings.

- **Validity of Design** (EQ3): The ITCILO has made significant strides in diversifying its training modalities and enhancing instructional quality, particularly through the effective use of the eCampus platform and the integration of the Community of Inquiry framework. The post-2018 shift toward digital learning, accelerated by the pandemic, has led to a more inclusive and scalable training offer, with online and blended modalities complementing a gradually recovered face-to-face portfolio. The piloting of hybrid courses represents a promising step forward, though current systems require further adaptation to fully support this emerging modality. Aside from that, participant feedback across delivery modalities shows strong validation

of teaching, social, and cognitive presence and high satisfaction concerning the organisation of courses, the coherence of their content and the contribution of experts. However, some opportunities to further refine the consistency of instructional design, onboarding practices, and accessibility features on eCampus were identified. Overall, the Centre's training offer is well-structured, technically accessible, and pedagogically sound, laying a solid foundation for continued innovation and learner engagement across contexts.

- **Effectiveness** (EQ4): The ITCILO employs a comprehensive evaluation framework inspired by the Kirkpatrick model to measure training effectiveness across four levels, satisfaction, learning, behavioral change, and impact, supported by tools such as eCampus, and the MAP database. High certification rates (91.8%) and overall satisfaction (mean = 4.55 out of 5) point towards strong learner engagement and course completion. At the same time, pre- and post-knowledge acquisition tests, where administered (13 courses), reveal variances regarding knowledge acquisition. Valid paired data were available for 306 out of 457 participants (67%), with only half showing measurable improvement. This warrants further investigation, including on the validity and alignment of test design. Knowledge acquisition was generally weaker for older and non-Anglophone learners as well as in some technical courses, pointing to the need for more inclusive and better-aligned instructional approaches and assessments. By contrast, delivery modality (online, Turin-based, or field-based) did not significantly affect results. Regression analysis confirms that teaching presence, cognitive engagement, and learner motivation are the strongest predictors of effectiveness, outweighing demographic or organisational factors. Finally, gaps in data coverage and limited opportunities for post-course interaction highlight the importance of strengthening course design, follow-up engagement, and inclusive practices to ensure equitable and impactful learning experiences across ITCILO's diverse participant base.

- **Effectiveness of Management Arrangements** (EQ5): The ITCILO's training coordination is underpinned by well-defined roles, quality management systems, and collaborative mechanisms, yet practical inefficiencies and fragmented knowledge-sharing persist. Department-wide and cross-department collaboration is supported by strategies and meetings, yet often remains informal and unevenly institutionalized. Notable cross-unit initiatives like the Digital Governance Academy signal progress, but broader collaboration with other ITCILO departments and external partners, such as SOCPRO and ISSA, could be more systematic. Interactions with support services (ICTS, Finance, FIS) are structured but occasionally strained by procedural burdens. Despite these challenges, participants' feedback regarding the organisation of courses and administrative support provided is overwhelmingly positive, reflecting the Centre's effective implementation and high-quality facilitation across modalities. Strengthening internal coordination, formalizing cross-team learning, and enhancing strategic alignment with institutional partners would further increase effectiveness of management arrangements.

- **Efficiency** (EQ6): The ITCILO's Social Protection training portfolio demonstrates a deliberate balance between cost-efficiency, pedagogical quality, and strategic

outreach across delivery modalities. Residential courses, particularly those in Turin, incur higher per-participant costs but generate the strongest contribution to fixed costs (CFC), helping to cross-subsidize lower-margin or tailor-made activities with strategic relevance. Online courses are more cost-efficient, especially at scale, but can still incur substantial staffing and lecturer costs for smaller cohorts. Strategic budgeting and scheduling practices, such as back-to-back delivery, early visibility of course offerings, and cross-subsidization, enhance efficiency, while initiatives like the "Action Portugal" project exemplify cost-saving through local partnerships. However, inefficiencies persist in participant enrolment and internal workflows, with calls for greater automation and standardization, particularly to reduce manual processing and meet growing demand. Despite these challenges, participant feedback underscores high satisfaction and strong perceived value for money, though access, duration, and language remain areas for improvement. Overall, the SPGT team is recognized as a top performer in financial contribution and relevance, though sustaining and scaling its work will require continued investments in systems and human resources.

- **Impact** (EQ7): ITCILO's Social Protection trainings have driven notable change at individual, organisational, and policy levels. Most respondents of the evaluation survey reported that they could and already had applied the acquired skills (94.4% and 84.8% respectively). Many respondents (72.8%) provided examples of their knowledge application and reported improvements regarding their performance, confidence, and capacity to influence decisions. Examples concerning the influence of the trainings include the adoption of new tools, improved processes, and reforms in legislation, governance, and data systems, with learning frequently being transferred to colleagues and coworkers. At the policy level, training has supported programme design, reform agendas, and inclusive dialogue, with combined training, technical assistance models showing particular impact. While attribution is shared with broader initiatives, evidence consistently points to ITCILO's role in enabling progress and building enduring professional networks. To sustain and scale these effects, more systematic post training follow-up and support with participants is needed.

- **Sustainability** (EQ8): The evaluation finds that ITCILO's Social Protection trainings are generally sustainable, with evidence of long-term application, institutional uptake, and, in some cases, policy influence. Multi-phase programmes like the SPGT diploma and initiatives such as Action Portugal support ongoing engagement and cumulative learning. Regular updates to training content and innovation funding help maintain alignment with evolving priorities. However, the absence of structured post-training support, limited contextualisation in some courses, and weak mechanisms to follow up on the use of learning in practice constrain the full realisation of long-term impact. To strengthen sustainability, ITCILO should formalise alumni engagement, tailor content more closely to regional contexts, and develop scalable follow-up models to support institutional embedding.

Recommendations

The evaluation identifies several key areas where strategic adjustments and operational improvements are crucial to enhance the ITCILO's Social Protection (SP) training activities, ensuring sustained impact and alignment with its mandate.

Recommendation 1: Strengthen Systematic Documentation for Pre-training Portfolio Planning and Needs Assessments

The SPGT programme, Training Department, and Quality Assurance units should implement and consistently document formal and informal needs assessments and systematic portfolio planning processes.

The evaluation found a lack of systematic documentation for portfolio planning and participant needs assessments. Specifically, no formal mechanism exists for documenting course selection or portfolio planning, and formal needs assessments are rare and typically limited to tailor-made courses, with a general absence of consistent, documented learning needs assessments for open courses. This heavy reliance on informal mechanisms creates a transparency gap, limits the Centre's ability to optimally tailor content, and hinders institutional learning from evolving priorities. (See relevance section) This also contributes to uneven alignment with diverse participant profiles, including observed disparities in knowledge acquisition related to participants' age and country of origin (see effectiveness section).

This recommendation directly addresses the conclusion under Relevance (EQ1), which stated that "the lack of systematic documentation on portfolio planning and participant needs assessments limits transparency and reduces the Centre's ability to fully tailor content. Further strengthening these systems would support continuous improvement and ensure sustained alignment as priorities evolve".

Implementing this will ensure that training content is optimally tailored and highly responsive to evolving client and diverse participant needs, fostering continuous improvement and sustained strategic alignment, and enhancing equitable learning outcomes.

Recommendation 2: Incentivise Increased Integration of Gender and International Labour Standards

The Training Department, ILSGEN and ILO should incentivise the SPGT programme to further increase the systematic integration of Gender and International Labour Standards (ILS) across all Social Protection training activities. This should include efforts to increase the ratio of courses rated as 2+ on the gender and ILS markers. This can be achieved through, for example, the provision or integration of relevant free self-guided modules, masterclasses, and learning journeys within their courses. Additionally, it is recommended to encourage further

consultation with gender focal points to streamline gender inclusion in their courses.

This recommendation responds to the underrepresentation and uneven mainstreaming of gender and ILS across the SP training portfolio, falling short of strategic targets and indicating a gap in fully embedding core ILO values. It directly responds to the conclusion under Coherence (EQ2), which highlighted that "opportunities remain to enhance the integration of ILS and gender dimensions within the scope of social protection trainings".

Implementing this recommendation should ensure that these core ILO values are meaningfully embedded in course content and delivery, addressing their current underperformance against strategic targets. It will also ensure SP training fully reflects the ILO's normative mandate and commitment to equity and inclusion. Ultimately, this should increase course relevance for diverse participant groups and promote systemic change in client institutions.

Recommendation 3. Further refine and Harmonise eCampus Instructional Design and Adapt Systems for Hybrid Modalities

ICTS, the Training Department, and SPGT should further refine and harmonise eCampus instructional design elements, including clear objectives, consistent structure, and comprehensive onboarding. Furthermore, they should proactively adapt internal systems to fully support effective and accessible hybrid course delivery, ensuring continuous improvement in user experience and efficient scaling of new formats (see Conclusions, EQ3).

While the overall pedagogical design is sound, the evaluation found minor inconsistencies in eCampus course presentation, with "varying length and specificity" of course details and agendas, variation in social onboarding formats, and cases where some courses lacked technical guidance. Additionally, "current internal systems are not fully adapted to support hybrid course delivery" (See Validity of Design; Conclusions, EQ3). These gaps affect user experience, accessibility, and the efficient scaling of new delivery formats.

Implementing this recommendation is likely to: provide a uniform, user-friendly learning environment across modalities; enhance accessibility and inclusiveness, including for participants requiring technical guidance or using assistive features; and strengthen the Centre's capacity to scale hybrid formats efficiently; while maintaining flexibility for activity managers while ensuring a baseline quality standard;

Recommendation 4. Improve Knowledge Acquisition and Address Inclusion Concerns

The Training Department, SPGT programme, and instructors should implement targeted pedagogical revisions and differentiated instructional approaches to

improve measurable knowledge acquisition. This should include refining the Knowledge Acquisition Test (KAT) tool to cater to diverse capabilities and segments, and developing tailored support mechanisms and content adaptations to address performance disparities related to, for example, participants' age, country of origin, ensuring equitable learning outcomes (see Conclusions, EQ4).

This recommendation responds to uneven achievement of learning gains and inclusion concerns identified in the evaluation. Disaggregated data show that knowledge acquisition declined consistently with age, and a performance gap was also observed between participants from different countries of origin (See: Effectiveness section and Conclusions, EQ4).

Implementing this recommendation can be expected to: improve equitable learning outcomes across demographic groups, ensuring that all participants and cohorts benefit equally; enhance alignment between knowledge assessment tools and learning objectives; and contribute to meeting the Centre's strategic knowledge acquisition targets.

Recommendation 5. Enhance Practical Application, Contextualisation, and Language Accessibility

The Training Department, SPGT programme, and institutional clients should further enhance the practical application and contextualisation of course content by integrating more real-world simulations, regionally specific case studies, and examples from the Global South. (see Conclusions, EQ4). Additionally, they should invest in high-quality translation and interpretation services and expand course offerings in key languages beyond English and French to improve accessibility and inclusiveness for all participants.

This recommendation is in line with the previous recommendation on inclusivity and addresses limitations in applied learning and persistent language barriers that hinder the transfer of knowledge to diverse professional contexts. The evaluation found that qualitative feedback highlighted insufficient emphasis on applied learning, with participants requesting even more real-world simulations, regionally relevant case studies, and more examples from the Global South. In addition, language remains a barrier, with a strong call for courses to be offered in other languages or with adequate translation (See Effectiveness section and Conclusions, EQ4).

Implementing this recommendation can be expected to: increase the relevance and real-world applicability of course content for diverse participant groups; strengthen inclusivity and equity by reducing language barriers; and improve the likelihood of knowledge transfer into participants' professional and institutional contexts, particularly in the Global South.

Recommendation 6: Further activate Cross-Departmental Collaboration and Accelerate Process Automation

The SPGT programme, Training Department, ICTS, FINSERV, FIS/PATU and the ITCILO more broadly should build on SPGT's existing strengths in outreach, characterised by early planning, and creative approaches by further institutionalising these practices across the portfolio. Simultaneously, they should prioritise accelerating the modernisation and automation of key administrative processes, including enrolment and budgeting, to reduce redundancies, shorten processing times, and improve scalability.

This recommendation addresses the workflow inefficiencies identified in the evaluation, where the enrolment system was described as "complicated" and "outdated" (involving duplicate data entry and lacking process benchmarks), and budgeting workflows required repeated "back and forth" between programme teams and finance (see Efficiency section). While outreach performance by SPGT is already strong, ensuring that structured and automated approaches are embedded Centre-wide will help maintain visibility and predictability of courses. Automation will also address inefficiencies caused by manual certificate customisation and other human resource-intensive processes, which were noted as time-consuming and unsustainable if demand grows.

Implementing this recommendation is expected to enhance operational efficiency, support scalability without overburdening staff, and ensure consistent quality of participant experience. Process changes should be designed to avoid creating new barriers for participants or limiting the flexibility needed for client-oriented services.

Recommendation 7: Strengthen and Formalise Long-Term Post-Training Follow-up Mechanisms

The Training Department and the SPGT programme should formalise and expand systematic long-term post-training follow-up mechanisms. These could include structured post-training support sessions, the further activation of alumni networks, and the establishment of thematic communities of practice. Existing successful models, such as elements from the SPGT diploma programme, could be explored for integration into these mechanisms.

The evaluation found that structured long-term follow-up remains uneven across the portfolio, with an absence of a systematised post-course follow-up on the training content, limits the Centre's ability to reinforce learning, provide guidance for applying knowledge in practice, and document longer-term results. Furthermore, while informal peer networks exist, they remain under-utilised and insufficiently supported by institutional mechanisms. Prior evaluations had also highlighted the need for improved participant follow-up and institutional anchoring.

This recommendation directly addresses conclusions under Impact (EQ7), which states that "To sustain and scale these effects, more systematic post training

follow-up and support with participants is needed". It also addresses Sustainability (EQ8), which notes that "the absence of structured post-training support, limited contextualisation in some courses, and weak mechanisms to follow up on the use of learning in practice constrain the full realisation of long-term impact".

Implementing these mechanisms should enable the Centre to better support learners after courses are complete, foster continuous learning and problem-solving, and ensure the sustained application of acquired knowledge in professional and organisational contexts. This should lead to enhanced and rigorously tracked behavioural, organisational, and systemic impacts, ensuring that learning gains are maintained and converted into tangible, lasting change.

Evaluation Matrix

Criterion	Evaluation Question	Sub-questions	Data Collection Methods	Main Sources of Data / Information	Data Analysis Methods / Triangulation
Relevance	To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of participants, institutional clients, and the strategic priorities of the ITCILO and ILO?	1.1. To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the strategic priorities of the ITCILO and ILO?	<ul style="list-style-type: none"> • Document review • KIs - program staff 	<ul style="list-style-type: none"> • ITCILO Strategic Plan 2022-25 • ILO Programme & Budget 2024-25 • <i>ILO Social Protection Floors Recommendation No. 202</i> • Course descriptions • eCampus • Interview transcripts 	Comparative analysis and mapping - training objectives vs strategic priorities (triangulated in KIs)
		1.2. To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of institutional clients?	<ul style="list-style-type: none"> • KIs - institutional clients 	<ul style="list-style-type: none"> • Interview transcripts 	Qualitative analysis
		1.3. To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of participants?	<ul style="list-style-type: none"> • Online participant survey • FGD • (Document review) 	<ul style="list-style-type: none"> • Survey Data • FGD transcripts • (if available Training Needs Assessments and training documentation) • SQ 	Statistical analysis (comparing identified needs with actual content)
Coherence	To what extent are the SP trainings	2.1 What are the other (non training) ITCILO led initiatives serving the ILO	<ul style="list-style-type: none"> • Document review • KIs - program 	• ILO/ITCILO programme	• Mapping exercise (descriptive)

	complementary to other (non training) ITCILO initiatives supporting social protection, and to what extent do they reinforce the broader mandate of the ILO and its constituents?	mandate and the needs and demands of the ILO core constituents on Social Protection? (descriptive)	staff	documents • Interview data from SP staff • [Other sources to be identified]	• [Analysis methods TBD]
		2.2 To what extent do the ITCILO Social Protection trainings support these initiatives? (Normative)	• Document review • KIIs - institutional clients and program staff	• Project documentation • Interview transcripts • FGD notes	• Linkage analysis • Qualitative synthesis
Validity of Training Design	To what extent are the SP trainings logically designed to achieve their stated objectives, and supported by appropriate tools to monitor learning outcomes and progress?	3.1. To what extent was the design of the Social protection trainings logical and coherent? (COI)	• KIIs - program staff • (Document review) • Online participant survey • (Document review) • SQ	• Interview transcripts • (Strategic Plans and Program documentation) • Survey data • SQ	Qualitative analysis, statistical analysis (triangulated with strategic plans and program documentation)
		3.2 What instructional features and methods were applied to facilitate learning?	• Document review	• Course descriptions from sample of 20 activities • eCampus course pages • Activity design documents	Systematic review of courses

Effectiveness		3.3 What post training activities evaluations and feedback mechanisms are in place to assess results of SP trainings? (Descriptive)	<ul style="list-style-type: none"> • Document review • KIs - program staff 	<ul style="list-style-type: none"> • ITCILO evaluation system documentation • SQ • Interview transcripts 	<ul style="list-style-type: none"> • System mapping • Process documentation
		3.4 To what extent do these allow to measure results and progress against training learning objectives? (Normative)	<ul style="list-style-type: none"> • Document analysis • KIs - program staff 	<ul style="list-style-type: none"> • SQ • Interview transcripts • [Follow-up tools if available] 	<ul style="list-style-type: none"> • Quality assessment • Gap analysis
	To what extent have the SP trainings achieved their intended results (out-takes and outcomes), and how do these vary across different stakeholder groups, course types, or modalities?	4.1 To what extent were the out-takes and outcomes of the SP trainings achieved (or are expected to be achieved) since the implementation of the activities?	<ul style="list-style-type: none"> • Document review • Online participant survey • FGD • KIs - institutional clients 	<ul style="list-style-type: none"> • SQ • Pre / Post-knowledge assessment tests • Survey data • FGD transcripts • Interview transcripts 	<ul style="list-style-type: none"> • Statistical analysis • Qualitative analysis • Triangulation
		4.2 Are there differences in results across stakeholder types, delivery modalities, or course types?	<ul style="list-style-type: none"> • Document review • Online participant survey 	<ul style="list-style-type: none"> • Pre / Post-knowledge assessment tests • Survey responses with demographics and course breakdowns • SQ 	<ul style="list-style-type: none"> • Statistical analysis • Comparative analysis • Equity assessment
		4.3 What challenges or gaps remain that could be addressed in follow-up support?	<ul style="list-style-type: none"> • Online participant survey • FGD • KIs - institutional clients 	<ul style="list-style-type: none"> • Survey data • FGD transcripts • Interview transcripts • SQ 	<ul style="list-style-type: none"> • Gap analysis • Thematic coding

			<ul style="list-style-type: none"> • SQ 		
Effectiveness of Management Arrangements	To what extent have the management arrangements—including roles, responsibilities, and coordination—supported the effective delivery of SP training activities?	5.1 How were the roles and responsibilities of Centre officials, including programme management, defined and communicated?	<ul style="list-style-type: none"> • Document review • KIs - program staff 	<ul style="list-style-type: none"> • Interview transcripts • Programme documentation if available 	<ul style="list-style-type: none"> • Qualitative analysis
		5.2 How were implementation and coordination of activities organised across technical programmes?	<ul style="list-style-type: none"> • KIs - program staff • Document review 	<ul style="list-style-type: none"> • Interview transcripts • Collaboration records if available 	<ul style="list-style-type: none"> • Network analysis • Qualitative assessment
		5.3 To what extent did the management arrangements contribute to the effective delivery of activities?	<ul style="list-style-type: none"> • KIs - program staff • Document review (if available) 	<ul style="list-style-type: none"> • Interview transcripts • [Other sources TBD] 	<ul style="list-style-type: none"> • Qualitative synthesis
Efficiency	To what extent have financial, human, and time resources been used efficiently in the delivery of SP trainings, and how do participants and clients assess their value for money?	6.1 How were financial, human, and time resources allocated and used in delivering SP trainings across different delivery modalities and locations (e.g. on-campus, online, field-based)?	<ul style="list-style-type: none"> • Document review • KIs - program staff • Financial data analysis (if available) 	<ul style="list-style-type: none"> • Financial reports • Activity data from MAP 	<ul style="list-style-type: none"> • Cost-efficiency analysis • Completion Patterns (which course combinations are most commonly completed together) • Drop-out Analysis (at which points participants stop completing modules)

		6.2 What feedback did participants and clients provide regarding the quality, usefulness, and value for money of the SP trainings?	<ul style="list-style-type: none"> • Online participant survey • KIIs - Institutional clients • FGD 	<ul style="list-style-type: none"> • Survey data • Interview transcripts • FGD transcripts 	<ul style="list-style-type: none"> • Qualitative synthesis
Impact	To what extent have the SP trainings contributed to meaningful changes for participants and their organisations, and what evidence exists of broader or lasting impact?	7.1 How do participants describe the effects of the training on their work or organisation, if any? (indicate any differences across groups.)?	<ul style="list-style-type: none"> • Online participant survey • Focus group discussions • SQ 	<ul style="list-style-type: none"> • Survey data • FGD transcripts • Case study narratives • SQ 	<ul style="list-style-type: none"> • Thematic analysis • Pattern analysis by group • Case synthesis
		7.2 What evidence is there of 'impact' on Social protection linked to participation in the training?	<ul style="list-style-type: none"> • FGD • KIIs - institutional clients • KIIs Programme staff • Online survey 	<ul style="list-style-type: none"> • Survey data • FGD transcripts • Case study narratives • Interview transcripts 	<ul style="list-style-type: none"> • Evidence mapping • Triangulation
		<i>7.3 What recommendations to strengthen effects of the training on participants work, organisation and long term results?</i>	<ul style="list-style-type: none"> • FGD • KIIs - institutional clients • KIIs Programme staff • Online survey • SQ 	<ul style="list-style-type: none"> • Survey data • FGD transcripts • Case study narratives • Interview transcripts • SQ 	<ul style="list-style-type: none"> • Barrier analysis • Success factor identification • Recommendation development
Sustainability	To what extent are the results and benefits of SP trainings likely to be sustained or scaled, and how well are current and future	8.1 How likely is it that the results of the activities will be maintained or up-scaled by the participants?	<ul style="list-style-type: none"> • FGD • KIIs - institutional clients • KIIs Programme staff • Online survey 	<ul style="list-style-type: none"> • Survey data • FGD transcripts • Interview transcripts • SQ 	<ul style="list-style-type: none"> • Sustainability assessment • Factor analysis

	trainings aligned with the evolving needs of social protection systems?		• SQ		
		8.2 To what extent do institutional clients consider the training content aligned with emerging priorities in social protection?	<ul style="list-style-type: none"> • FGD • KIIs - institutional clients • KIIs Programme staff • Online survey • SQ 	<ul style="list-style-type: none"> • Survey data • FGD transcripts • Case study narratives • Interview transcripts • SQ 	• Qualitative synthesis

Schedule and list of informants

SCHEDULE OF EXTERNAL EVALUATION INTERVIEWS **for** **Ms. Laura de Franchis, Mr. Sebastian Weishaupt, Mr. Mehmet Veysel** **of** **The Alternatives Factory**

All technical interviews with staff will be scheduled via Calendly and held online via the evaluators' Google Meet

13 Jun 15:00 – 16:00	Mr. Andreas Klemmer , Director of Training Ms Eiman ELMASRY , Quality Assurance, Data and Analytics Officer	Office of the Director of Training (TDIR)	Evaluation Kick-off meeting
13 Jun 16:00 – 17:00	Mr. Charles Crevier , Programme Manager/Activity Manager	Social Protection, Governance and Tripartism (SPGT)	Introductory meeting
17 Jun 09:00 – 10:15	Ms Eiman ELMASRY , Quality Assurance, Data and Analytics Officer	Office of the Director of Training (TDIR)	First Technical Meeting on Desk Research Documents
20Jun 14.30 – 15.30	Ms Eiman ELMASRY , Quality Assurance, Data and Analytics Officer	Office of the Director of Training (TDIR)	Quality and data management
Mon 14 July TBC 60 minutes	GROUP 1 Mr Nunu Castro , Senior Programme Officer/Activity Manager Ms Ines Mendes , Junior Project Secretary	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> A1516724 Curso sobre gestão da dívida à segurança social - Action Portugal
Wed 16 July 60 minutes	GROUP 2 Ms Irene Deorsola , Associate Programme officer/Activity Manager	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> A9717327 E-Learning on Digital Transformation in Social Protection

	Ms Irene Nori , Programme Assistant/Activity Assistant		
Mon 30 June 2025-5 pm 60 minutes	GROUP 3 Ms Olena Vazhynska , Programme Officer/Activity Manager Ms Victoriia Lavrynovych , Junior Activity Assistant Paola Costantini , Programme Assistant/Activity Assistant Ms Ilaria Caroppo , Junior Activity Assistant	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> • A4717155 Executive E-Learning on Pension Policy and Management (Russian) • A4517737 Social protection policy and elimination of child labour • A9717152 E-learning on impact assessment for social protection analysts
Wed 2 June 10-11.30 am 90 minutes	GROUP 4 Ms Costanza De Toma , Programme Officer/Activity Manager Ms Irene Nori , Programme Assistant/Activity Assistant Ms Melina Croxatto , Activity Assistant	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> • A5516748 Training on social security • A9717149 E-learning on public finance for social protection analysts • A9717138 Advocacy and Communication for Social Protection • A9017139 Leadership for Social Protection • A9717242 Social Health Protection - Addressing inequities in access to health care • A2717644 Curso de la AISS sobre la Continuidad y Resiliencia de los Sistemas y Servicios de Seguridad Social • A1518208 Finance publique pour les analystes de la protection sociale
Tue 1 June 10-11.30 am 90 minutes	GROUP 5 Mr. Charles Crevier , Programme Manager/Activity Manager Ms Olena Vazhynska , Programme Officer/Activity Manager Ms Costanza De Toma , Programme Officer/Activity Manager Ms Irene Nori , Programme Assistant/Activity Assistant Ms Melina Croxatto , Activity Assistant	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> • A9717150 E-learning on actuarial modeling for social protection analysts • A2517520 Extension de la couverture de sécurité sociale à l'économie informelle • A3518219 Executive Course on Pension Policy and Management • A9017145 Academy on Social Security • A9017126 Administrative Solutions for Extending Coverage • A9017127 Actuarial Work for Social Security • A9017129 Contribution Collection and Compliance • Masterclass on Social Protection

15 July 10-1130 am 60 minutes	Mr Gael Lams , Chief Information Officer	Information and Communications Technology Services (ICTS)	KII
8 July 10.30 -12 pm 60 minutes	Mr Luigi Buson , Chief Operations Officer	Facilities and Internal Services (FIS)	KII
17 July 2-3 pm 60 Min	Mehdi Bacha , Head of Budget management and Financial Reporting (BMFR)	Financial Services (FINSERV)	KII
22 July 10:00 – 11:00	Mr. Andreas Klemmer , Director of Training	Office of the Director of Training (TDIR)	KII

21 July 4pm 60 minutes	Raul Ruggia Frik , Director, Social Security Development Branch	ISSA	KII
23 Jul 11.30 - 12.30 60 minutes	Christina Behrendt, Celine Peyron Bista, Helmut Schwarzer, Umberto Cattaneo	ILO SOCPRO	KII
24 Jul 12.00 - 13.00 60 minutes	Hugo Curado , Chief for Development Cooperation	Ministry of Labour, Solidarity, and Social Security, Portugal	KII

24 Jul 14.00 - 15.30 90 minutes	Leticia Vega , General Manager, Research and Development Social Security Board, Belize Silviya Nikolova , Ministry of Labour and Social Policy, Bulgaria Ibrahima Seck , Public Institution, Senegal Salem Da : Teacher and member of a local trade union, Tunesia	Participants	FGD
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Statistical annex

Community of inquiry - Correlation Matrix - Dataset Online Evaluation Survey

In examining the full set of pairwise Pearson correlations ($n = 109$), it becomes clear that the core instructional and support dimensions co-vary with remarkable consistency. Teaching presence and learning support share an exceptionally strong association ($r = 0.859$, $p < 0.001$), indicating that participants who rated the instructor's clarity, feedback and facilitation highly also perceived the course as well-organized and adequately resourced. Likewise, social and cognitive presence are tightly coupled ($r = 0.850$, $p < 0.001$), as are teaching and cognitive presence ($r = 0.818$, $p < 0.001$), which suggests that environments fostering critical thinking tend also to encourage clear instruction and lively peer interaction. Even the more moderate correlations—such as social presence with motivation for development ($r = 0.383$, $p < 0.001$)—exceed the 0.30 threshold for a small effect, underscoring the internal coherence of the Community of Inquiry framework.

Outcome variables similarly interlock with both one another and the COI dimensions. Overall satisfaction and training effectiveness correlate at $r = 0.808$ ($p < 0.001$), confirming that participants who felt most satisfied also judged the course format to be most effective. Knowledge application and performance improvement are likewise strongly related ($r = 0.709$, $p < 0.001$), reflecting that self-reported transfer of learning aligns closely with perceived gains in on-the-job performance. Cognitive presence correlates robustly not only with learning support ($r = 0.772$, $p < 0.001$) but also with knowledge application ($r = 0.676$, $p < 0.001$), suggesting that deeper engagement with course content is a key driver of skill application. Motivation for development exhibits medium-sized correlations with performance improvement ($r = 0.591$, $p < 0.001$) and training effectiveness ($r = 0.487$, $p < 0.001$), indicating that learners' intrinsic drive is meaningfully tied to both their satisfaction with the course format and their subsequent performance gains. In total, 36 relationships met the $|r| \geq 0.30$ criterion and all were statistically significant, with 18 reaching the “large” effect-size range ($r \geq 0.70$) and another 18 falling into the “medium” range ($0.50 \leq |r| < 0.70$). These results reinforce that instructional design, peer engagement, cognitive challenge and learner motivation form a tightly interwoven network of factors underpinning both process and outcome evaluations.

Correlation Matrix: All Relationships with $|r| \geq 0.30$

<i>Variable 1</i>	<i>Variable 2</i>	<i>Correlation (r)</i>	<i>p-value</i>	<i>Effect Size</i>
Teaching Presence	Learning Support	0.859***	<0.001	Large
Social Presence	Cognitive Presence	0.850***	<0.001	Large
Teaching Presence	Cognitive Presence	0.818***	<0.001	Large
Overall Satisfaction	Training Effectiveness	0.808***	<0.001	Large
Cognitive Presence	Learning Support	0.772***	<0.001	Large
Teaching Presence	Social Presence	0.723***	<0.001	Large
Knowledge Application	Performance Improvement	0.709***	<0.001	Large
Training Effectiveness	Teaching Presence	0.704***	<0.001	Large
Knowledge Application	Motivation for Development	0.702***	<0.001	Large
Training Effectiveness	Learning Support	0.699***	<0.001	Large
Knowledge Application	Cognitive Presence	0.676***	<0.001	Large
Overall Satisfaction	Teaching Presence	0.652***	<0.001	Large
Overall Satisfaction	Knowledge Application	0.652***	<0.001	Large
Social Presence	Learning Support	0.652***	<0.001	Large
Knowledge Application	Teaching Presence	0.645***	<0.001	Large
Overall Satisfaction	Cognitive Presence	0.637***	<0.001	Large
Training Effectiveness	Cognitive Presence	0.624***	<0.001	Large
Overall Satisfaction	Performance Improvement	0.621***	<0.001	Large
Training Effectiveness	Knowledge Application	0.611***	<0.001	Large
Knowledge Application	Learning Support	0.603***	<0.001	Large
Performance Improvement	Motivation for Development	0.591***	<0.001	Large
Overall Satisfaction	Learning Support	0.585***	<0.001	Large
Performance Improvement	Cognitive Presence	0.571***	<0.001	Large
Overall Satisfaction	Motivation for Development	0.561***	<0.001	Large
Cognitive Presence	Motivation for Development	0.527***	<0.001	Large
Performance Improvement	Teaching Presence	0.519***	<0.001	Large
Knowledge Application	Social Presence	0.516***	<0.001	Large
Overall Satisfaction	Social Presence	0.507***	<0.001	Large
Training Effectiveness	Performance Improvement	0.488***	<0.001	Medium
Training Effectiveness	Motivation for Development	0.487***	<0.001	Medium
Performance Improvement	Social Presence	0.479***	<0.001	Medium
Training Effectiveness	Social Presence	0.469***	<0.001	Medium
Performance Improvement	Learning Support	0.459***	<0.001	Medium
Learning Support	Motivation for Development	0.428***	<0.001	Medium
Teaching Presence	Motivation for Development	0.426***	<0.001	Medium
Social Presence	Motivation for Development	0.383***	<0.001	Medium

Note: *** $p < 0.001$, ** $p < 0.01$, * $p < 0.05$

Total relationships with $|r| \geq 0.30$: 36

Statistically significant relationships ($p < 0.05$): 36

Sample size: 109 participants

Effect size interpretation: Small $r \geq 0.30$, Medium $r \geq 0.50$, Large $r \geq 0.70$

All correlations based on complete pairwise observations.

Correlation Analysis - Dataset : Satisfaction Questionnaire

Satisfaction Dimension Correlations

The table below shows the strongest correlations ($|r| > 0.5$) between satisfaction dimensions. Higher correlations mean these aspects tend to move together: if one is rated high, the other usually is too.

Dimension 1	Dimension 2	Correlation (r)	Strength
Coherent Content	Objectives Achieved	0.719	Strong
Clear Objectives	Coherent Content	0.706	Strong
Confidence Apply	Relevant Needs	0.676	Strong
Confidence Apply	Objectives Achieved	0.661	Strong
Coherent Content	Relevant Needs	0.649	Strong
Learning Methods	Materials Appropriate	0.646	Strong
Assessment Methods	Materials Appropriate	0.639	Strong
Overall Quality	Well Organized	0.637	Strong
Clear Objectives	Objectives Achieved	0.636	Strong
Objectives Achieved	Relevant Needs	0.626	Strong

Satisfaction Factor Analysis

Factor analysis groups related dimensions together. Here, 17 dimensions from 463 participants were analysed. Eight components explained 80% of the variance; the first three explained most of it.

Factor	Variance Explained	Top Contributing Dimensions
1	44.90%	Objectives Achieved, Relevant Needs, Confidence Apply, Materials Appropriate, Overall Quality
2	10.50%	Appropriate Level, Clear Objectives, Well Organized, Administrative Support, Coherent Content
3	6.10%	Would Recommend, Experts Contribution, Learning Methods, Ecampus Easy, Relevant Needs

Course-Level Correlations

At the course level, relationships between certain dimensions were even stronger ($r > 0.6$).

Dimension 1	Dimension 2	r
Assessment Methods	Materials Appropriate	0.916
Clear Objectives	Coherent Content	0.91
Learning Methods	Overall Quality	0.879
Coherent Content	Objectives Achieved	0.878
Assessment Methods	Well Organized	0.875

Predictors of Overall Satisfaction

The strongest links to overall satisfaction suggest that how well a course is organised and its relevance to organisational benefit are especially influential.

Rank	Predictor	r
1	Well Organized	0.637
2	Organization Benefit	0.618
3	Materials Appropriate	0.608
4	Learning Methods	0.589
5	Administrative Support	0.582

Satisfaction Consistency

Dimensions with lower variation (CV) are rated more consistently across participants; higher CV means more varied ratings.

Most Consistent	CV	Most Variable	CV

Overall Quality	0.143	Objectives Achieved	0.173
Administrative Support	0.149	Assessment Methods	0.173
Coherent Content	0.152	Theory Practice Balance	0.191
Ecampus Easy	0.158	Experts Contribution	0.241
Well Organized	0.159	Would Recommend	0.328

Predictive Modeling of Satisfaction - Satisfaction Questionnaire

Purpose and data. We used machine-learning models to explore whether patterns in satisfaction dimensions can predict (a) a continuous overall satisfaction score and (b) high satisfaction (defined as an average ≥ 4.0). The modeling dataset contained 463 course-participant rows and 16 satisfaction features.

Methods (brief). We trained a Random Forest Regressor and Classifier (scikit-learn) with an 80/20 split and cross-validation (up to 5-fold). Features were the satisfaction dimensions; the target for regression was the average of these dimensions (excluding any “would_recommend” item), and the classification target was high satisfaction ≥ 4.0 . To meet algorithm requirements for complete rows, missing item responses were filled with column means only for this predictive step (the main inferential analyses did not use imputation). Results are associative, not causal.

Key results (headline). The regression model explained most variation in the constructed satisfaction score and the classifier distinguished high vs. not-high satisfaction with high accuracy. Feature importance suggests practical levers.

Interpretation and limits. Targets are derived from the same dimensions used as predictors, so strong accuracy partly reflects internal consistency/construct overlap. Class imbalance (high satisfaction = 87.3%) can inflate accuracy; cross-validation helps but does not remove this limitation. Given the non-random sample, ceiling effects, and cross-sectional design, findings indicate priorities, not causal effects.

Model Performance Summary

Task	R ²	RMSE	CV R ² / CV Accuracy	Notes
Satisfaction score prediction (regression)	0.97	0.091	0.920 (R ²)	Target = mean of satisfaction dimensions

High satisfaction classification (≥ 4.0)	—	—	0.955 (Accuracy)	Hold-out Accuracy = 0.978; Positives = 87.3%
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Top Predictors

Outcome	Top Predictors (Feature Importance)
Overall satisfaction (regression)	1) Objectives Achieved (0.281) · 2) Overall Quality (0.162) · 3) Relevant Needs (0.132) · 4) Assessment Methods (0.054) · 5) Clear Objectives (0.050)
High satisfaction (classification ≥ 4.0)	1) Confidence Apply (0.093) · 2) Administrative Support (0.093) · 3) Materials Appropriate (0.081) · 4) Theory–Practice Balance (0.081) · 5) Well Organized (0.080)

Practical reading. To raise overall satisfaction, we can prioritise strengthening Objectives Achieved, Overall Quality, and Relevance to Needs. To lift the share of highly satisfied participants (≥ 4.0), we can focus on Confidence to Apply learning, Administrative Support, Materials Appropriateness, Theory–Practice balance, and Organisation. Use these signals to guide small pilots, re-measure, and iterate.

Certificate Equity Analysis (Categorical Tests) - eCampus Data

Purpose and setup. We tested whether certificate issuance (Yes/No) varies by gender, age group, or country using categorical methods. The analysis used $\alpha = 0.05$, 95% confidence, and included effect sizes (Cramér's V, odds ratios). To ensure valid inferences, we enforced a minimum group size of 15 and excluded ambiguous categories (unknown / not specified / NA). Multiple comparisons were controlled with Bonferroni in post-hoc tests.

Included Groups and Coverage

Dimension	Groups Included	n (rows)	Certified (n)	Rate	Coverage of frame
Gender	Female, Male	659	602	—	95.2% (659/692)
Age	25–34, 35–44, 45–54, 55–64	642	587	—	92.8% (642/692)
Country (Top 8 by size)	CV, TR, MY, MZ, JO, SN, IQ, HT	320	297	—	46.2% (320/692)

Details

Gender	n	Certified	Rate
Female	312	280	89.70%
Male	347	322	92.80%

Age Group	n	Certified	Rate
25–34	138	130	94.20%
35–44	254	233	91.70%
45–54	199	178	89.40%
55–64	51	46	90.20%

Country	n	Certified	Rate
Cabo Verde	60	59	98.30%
Turkey	57	46	80.70%
Malaysia	57	51	89.50%
Mozambique	36	35	97.20%
Jordan	35	35	100.00%
Senegal	28	27	96.40%
Iraq	25	25	100.00%
Haiti	22	19	86.40%

Assumptions and Test Selection

Dimension	Small Expected Counts?	Selected Test
Gender	No (min expected ≈ 26.99 ; 0/4 cells < 5)	Chi-square test of independence
Age	Yes (min expected ≈ 4.37 ; 1/8 cells < 5)	Chi-square with Monte Carlo p-value
Country (Top 8)	Yes (min expected ≈ 1.58 ; 8/16 cells < 5)	Chi-square with Monte Carlo p-value

Results

Dimension	χ^2	df	p-value	Significance	Cramér's V	Effect
Gender	1.5695	1	0.2103	Not significant	0.0488	Negligible
Age	2.4821	3	0.4785 (MC)	Not significant	0.0622	Negligible
Country (Top 8)	23.8425	7	0.001214 (MC)	Significant	0.273	Small

Post-hoc (Country, Bonferroni $\alpha = 0.001786$).

Pairwise tests found 0/27 significant differences after correction; the omnibus result reflects broad variation, but no single pair remained significant under the strict familywise threshold.

Certificate rates are similar across gender and age. By contrast, rates vary across countries in the top-8 group (small overall effect). However, once we adjust for multiple testing, no single country-to-country gap is large enough to be statistically reliable on its own. Practically, this points to country-level context as a candidate for closer review (e.g., administrative processes, access issues), while avoiding over-interpretation of any single pairwise difference. The minimum-size rule and assumption checks improved statistical power and validity by focusing on well-represented, clearly defined groups.

Summary of Analyses

Analysis area	Purpose / question	Datasets used	Methods	Key outputs / metrics	Headline result	Notes / limits
Data harmonisation & integration	Build a single, consistent learning-analytics dataset	eCampus KAT exports, satisfaction CSVs (EN/FR/PT/RU), certificates, MAP/metadata	Standardise variables, de-duplication, ID matching; codebook	43 variables across participant, completion, metadata	100% course ID coverage; multi-source dataset constructed	Document gaps filled where verifiable; only verified data used; no imputation in main analyses; full QA logs.
Knowledge assessments (learning gains)	Describe/compare pre-post KAT gains	eCampus KAT (13 courses, excl. Masterclass)	Descriptives; normality/variance checks; ANOVA/Kruskal-Wallis + post-hoc	Mean/median gains; effect sizes	Trends emphasised over precise effects	Attrition (65% completed both) and high negative/no-change share (-: 21.8%; 0: 27.7%) → interpret cautiously.
Satisfaction correlations	See how satisfaction dimensions move together	Post-course anonymous survey (19 unique courses; 20 files)	Pearson correlations (course/participant levels)	43 strong links	r	>0.5)
Satisfaction factor structure	Reduce dimensions; identify latent factors	Same as above	PCA / EFA	8 comps ≈ 80% variance; top 3 ≈ 61.4%	Factor 1 (overall attainment/relevance), Factor 2 (organisation/level), Factor 3 (recommendation/expert)	Anonymous → analysed at course level; triangulated with other sources.

Predictors of overall satisfaction	Identify strongest levers of satisfaction	Satisfaction matrix (16 features; n=463)	Random Forest Regressor (80/20 split; CV)	$R^2=0.970$; RMSE=0.091; CV $R^2=0.920$	Top predictors: Objectives Achieved, Overall Quality, Relevant Needs, Assessment Methods, Clear Objectives	Target derived from features → construct overlap inflates fit; class imbalance (87.3% high).
Predictors of high satisfaction (≥ 4.0)	Classify "high satisfaction"	Same as above	Random Forest Classifier (80/20; CV)	Acc=0.978; CV Acc=0.955	Top features: Confidence to Apply, Administrative Support, Materials Appropriate, Theory–Practice Balance, Well Organised	Associative, not causal; ceiling effects remain.
Regression models (evaluation survey)	Partition variance added by COI after controls	Evaluation survey (identified respondents)	Hierarchical OLS; blocks: demographics/organisation → support/motivation → COI; robust SE; CV	β 's per block; ΔR^2 ; diagnostics	COI block adds explanatory power over base controls	Non-probability sample; treat results as descriptive/comparative, not causal.
Equity & correlations (evaluation survey)	Differences by gender/age/sector/region; key bivariate links	Evaluation survey	Parametric/non-parametric tests; effect sizes; correlations	Group differences + Cohen's d / η^2 ; correlation matrix	No systematic equity gaps detected in survey outcomes	Power varies by subgroup sizes; report effect sizes, not only p-values.
Certificate equity (categorical tests)	Do certificate rates differ by demographics?	Certificate matches + demographics	Chi-square / Fisher; Monte-Carlo where needed; Cramér's V; Bonferroni	Gender: $\chi^2(1)=1.57$, p=0.210, V=0.049; Age: $\chi^2(3)=2.48$, p=0.479 (MC), V=0.062; Country (Top-8): $\chi^2(7)=23.84$, p=0.0012 (MC), V=0.273	Gender & age: not significant; Country: omnibus significant, no pairwise survives Bonferroni	Minimum $n \geq 15$ enforced; many small cells for countries → Monte-Carlo p-values used.
COI validation	Does COI measure distinct	Evaluation survey (COI items)	Factor analysis; reliability (α)	Factor loadings; α per presence	COI three-dimension structure	Only respondents with sufficient

	presences?				supported before modelling	item completion were included.
Reproducibili ty & QA	Ensure transparent, repeatable analytics	All sources above	Jupyter (.ipynb), version- pinned env, seeds; validations; codebook	Full pipeline & logs archived	All steps reproducible; traceable outputs	Missing values not imputed in inferential analyses (rows excluded); outlier checks/valida tions applied.

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Evaluation Terms of Reference

Evaluation of the training activities of the ITCILO on the thematic area of “Social Protection”

Terms of reference

About the International Training Centre of the ILO

1. The [International Training Centre](#) is the capacity development arm of the [International Labour Organization](#) (ILO). The ILO is a specialized agency of the [United Nations](#) (UN) system with a mandate to **promote social justice through decent work for all**, and the Centre offers individual and institutional capacity development services to support its constituents worldwide in making the social justice agenda actionable.

The main target groups of the Centre’s capacity development services are ILO constituents – workers’ and employers’ organizations and governments. The Centre also offers capacity development services for ILO staff, staff of other UN agencies and ILO partners with a mandate to promote social justice, among them government agencies, non-governmental organizations, and the private sector.

The Centre’s capacity development services are human-centred and rights-based, promoting fundamental principles and rights at work and strengthening tripartism and social dialogue. The Centre plays a key role in the implementation of the [2019 ILO Centenary Declaration for the Future of Work](#) and supports ILO constituents in facilitating future of work transitions and promoting employment-right growth in line with the [2030 UN Agenda for Sustainable Development](#). The Centre derives its mandate for the delivery of individual, institutional and system-level capacity development services from the [2019 ILO Capacity Development Strategy](#) and is one of the network hubs of the innovation eco-system defined by the [2023 ILO Innovation Strategy](#). The Centre is in the frontline when it comes to extending technical support to ILO constituents under the umbrella of [the Global Coalition for Social Justice](#), launched by the Director General in 2023.

Background

1. The Centre’s [Strategic Plan for 2022-25](#) stresses the importance of a quality focused, data-driven approach to monitoring and evaluation and states that excellence in training and learning will be promoted through continuous quality improvement measures and external evaluations. More specifically, the Centre will commission each year at least one external evaluation of a cluster of activities linked to one of [its thematic areas of expertise](#).
2. Since 2014, the Centre has commissioned evaluations of its [academies](#) (2014), its training activities linked to the [promotion of gender equality and diversity](#) (2015), its training activities to [strengthen employers’ organizations](#) (2016), its training activities to promote [International Labour Standards](#) (2017), its training activities to [promote Social Dialogue and Tripartism](#) (2018), its training activities [to promote fair migration](#) (2019), its training activities related to [skills development with focus on employability skills](#) (2020). In [2021](#) and [2022](#), the evaluations focused on the training activities of the Centre that have been fully carried out in online modality, in 2023, the evaluation tackled [a sample of face-to-face, blended and online training activities in addition to a Diploma](#), and in 2024 the [training activities run by the Workers’ Activities Programme](#) were evaluated. The evaluation reports are accessible via the [ITCILO website](#). For 2025, The Centre wishes to **evaluate training activities on the theme of [Social Protection](#)**.
3. Before 2018, the main emphasis of the Centre has been on individual-level capacity development, with the focus on face-to-face training. The 2018-21 strategy framework set the stage for the diversification of the service portfolio, to better harness digital learning and collaboration technology and applications, in

response to the ILO's renewed focus on institutional capacity development.

4. In the wake of the COVID-19 pandemic in the first half of 2020, the pace of transformation of the Centre's service portfolio has accelerated, with a shift of emphasis from face-to-face training to online learning, a stronger focus on institutional-level and system-level capacity development services and the rollout of AVR technologies, future foresight techniques, and data mining.
5. In 2021, the Centre continued to operate in a volatile environment, with political, economic, social, environmental and technological forces exerting strong pressure. For example, learners are increasingly technology-savvy, want to access learning services 24/7, and co-create their own learning experience; advances in digital technology open new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and to reduce unit costs. In this environment, distance learning activities continued to play a very important role in the service portfolio of the Centre.
6. The 2022-23 biennium has been a period of transition for the Centre, driven by a new competitiveness strategy relying strongly on service differentiation and portfolio diversification. During the biennium, the Centre managed to rebuild step by step its base of face-to-face training activities, while the participant universe of online learners continued to expand rapidly.
7. In 2024, The number of enrolments for the Centre's training activities further increased by 18% on the back of demand for online learning activities but also supported by the recovery of face-to-face training courses.

Purpose of the evaluation

8. The purpose of the evaluation is to:
 - provide the Centre with evidence of the relevance, validity, coherence, effectiveness, efficiency, impact and sustainability of its training Activities related to Social Protection;
 - assess which modalities of training offered by the Centre are more impactful in terms of effectiveness and efficiency;
 - extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of training activities of the Centre under the theme of Social Protection.
9. The evaluation findings will be used to make relevant decisions on the future programming of the Centre with regard to its training services.

Scope of the evaluation

10. The [ILO defines Social Protection](#) as a "set of policies and programs designed to reduce and prevent poverty, vulnerability, and social exclusion throughout the life cycle". It aims to ensure access to health care and income security for all individuals, focusing on protecting against social risks like unemployment, disability, and poverty.
11. The most recently adopted standard, the [ILO Social Protection Floors Recommendation, 2012 \(No. 202\)](#), reflects the global tripartite commitment to guarantee at least a basic level of social security to all in the form of a nationally defined social protection floor, and to ensure progressively wider scope and higher levels of protection.

12. The evaluation will cover a sample of up to 20 activities designed and delivered by the **Social Protection, Governance and Tripartism programme** in 2024. The sample has been drawn purposefully to capture a variety of different training approaches, venues and methodologies. The chosen activities include a variety of online courses, face-to-face and blended courses that took place in the field or in Turin Campus. The activities were chosen to cover a diversity of regions, and most of the selected activities included more than fifteen enrolled participants.
13. Non-training activities are outside the scope of this assignment.

Clients of the evaluation

14. The main clients of this evaluation will be:
- The Board of the Centre;
 - The Training Department of the Centre with special focus on the Social Protection, Governance and Tripartism Programme (SPGT);
 - Internal ITCILO units outside the Training Department (FINSERV, ICTS, FIS/PATU)

Evaluation criteria

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

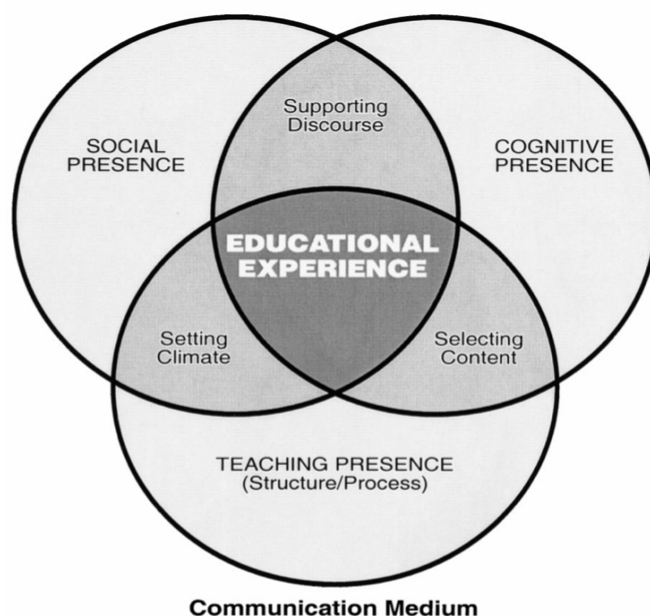
Figure 3: The Six OECD DAC Network on Development Evaluation (EvalNet) Evaluation Criteria



16. Further to the evaluation of effectiveness, the evaluation will also assess the meaningfulness of the

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

Figure 4: Elements of the Community of Inquiry Model (Garrison, Anderson & Archer, 2000)



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

Assessment Criteria	Questions to be addressed
<i>Relevance</i> : The extent to which the objectives and design of the activity respond to the beneficiaries' requirements and needs, as well as to partners' and donors' policies and priorities.	<p>IS THE INTERVENTION DOING THE RIGHT THINGS?</p> <p>How well did the activity operationalize the 2022-25 strategic plan and the 2024-25 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2024-25 Programme and Budget?</p>
<i>Coherence</i> : The compatibility of the activity with other activities that serve the ILO mandate and its core constituents	<p>HOW WELL DOES THE INTERVENTION FIT?</p> <p>To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?</p>
<i>Validity of training design</i> : The extent to which the design of the activity was logical and coherent.	<p>HOW WELL WAS THE ACTIVITY DESIGNED?</p> <p>Does the result of online training imply that the design of the activities was logical and realistic?</p> <p>Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress?</p>

<p><i>Effectiveness:</i> The extent to which the activities immediate objectives were achieved, taking into account their relative importance.</p>	<p>IS THE INTERVENTION ACHIEVING ITS OBJECTIVES?</p> <p>What results have been achieved (or expected to be achieved) /what progress has been made (or expected to be made) by learners since the implementation of the activities?</p> <p>Which gaps remain and how could these be addressed through follow-up activities?</p> <p>To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners?</p> <p>Are there any differential results across groups?</p>
<p><i>Effectiveness of management arrangements:</i> The extent to which management capacities and arrangements put in place supported the achievement of results</p>	<p>HOW WELL WERE THE ROLES ASSIGNED?</p> <p>Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood?</p> <p>Were the current arrangement for implementing the activities effective?</p> <p>Were the activities coordinated across technical programmes?</p>
<p><i>Efficiency:</i> The extent to which the resources/inputs (funds, expertise, time, etc.) were economically and timely converted to results</p>	<p>HOW WELL ARE RESOURCES BEING USED?</p> <p>Have the resources invested into the delivery of the activities been used in the most efficient manner? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?</p> <p>What time and cost efficiency measures could have been introduced without impeding the achievement of results</p>
<p><i>Impact:</i> The strategic orientation of the activities towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries</p>	<p>WHAT DIFFERENCE DOES THE INTERVENTION MAKE?</p> <p>What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities?</p> <p>What actions might be required for achieving long-term impact?</p>
<p><i>Sustainability:</i> The extent to which the net benefits of the activity continue, or are likely to continue</p>	<p>WILL THE BENEFITS LAST?</p> <p>How likely is it that the results of the activities will be maintained or up-scaled by the participants?</p>

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

Methodology

18. The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (ToR) and documented in an inception report. It is expected that

¹ Norm 1: Internationally agreed principles, goals and targets

Norm 2: Utility

Norm 3: Credibility

Norm 4: Independence

Norm 5: Impartiality

Norm 6: Ethics

Norm 7: Transparency

Norm 8: Human rights and gender equality

Norm 9: National evaluation capacities

Norm 10: Professionalism

the evaluator will apply a combination of quantitative and qualitative evaluation methods that draw on both hard and soft evidence and involve multiple means of analysis. In principle the following methods are proposed:

- **Desk review** the systematic analysis of existing documentation, including quantitative and descriptive information about the activities, including final reports about their outputs and outcomes, and other evidence.
 - **Participants' survey:** responses from participants will be sought to questions designed to obtain in-depth information about their impressions or experiences of the activities. The participant universe will cover a sample of 200+ women and men from the participant population that will be extracted based on the information available in the Centre's management of activities and participants database (MAP) and the Centre's virtual campus (eCampus). The questionnaires will be administered by way of an online survey.
 - In-depth **interviews** with the Programme Manager, Activity Managers and Activity Assistants in charge of the activities in the sample, as well as Centre staff from other training programmes who contributed to, and/or participated in, the selected activities.
 - In-depth **interviews** with at least three institutional clients who sponsored participants linked to technical cooperation projects, to explore tangible and non- tangible changes resulting from the activities.
 - **Focus group discussions** with at least one group of former participants to explore tangible and non-tangible changes resulting from the activities.
 - **Five case studies of participants** met during the focus group discussion, documenting the changes resulting from the activities.
19. In the Centre, Monitoring and Evaluation is considered a function of service quality management. To manage the quality of its capacity development services, the Centre takes inspiration from the quality management systems approach promoted by the International Standards Organization (ISO). In line with this approach, all of the Centre's services are structured along the ISO Plan-Do-Check- Act cycle. More specifically, and using the PDCA cycle as strategy canvas, the learning services of the Centre (including all learning services to be evaluated as part of this assignment) are mapped against the ISO 29993:2017(E) standard for learning services outside formal education. Seen through this quality management lens, monitoring is a means to measure progress towards intended outcomes on a recurrent basis while evaluations, examine the extent to which outcomes were achieved. Monitoring is consequently conducted at all stages of the service delivery cycle while evaluations usually take place after (sometimes also during) service delivery to check on results. For more information on the link between evaluation and quality management refer to the Centre's quality management guidance document. The link between evaluation and quality management in the context of ISO 29993 should reflect in the technical proposal of the contractor.
20. In order to track and qualify change along the service cycle, the Centre uses the following model for monitoring and evaluation purposes:
- INPUTS -> OUTPUTS -> OUT-TAKES (INTERIM OUTCOMES) -> OUTCOMES -> IMPACT**

Whereby:

- **Inputs** describe the activities performed and resources used to generate results;
- **Outputs** refer to the immediate results or deliverables;
- **Out-takes** or intermediate/interim outcomes capture an emerging change;
- **Outcomes** express lasting change directly attributable to the outputs and flowing from the out-takes;
- **Impact** relates to the long-term lasting change.

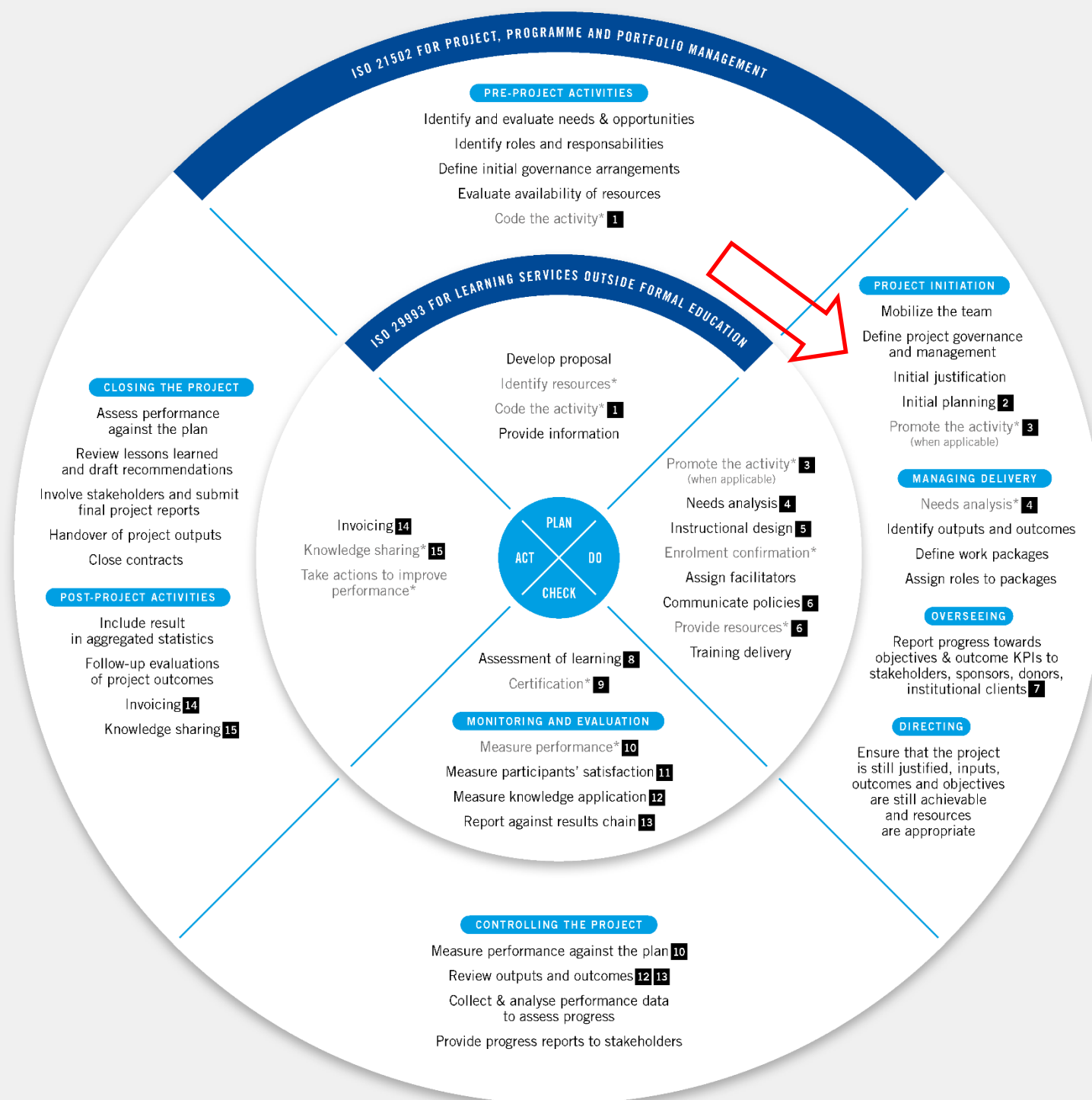
21. The figures overleaf illustrate the standard-specific quality conditions for training services and the key performance criteria along the results chain. Using this information, the evaluator is to outline the framework of the proposed evaluation methodology in the technical proposal. At the outset of the assignment, the framework is to be further elaborated in an inception report. It is expected that the evaluator will apply a combination of quantitative and qualitative evaluation methods that draw on both hard and soft evidence and involve multiple means of analysis.

Figure 5: Standard-specific conditions for training services along the PDCA cycle

MASTER PLAN-DO-CHECK-ACT CYCLE

Standard-specific conditions along the FDA Cycle

- 1 ●●● Management of activities and Participants (MAP)
- 2 ○●● Design thinking toolkit, Project management tools (Microsoft Teams, Atlassian Jira, Slack, shared google sheets, etc.)
- 3 ●●● Institutional website, Official social media channels, Email campaigns, Partners'/ stakeholders' channels
- 4 ●○○ Pre-knowledge assessment tests (eCampus), registration information (OARF), upfront surveys, focus group discussions, Interviews with key informants, customer panels, desk research on secondary data
○●● Pre-event participants' survey
○○● Institutional scan, learning services requirements scan, online training feedback survey
- 5 ●○○ eCampus, DL community of practice, DL quality assurance checklist, three-tier certification framework, The Compass Toolkit, Digital facilitation toolkit, etc.
- 6 ●●● Institutional website
●○○ eCampus
- 7 ○●● Data dashboards Ex. Google Data Studio
- 8 ●○○ Post-knowledge assessment tests (eCampus), formative and summative assessments, capstone projects



* The action does not make part of the ISO standards but has been added by the ITCILO as an additional control point.

*** **Key performance indicators** track aspects of project performance that point towards effectiveness (doing the right things).

*** **Process indicators** mainly track project efficiency (doing things the right way).

● Training
 ● Events
 ● Communication campaigns
 ● Consultancies

Figure 6: Service-specific performance criteria along the results chain for training services

MASTER RESULTS CHAIN

Service-specific key performance indicators

	INPUTS ACTIVITIES	OUTPUTS IMMEDIATE RESULTS	OUT-TAKES INTERIM OUTCOMES	OUTCOMES DIRECT INFLUENCE	IMPACT ¹ INDIRECT INFLUENCE
DEFINITION	The activities performed and resources used to generate results	The immediate results or deliverables	An emerging change	A lasting change directly attributable to the outputs and flowing from the out-takes	The long-term lasting change
QUESTIONS	<ul style="list-style-type: none"> What was done? Which activities were carried out? 	<ul style="list-style-type: none"> Who do you expect to reach with the activity? Did the activity reach the target audience? 	<ul style="list-style-type: none"> Was the message received? Did the activity meet the expectations of the target audience? What is the instantaneous effect on the target? 	<ul style="list-style-type: none"> Were the general objective(s) achieved? Did the activity lead to the expected results? Did the activity change the perception/behaviour of the audience? 	<ul style="list-style-type: none"> How did the activity positively impact the society in the long term?
MEASURE Key Performance Indicators (KPI)	Count of activities implemented	Outreach indicators measuring (qualitatively and quantitatively) the extent to which the activity reached the right target audience	Recall indicators measuring the extent to which the activity satisfied, captured the attention of target audience, or raised knowledge and awareness	Performance improvement indicators measuring the extent to which the activity led to either an increased awareness, an evident action taken or a desired change in the target audience perception/behaviour/attitude	Define the long term changes which the service helped achieve for the promotion of decent work and social justice
TRAINING	Count of components/modules of training activity	Count and breakdown of training participants ²	<ul style="list-style-type: none"> Participants satisfaction with the overall quality of training activities Percentage of participants who acquire new knowledge during training 	New knowledge application post training	Increased functional and technical skills, resulting in improved individual performance
COMMUNICATION	Count of activities performed and resources created as work packages ³ within the campaign	Outreach expressed in number of people actively engaging ⁴ with the campaign	Sustained engagement ⁵ as a proxy for emerging behaviour change	Lasting behavior change ⁶	Shifts in value systems and perceptions in society, that contribute to decent work and social justice
EVENTS	Count of event components	Count and breakdown of events participants	<ul style="list-style-type: none"> Participants satisfaction with the overall quality of the event Increased knowledge of the main topic of the event Number of connections established as a result of the event An emerging consensus on a discussed strategy 	Lasting behavior change ⁷	Lasting change in society that contributes to decent work and social justice
ADVISORY SERVICES	Count of activities along the advisory service cycle	Count of institutional clients served	<ul style="list-style-type: none"> Satisfaction with the overall quality of the advisory service Increased knowledge of the addressed topics An emerging consensus 	Improved institutional capacity to operate in a sustainable manner measured against technical, financial, and governance parameters	Stronger institutional structures to support decent work and social justice

1 No KPIs are currently defined.

2 Including breakdown by training modality, gender, geographical distribution, and professional context. In addition to average course completion rate, number of certificates issued, and percentage of returning participants.

3 Count of webpages created, social media pages set-up to promote the activity and its outcomes, Number of web news published, Number of e-newsletters sent, Number of articles in the press, Number of publications disseminated.

4 Engagement is assumed to take place if a recipient of a communication & advocacy message has responded by variably posting, sharing, following, commenting, or mailing a written answer. The minimum threshold for engagement is at least one such reaction but projects might choose to raise the bar and emphasize on more sustained interaction including by way of multi-level engagement.

5 Sustained engagement is assumed in cases where participants go one step further and actively commit to change. In the context of communication and advocacy projects, this is captured by tracking the share of participants who accept campaign challenges, commit, and make campaign pledges, or reach out for establishing partnerships or alliances.

6 Behavior change is defined as performance improvement after treatment. Behavior change is typically qualitative, like shifts in societal value systems, qualified by way of surveys and tracer studies. Ex. Call to action, Adoption, endorsement, ratification, etc.

7 Ex. Adoption of an idea presented at the event, new projects/ideas/innovations, an agreement on the implementation of a new strategy, an initiative has gained more traction and a bigger audience, a start-up has attracted funding and support, a new community of practice has been created, policy makers have been shown new evidence that they adopt to address solutions.

Deliverables

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

Deliverables	By
Short inception report. The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions	June 2025
Desk research on training activities within the Centre's service portfolio, convene interviews with staff and collect relevant data	June 2025
Interviews with key informants	June 2025
Online survey issued to selected participants and focal points	June 2025
Focus group discussions	June 2025
Draft evaluation report	July 2024
Final evaluation report	July 2024

23. The Evaluation Report will be structured as follows:

Cover page with key intervention and evaluation data

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

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

All the above-mentioned outputs will be delivered in English.

Management and responsibilities

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

Quality assurance

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

Qualifications of the Evaluator

26. The evaluator will have the following competencies:
- Demonstrated experience in the design and implementation of online learning services outside formal education, and training interventions in particular;
 - Expertise in online learning and online service delivery, including instructional design, evaluation and quality assurance of online learning;
 - Experience in the evaluation of national and international organizations;
 - Ability to write concisely in English;
 - No relevant bias or conflict of interest related to ILO or the Centre.
 - Knowledge of the ILO's and the Centre's role and mandate, tripartite structure and policies is considered an added advantage.

Qualitative data collection: KII and FGD Interview Guides

ITCILO Social Protection Training Evaluation 2024 Key Informant Interview Guide

Partners/Clients

Dear partners,

Thank you for participating in this interview as part of the external evaluation of ITCILO's 2024 training activities on social protection.

This interview will focus on the Social Protection related trainings that have been selected for this evaluation and that you have been involved in.

We are interested in hearing your reflections on what has worked, what could be improved, and what impact these trainings are having. Please feel free to bring any relevant documents you may wish to share.

The questions below represent the full set guiding the evaluation. Not all of them will be covered in every interview, but they provide an overview of the areas we are exploring. If there are some specific points that you would like to discuss that are not part of the guide please let us know.

The interview will be recorded for analytical purposes only. The recording and transcript will not be shared beyond the evaluation team.

1. Relevance

To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of participants, institutional clients, and the strategic priorities of the ITCILO and ILO?

Possible clarifying questions:

- How did the training align with your priorities on social protection?
- Based on your observations or participant feedback, to what extent were learning needs met?

2. Coherence

To what extent are the Social Protection trainings complementary to other (non training) ITC / ILO initiatives supporting social protection, and to what extent do they reinforce the broader mandate of the ILO and its constituents?

Possible clarifying questions:

- Did it support or reinforce your existing programmes or strategies?
- Was there added value in relation to ILO's tripartite mandate or other technical cooperation efforts?

3. Validity of Training Design

To what extent are the Social Protection trainings logically designed to achieve their stated objectives, and supported by appropriate tools to monitor learning outcomes and progress?

Possible clarifying questions:

- How was the content and structure of this course developed? To what extent were you involved in the design choices?
What teaching methods and learning materials were used to support learning?
What tools or systems (if any) do you use to assess whether participants are meeting learning objectives?

4. Effectiveness

To what extent have the Social Protection trainings achieved their intended results (out-takes and outcomes), and how do these vary across different stakeholder groups, course types, or modalities?

Possible clarifying questions:

- What results have you seen so far from this training, at the individual or institutional level?
- Are there any gaps or unmet needs that have come up?

5. Effectiveness of Management Arrangements

To what extent have the management arrangements (including roles, responsibilities, and coordination) supported the effective delivery of SP training activities?

Possible clarifying questions:

- How were roles and responsibilities distributed across the team for this course?
- How was coordination handled with other ITCILO units or external partners?
- What worked well or could be improved in the organisation of this activity?

6. Efficiency

To what extent have financial, human, and time resources been used efficiently in the delivery of Social Protection trainings, and how do participants and clients assess their value for money?

Possible clarifying questions:

- In your opinion, to what extent were the resources (time, people, funds) sufficient and well used for this training?
- How would you rate the training's perceived value for money?

7. Impact

To what extent have the Social Protection trainings contributed to meaningful changes for participants and their organisations, and what evidence exists of broader or lasting impact?

Possible clarifying questions:

- Do you know of any concrete examples where this training has influenced participants' work or institutional practices?
- Have you seen or heard of changes in policies, systems, or behaviours as a result of participation in this course?
- What could help strengthen the impact of this training in future editions?

8. Sustainability

To what extent are the results and benefits of Social Protection trainings likely to be sustained or scaled, and how well are current and future trainings aligned with the evolving needs of social protection systems?

Possible clarifying questions:

- What follow-up or institutional engagement happens after the training ends?
- Are there signs that the training outcomes will continue over time?
- How do you ensure that the content stays relevant to emerging issues in social protection?

Please don't hesitate to ask questions during the interview or raise additional points you feel are important.

Warm
Laura
Lead Evaluator on behalf of the evaluation team

regards,
Franchis

ITCILO Social Protection Training Evaluation 2024

Key Informant Interview Guide

ITCILO Staff

Dear ITCILO colleagues,

Thank you for participating in this interview as part of the external evaluation of ITCILO's 2024 training activities on social protection.

This interview will focus on the trainings that have been selected for this evaluation and that you have been involved in. (Please refer to Eiman's email)

We are interested in hearing your reflections on what has worked, what could be improved, and what impact these trainings are having. Please feel free to bring any relevant documents you may wish to share.

The questions below represent the full set guiding the evaluation. Not all of them will be covered in every interview, but they provide an overview of the areas we are exploring. If there are some specific points that you would like to discuss that are not part of the guide please let us know.

The interview will be recorded for analytical purposes only. The recording and transcript will not be shared beyond the evaluation team.

1. Relevance

To what extent are the objectives and design of the ITCILO's Social Protection trainings aligned with the needs of participants, institutional clients, and the strategic priorities of the ITCILO and ILO?

Possible clarifying questions:

- How do the goals of your training align with current ILO and ITCILO priorities on social protection?
- In your view, how well does the training respond to the needs of institutional partners involved in the course?
Based on participant feedback or your observations, to what extent are participants' learning needs being met?

2. Coherence

To what extent are the Social Protection trainings complementary to other (non training) ITC / ILO initiatives supporting social protection, and to what extent do they reinforce the broader mandate of the ILO and its constituents?

Possible clarifying questions:

- Are there any ongoing ITCILO or ILO initiatives (outside of training) that this course links to or supports?
- How does this training complement or reinforce ILO's broader work on social protection and tripartism?

3. Validity of Training Design

To what extent are the Social Protection trainings logically designed to achieve their stated objectives, and supported by appropriate tools to monitor learning outcomes and progress?

Possible clarifying questions:

- How was the content and structure of this course developed? What guided the design choices?
- What teaching methods and learning materials have been used to support learning?
- What tools or systems do you use to assess whether participants are meeting learning objectives?

4. Effectiveness

To what extent have the Social Protection trainings achieved their intended results (out-takes and outcomes), and how do these vary across different stakeholder groups, course types, or modalities?

Possible clarifying questions:

- What results have you seen so far from this training, at the individual or institutional level?
- Are there differences in how well the course performs depending on the delivery format (e.g. online, face-to-face)?
- Have you noticed different results depending on who the participants are (e.g. government vs. workers' organisations)?
Are there any gaps or unmet needs that have come up?

5. Effectiveness of Management Arrangements

To what extent have the management arrangements (including roles, responsibilities, and coordination) supported the effective delivery of SP training activities?

Possible clarifying questions:

- How were roles and responsibilities distributed across the team for this course?
How was coordination handled with other ITCILO units or external partners?
- What worked well or could be improved in the organisation of this activity?

6. Efficiency

To what extent have financial, human, and time resources been used efficiently in the delivery of Social Protection trainings, and how do participants and clients assess their value for money?

Possible clarifying questions:

- Were the resources (time, people, funds) sufficient and well used for this training?
- How did you balance cost-effectiveness with quality in delivery?
- What feedback, if any, did you receive about the training's perceived value?

7. Impact

To what extent have the Social Protection trainings contributed to meaningful changes for participants and their organisations, and what evidence exists of broader or lasting impact?

Possible clarifying questions:

- Do you know of any concrete examples where this training has influenced participants' work or institutional practices?
- Have you seen or heard of changes in policies, systems, or behaviours as a result of participation in this course?
- What could help strengthen the impact of this training in future editions?

8. Sustainability

To what extent are the results and benefits of Social Protection trainings likely to be sustained or scaled, and how well are current and future trainings aligned with the evolving needs of social protection systems?

Possible clarifying questions:

- What follow-up or institutional engagement happens after the training ends?
- Are there signs that the training outcomes will continue over time?
- How do you ensure that the content stays relevant to emerging issues in social protection?

Please don't hesitate to ask questions during the interview or raise additional points you feel are important.

Warm
Laura
Lead Evaluator on behalf of the evaluation team

regards,
Franchis

ITCILO Social Protection Training Evaluation 2024

Focus Group Discussion Guide

Training participants

Dear participants,

Thank you for joining this discussion. This FGD is part of the external evaluation of ITCILO's 2024 training activities on social protection. We are looking forward to hearing your views on what worked well in the training, what could be improved, and what difference the training has made for you and your work.

This session will focus on the training course(s) you participated in that have been selected for this evaluation. We also hope to hear any examples or stories where you've been able to apply what you learned, these will help us identify promising case studies to include in the evaluation.

The discussion will be recorded for analysis purposes only, and the information shared will remain confidential. Quotes may be used in the final report, but they will not be attributed to individuals.

Please respect the space so everyone has a chance to contribute.

Target: 90 min - 6 participants

1. Relevance & Motivation

- Why did you join the training?
- Can you recall a specific challenge or question that motivated you to join the training? Was it addressed effectively?
- Did anything surprise you during the training that turned out to be especially useful?

2. Application & Results

- You indicated in the survey that you applied your learning – can you walk us through what that looked like in practice?
- What helped you turn learning into action? What (if anything) made that difficult?
- Were there any unintended outcomes or ripple effects (in your team, organisation, or community)?

3. Organisational or System-Level Influence

- Some participants shared that the training influenced organisational or policy-level change. Have you seen or contributed to such a shift? What were the conditions that enabled this?

4. Learning Methods & Experience

- Thinking back, were there any learning activities (exercises, discussions, simulations) that really stood out to you, positively or negatively?
- If you've done other trainings with different formats, how did the one you follow compare?

5. Peer Learning & Networks

- Did you form any connections with other participants during or after the course? If yes, have these relationships been helpful in your work?

6. Future Orientation

- Now that some time has passed, what would you say you still need to continue building your skills or applying your knowledge in this area?
- What kind of support, tools, or follow-up would help you deepen the learning?

Online Evaluation Survey Questionnaire and responses

2025 External Evaluation of the Training Activities of the ITCILO

Training Participants Survey

Dear Participant,

Thank you for taking the time to provide your valuable feedback on the evaluation of our Social Protection courses you attended in 2024. Your input is crucial in helping us understand the effectiveness and quality of the different course modalities we offer.

This survey aims to gather your thoughts and opinions on the courses you have completed in 2024. Your feedback will help improve future social protection capacity development activities.

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

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

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

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

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

Thank you for your time and valuable insights!

**Sincerely,
ITCILO Evaluation team**

Before we start the questionnaire, we would like to poll if, in addition to filling out this questionnaire, you are willing to possibly participate in one of the three online focus group discussions that will be organized in July 2025.

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

- ☐ Yes
- ☐ No

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

Name

Email Address



2025 External Evaluation of the Training Activities of the ITCILO

Part A: DEMOGRAPHICS (1/1)

* A1. In which country do you live?

* A2. What is your gender?

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

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

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

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

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

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

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

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

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

* A11. Which ITCILO course(s) did you attend in 2024?

- | | | |
|--|--|---|
| <input type="checkbox"/> Curso sobre gestão da dívida à segurança social - ACTION/Portugal (16-19 July 2024, Cabo Verde) | <input type="checkbox"/> Contribution Collection and Compliance (20-24 May 2024, Turin) | <input type="checkbox"/> Extension de la couverture de sécurité sociale à l'économie informelle (20-23 February 2024, Port-au-Prince) |
| <input type="checkbox"/> Training on social security (18-22 February 2024, Erbil) | <input type="checkbox"/> E-learning on actuarial modeling for social protection analysts (30 September-15 November 2024, Online) | <input type="checkbox"/> Curso de la AISS sobre la Continuidad y Resiliencia de los Sistemas y Servicios de Seguridad Social (9 April-7 May 2024, Online) |
| <input type="checkbox"/> Academy on Social Security (9-20 September 2025, Turin) | <input type="checkbox"/> E-learning on impact assessment for social protection analysts (30 September-15 November 2024, Online) | <input type="checkbox"/> Social protection policy and elimination of child labour (27-31 May 2024, Ankara) |
| <input type="checkbox"/> Administrative Solutions for Extending Coverage (20-24 May 2024, Turin) | <input type="checkbox"/> Leadership for Social Protection (24-28 June 2024, Turin) | <input type="checkbox"/> Finance publique pour les analystes de la protection sociale (25-29 November 2024, Dakar) |
| <input type="checkbox"/> E-learning on public finance for social protection analysts (30 September-15 November 2024, Online) | <input type="checkbox"/> Executive E-Learning on Pension Policy and Management (Russian - 28 October-6 December 2024, Online) | <input type="checkbox"/> Executive Course on Pension Policy and Management (4-8 November 2024, Kuala Lumpur) |
| <input type="checkbox"/> Actuarial Work for Social Security (20-24 May 2024, Turin) | <input type="checkbox"/> Social Health Protection - Addressing inequities in access to health care (4-22 March 2024, Blended) | <input type="checkbox"/> Masterclass on Social Protection (Self-guided, Online) |
| <input type="checkbox"/> Advocacy and Communication for Social Protection (10 June-19 July 2024, Online) | <input type="checkbox"/> E-Learning on Digital Transformation in Social Protection (29 April-14 June 2024, Online) | |

* A12a. Did you take this course as part of a Diploma Programme?

- ☐ Yes
- ☐ No
- ☐ I don't know

A12b. If yes, which Diploma Programme?

- ☐ Diploma for social protection analysts
- ☐ Diploma for social protection managers
- ☐ Other (please specify)

* A13. Which of the following social protection impact areas were evident in the content and delivery of the training? (Tick all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Universal Social Protection Coverage and Access | <input type="checkbox"/> Social Protection System Resilience and Adaptiveness |
| <input type="checkbox"/> Comprehensive Social Protection Across the Life Course | <input type="checkbox"/> Sustainable and Equitable Financing for Social Protection |
| <input type="checkbox"/> Strong Social Protection Institutions and Governance | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Ratification and Application of ILO Social Security Standards | |



2025 External Evaluation of the Training Activities of the ITCILO

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

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

B1. Do you agree with the following statements?

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

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

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

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

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

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

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

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

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

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

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

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

* B3a. Do you feel the training (directly or indirectly) influenced (or is likely to influence) the social protection system in your country?

- ☐ Yes, significantly
- ☐ Yes, moderately
- ☐ Yes, slightly
- ☐ No influence yet, but potential for future impact
- ☐ No influence
- ☐ Too early to tell

B3b. If you answered yes to any degree, please indicate which aspects of the social protection system were influenced: (only if answered Yes to B3a)

*** B4. Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work? If you cannot give an example, feel free to mention it.**

*** B5. The training as a whole was...**

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

*** B6. The effectiveness of the training format was...**

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

*** B7. Upon reflecting on the course now, compared to your immediate post-course completion, would you say your level of satisfaction with the course has increased, decreased, or remained the same?**

- ☐ Increased
- ☐ Remained the same
- ☐ Decreased

*** B9. Do you intend to take another course at the ITCILO?**

- ☐ Yes
- ☐ No
- ☐ Maybe

B10. If yes, on which topic?

* B8. How likely are you to recommend this training to a friend or colleague?

- ☐ Extremely likely
- ☐ Somewhat likely
- ☐ Neutral
- ☐ Somewhat unlikely
- ☐ not at all likely



2025 External Evaluation of the Training Activities of the ITCILO

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

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

C1 Teaching Presence

C1.1 Design and Organization

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2025 External Evaluation of the Training Activities of the ITCILO

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

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

C1.2 Facilitation

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

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

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

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

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

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

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

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

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

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

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

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



2025 External Evaluation of the Training Activities of the ITCILO

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

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

C1.3 Direct Instruction

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

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

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

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

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

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

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

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

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

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

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

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

2025 External Evaluation of the Training Activities of the ITCILO

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

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

C2 Social Presence

C2.1 Affective Expression

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

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

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

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

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

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

MEANINGFUL LEARNING EXPERIENCE (5/9)

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

C2.2 Open Communication

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

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

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

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

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

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



2025 External Evaluation of the Training Activities of the ITCILO

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

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

C2.3 Group Cohesion

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

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

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

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

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

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

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

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

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



2025 External Evaluation of the Training Activities of the ITCILO

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (7/9)

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

C3 Cognitive Presence

C3.1 Triggering event

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

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

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

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

The talks and presentations in this course were thought provoking.

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

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

I felt motivated to explore content-related questions.

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



2025 External Evaluation of the Training Activities of the ITCILO

Part C: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE (8/9)

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

C3.2 Exploration

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

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

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

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

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

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

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

Discussions were valuable in helping me appreciate different perspectives.

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



2025 External Evaluation of the Training Activities of the ITCILO

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

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

C3.3 Integration

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

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

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

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

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

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

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

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

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

PART D: LEARNER SUPPORT (1/4)

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

D1 Learning Support

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

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

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

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

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

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

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

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

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

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

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

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



2025 External Evaluation of the Training Activities of the ITCILO

PART D: LEARNER SUPPORT (2/4)

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

D2 Technical Support

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

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

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

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

I had many technical issues in this course.

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

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

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

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

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

Technical support responded to my issues in a timely manner.

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

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

Technical support was effective in resolving my issues.

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



2025 External Evaluation of the Training Activities of the ITCILO

PART D: LEARNER SUPPORT (3/4)

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

D3 Usability

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

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

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

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

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

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

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

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

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

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

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

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

2025 External Evaluation of the Training Activities of the ITCILO

PART D: LEARNER SUPPORT (4/4)

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

D4 Devices

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

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

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

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

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

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

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

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

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

* E2.1: Asynchronous discussion forum.

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

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

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

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

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

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

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

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
- ☐ No

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

- ☐ Yes
☐ No

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

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

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

- ☐ Yes
☐ No

E8. If NO, what was missing?

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

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

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

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

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

- ☐ Yes
☐ No

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

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

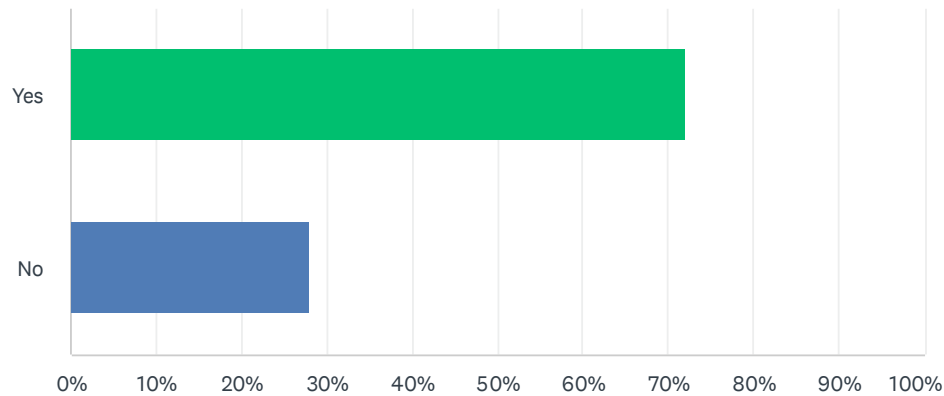
* E13. Would you recommend following a ITCILO course with this specific mode of delivery to others?

- ☐ Yes
- ☐ No

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

Q1 A01. Are you willing to participate in an online focus group discussion that will last about 1 hour and will be organized in July?

Answered: 172 Skipped: 0



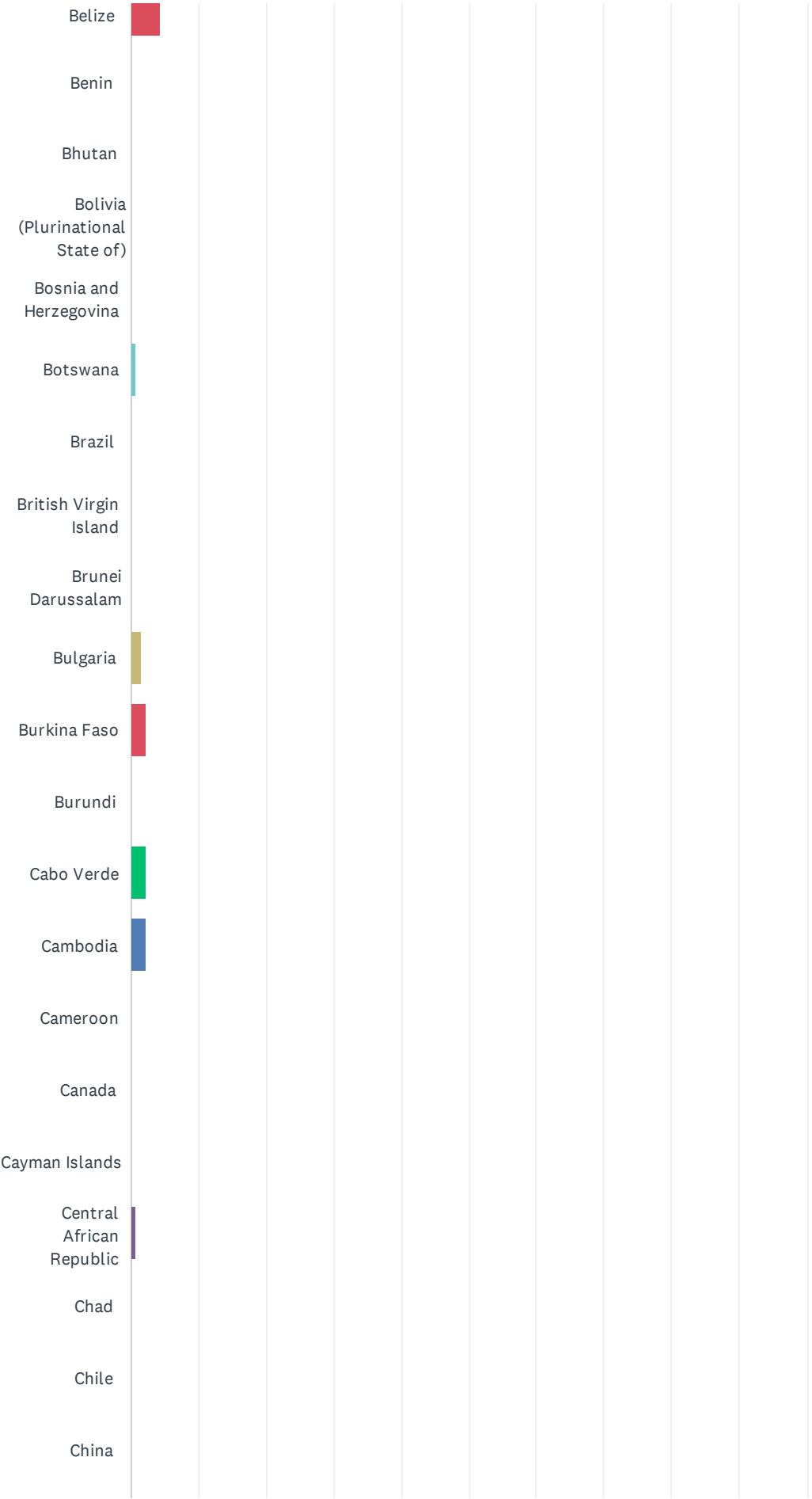
ANSWER CHOICES	RESPONSES	
Yes	72.09%	124
No	27.91%	48
TOTAL		172

Q3 A1. In which country do you live?

Answered: 140 Skipped: 32



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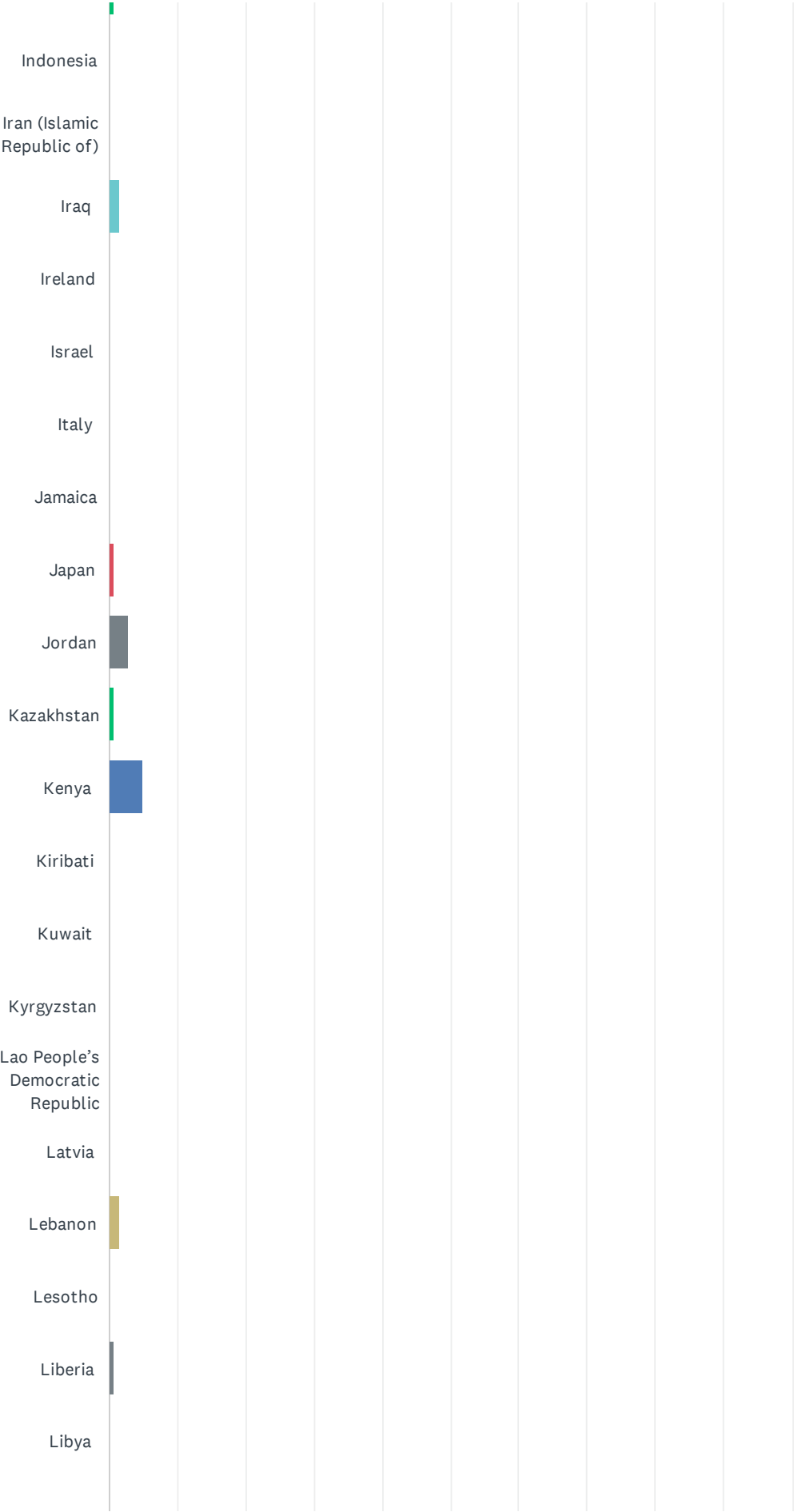
2025 External Evaluation of the Training Activities of the ITCILO



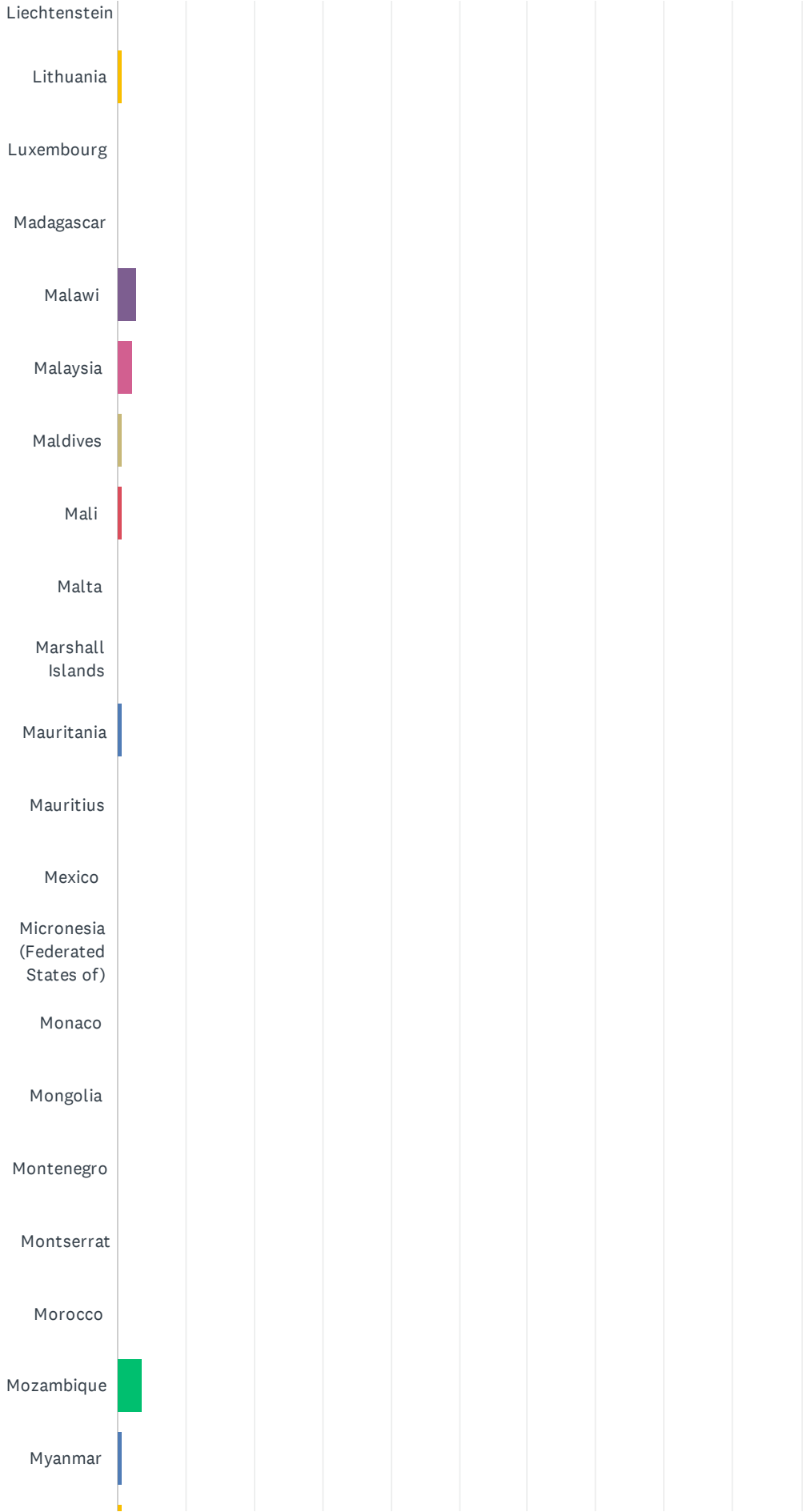
2025 External Evaluation of the Training Activities of the ITCILO



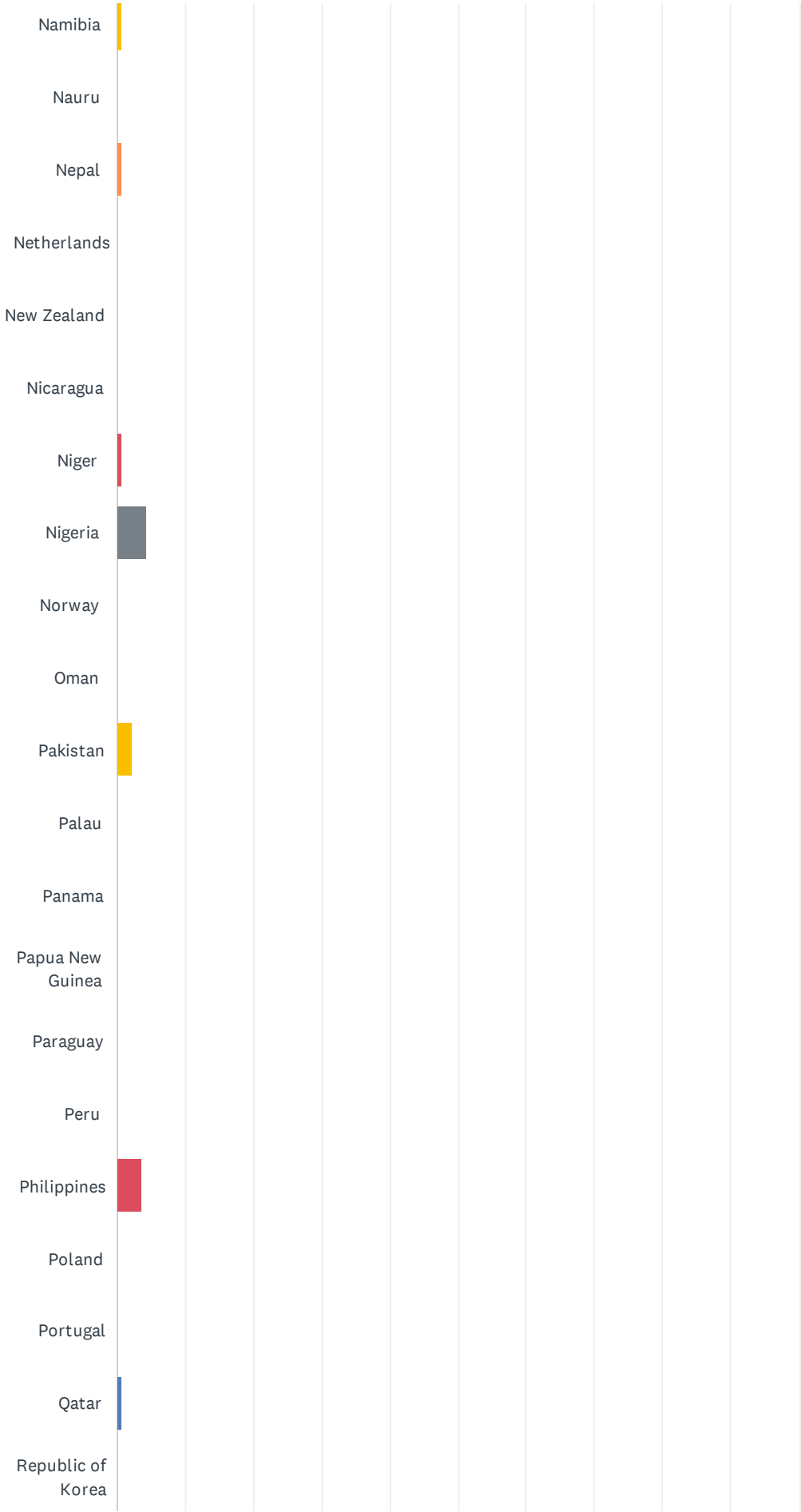
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ANSWER CHOICES	RESPONSES	
Afghanistan	0.00%	0
Albania	0.00%	0
Algeria	0.00%	0
Andorra	0.00%	0
Angola	0.00%	0
Anguilla	0.00%	0
Antigua and Barbuda	0.00%	0
Argentina	0.00%	0
Armenia	0.00%	0
Australia	0.00%	0
Austria	0.00%	0
Azerbaijan	0.71%	1
Bahamas	0.00%	0
Bahrain	0.00%	0
Bangladesh	6.43%	9
Barbados	0.71%	1
Belarus	0.00%	0
Belgium	0.71%	1
Belize	4.29%	6
Benin	0.00%	0
Bhutan	0.00%	0
Bolivia (Plurinational State of)	0.00%	0
Bosnia and Herzegovina	0.00%	0
Botswana	0.71%	1
Brazil	0.00%	0
British Virgin Island	0.00%	0
Brunei Darussalam	0.00%	0
Bulgaria	1.43%	2
Burkina Faso	2.14%	3
Burundi	0.00%	0
Cabo Verde	2.14%	3
Cambodia	2.14%	3

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Cameroon	0.00%	0
Canada	0.00%	0
Cayman Islands	0.00%	0
Central African Republic	0.71%	1
Chad	0.00%	0
Chile	0.00%	0
China	0.00%	0
Colombia	0.00%	0
Comoros	0.00%	0
Congo	0.00%	0
Costa Rica	0.00%	0
Côte D'Ivoire	2.14%	3
Croatia	0.00%	0
Cuba	0.00%	0
Cyprus	0.00%	0
Czech Republic	0.00%	0
Democratic People's Republic of Korea	0.00%	0
Democratic Republic of the Congo	2.14%	3
Denmark	0.00%	0
Djibouti	0.00%	0
Dominica	0.00%	0
Dominican Republic	0.71%	1
Ecuador	0.00%	0
Egypt	0.71%	1
El Salvador	0.00%	0
Equatorial Guinea	0.00%	0
Eritrea	0.00%	0
Estonia	0.00%	0
Ethiopia	4.29%	6
Fiji	0.00%	0
Finland	0.00%	0
France	0.00%	0
Gabon	0.00%	0
Gambia	2.14%	3

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Georgia	0.00%	0
Germany	0.00%	0
Ghana	1.43%	2
Greece	0.71%	1
Grenada	0.71%	1
Guatemala	0.00%	0
Guinea	0.00%	0
Guinea Bissau	0.00%	0
Guyana	0.00%	0
Haiti	1.43%	2
Holy See	0.00%	0
Honduras	0.00%	0
Hungary	0.00%	0
Iceland	0.00%	0
India	0.71%	1
Indonesia	0.00%	0
Iran (Islamic Republic of)	0.00%	0
Iraq	1.43%	2
Ireland	0.00%	0
Israel	0.00%	0
Italy	0.00%	0
Jamaica	0.00%	0
Japan	0.71%	1
Jordan	2.86%	4
Kazakhstan	0.71%	1
Kenya	5.00%	7
Kiribati	0.00%	0
Kuwait	0.00%	0
Kyrgyzstan	0.00%	0
Lao People's Democratic Republic	0.00%	0
Latvia	0.00%	0
Lebanon	1.43%	2
Lesotho	0.00%	0

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Liberia	0.71%	1
Libya	0.00%	0
Liechtenstein	0.00%	0
Lithuania	0.71%	1
Luxembourg	0.00%	0
Madagascar	0.00%	0
Malawi	2.86%	4
Malaysia	2.14%	3
Maldives	0.71%	1
Mali	0.71%	1
Malta	0.00%	0
Marshall Islands	0.00%	0
Mauritania	0.71%	1
Mauritius	0.00%	0
Mexico	0.00%	0
Micronesia (Federated States of)	0.00%	0
Monaco	0.00%	0
Mongolia	0.00%	0
Montenegro	0.00%	0
Montserrat	0.00%	0
Morocco	0.00%	0
Mozambique	3.57%	5
Myanmar	0.71%	1
Namibia	0.71%	1
Nauru	0.00%	0
Nepal	0.71%	1
Netherlands	0.00%	0
New Zealand	0.00%	0
Nicaragua	0.00%	0
Niger	0.71%	1
Nigeria	4.29%	6
Norway	0.00%	0
Oman	0.00%	0

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Pakistan	2.14%	3
Palau	0.00%	0
Panama	0.00%	0
Papua New Guinea	0.00%	0
Paraguay	0.00%	0
Peru	0.00%	0
Philippines	3.57%	5
Poland	0.00%	0
Portugal	0.00%	0
Qatar	0.71%	1
Republic of Korea	0.00%	0
Republic of Moldova	0.00%	0
Romania	0.00%	0
Russian Federation	0.00%	0
Rwanda	0.71%	1
Saint Kitts and Nevis	0.00%	0
Saint Lucia	0.00%	0
Saint Vincent and the Grenadines	0.00%	0
Samoa	0.00%	0
San Marino	0.00%	0
Sao Tome and Principe	0.00%	0
Saudi Arabia	0.00%	0
Senegal	7.14%	10
Serbia	0.00%	0
Seychelles	0.00%	0
Sierra Leone	0.00%	0
Singapore	0.00%	0
Slovakia	0.00%	0
Slovenia	0.00%	0
Solomon Islands	0.00%	0
Somalia	0.71%	1
South Africa	0.00%	0
South Sudan	0.00%	0

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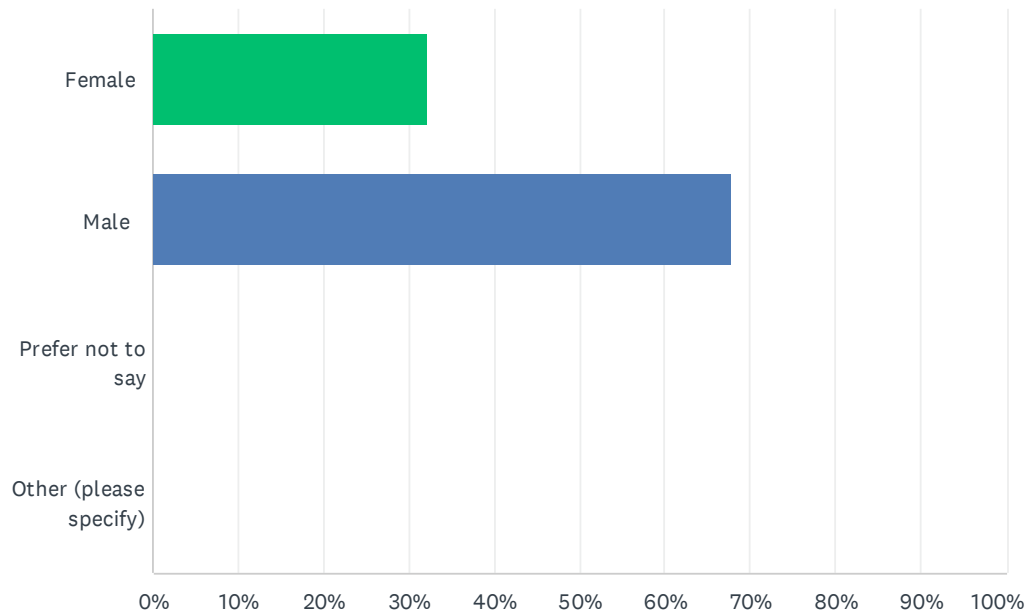
Spain	0.71%	1
Sri Lanka	0.71%	1
State of Palestine	0.00%	0
Sudan	0.00%	0
Suriname	0.00%	0
Swaziland	0.71%	1
Sweden	0.00%	0
Switzerland	0.00%	0
Syrian Arab Republic	0.00%	0
Tajikistan	0.00%	0
Thailand	0.00%	0
The former Yugoslav Republic of Macedonia	0.00%	0
Timor-Leste	0.00%	0
Togo	1.43%	2
Tonga	0.00%	0
Trinidad and Tobago	0.00%	0
Tunisia	2.86%	4
Turkey	0.00%	0
Turkmenistan	0.00%	0
Turks and Caicos	0.00%	0
Tuvalu	0.00%	0
Uganda	2.14%	3
Ukraine	0.00%	0
United Arab Emirates	0.00%	0
United Kingdom of Great Britain and Northern Ireland	0.00%	0
United Republic of Tanzania	0.00%	0
United States of America	0.00%	0
Uruguay	0.00%	0
Uzbekistan	0.00%	0
Vanuatu	0.00%	0
Venezuela (Bolivarian Republic of)	0.00%	0
Vietnam	0.71%	1
Yemen	0.00%	0
Zambia	2.14%	3

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Zimbabwe	2.86%	4
TOTAL		140

Q4 A2. What is your gender?

Answered: 140 Skipped: 32

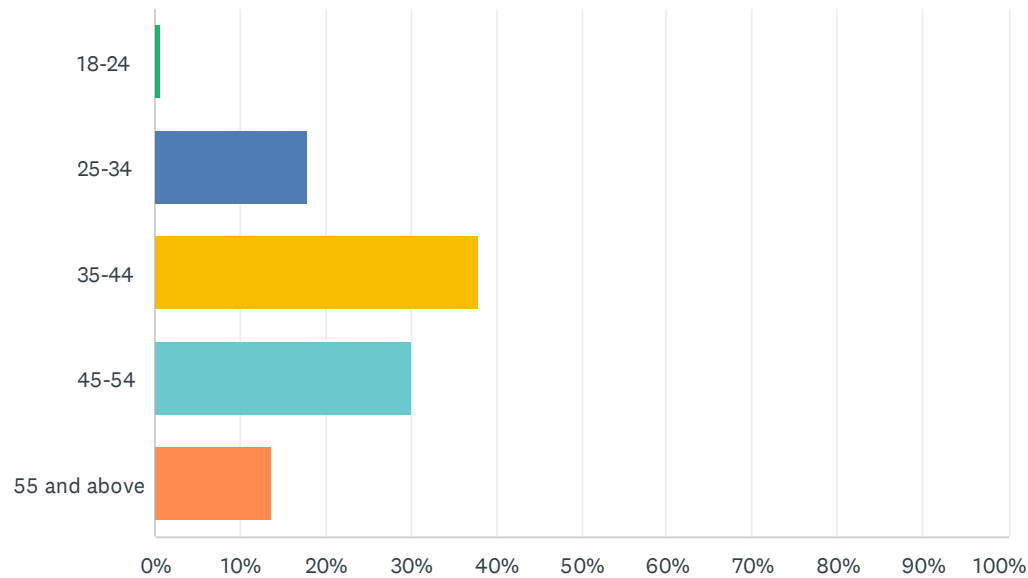


ANSWER CHOICES		RESPONSES	
Female		32.14%	45
Male		67.86%	95
Prefer not to say		0.00%	0
Other (please specify)		0.00%	0
TOTAL			140

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q5 A3. How old are you? Please select your age range.

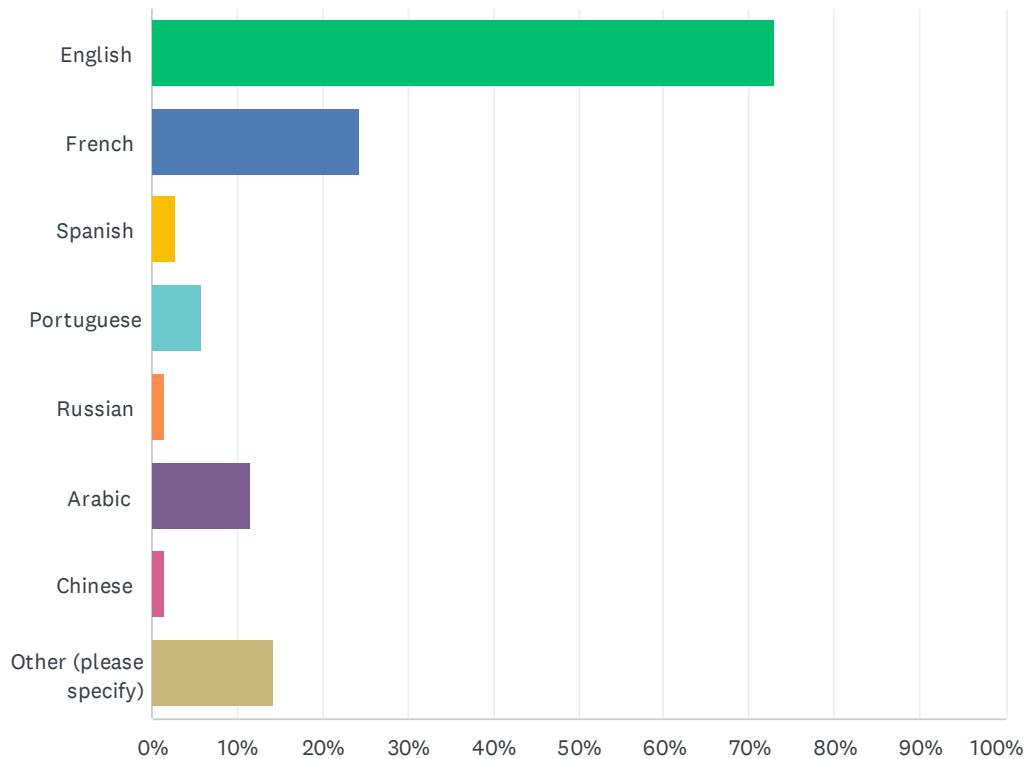
Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
18-24	0.71%	1
25-34	17.86%	25
35-44	37.86%	53
45-54	30.00%	42
55 and above	13.57%	19
TOTAL		140

Q6 A4. Which language(s) do you speak fluently?

Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
English	72.86%	102
French	24.29%	34
Spanish	2.86%	4
Portuguese	5.71%	8
Russian	1.43%	2
Arabic	11.43%	16
Chinese	1.43%	2
Other (please specify)	14.29%	20
Total Respondents: 140		

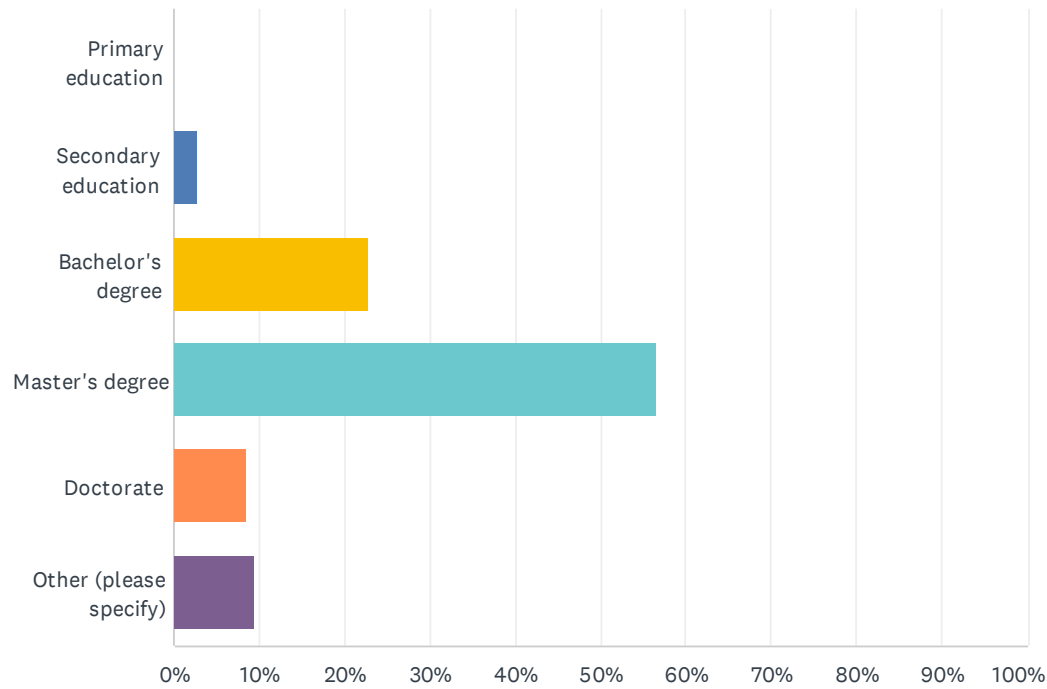
#	OTHER (PLEASE SPECIFY)	DATE
1	DINKA	7/23/2025 10:05 AM
2	Bangla, Urdu, Hindi, Japanese	7/22/2025 9:55 PM
3	Hausa	7/22/2025 3:56 PM
4	Filipino	7/22/2025 2:40 PM

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5	Hausa	7/22/2025 10:55 AM
6	Amharic	7/20/2025 4:42 PM
7	Tsonga	7/18/2025 9:20 AM
8	Kurdish	7/17/2025 10:04 PM
9	Filipino	7/17/2025 1:28 AM
10	Amharic, Somali and Oromo	7/16/2025 10:07 PM
11	Luganda	7/16/2025 3:57 PM
12	Türkçe	7/16/2025 11:56 AM
13	shona	7/15/2025 7:55 AM
14	Bangla	7/14/2025 11:15 PM
15	Japanese	7/11/2025 4:25 AM
16	Malay	7/8/2025 4:55 AM
17	الصومالية Soomaali	7/7/2025 7:17 PM
18	Urdu	7/7/2025 5:34 PM
19	Malay	7/7/2025 5:03 PM
20	Because I'm a kurdish so my mother languag is kurdish but I know inglush and Arabic	7/7/2025 4:30 PM

Q7 A5. What is the highest level of education you have completed? Please select the option that best describes your educational background.

Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
Primary education	0.00%	0
Secondary education	2.86%	4
Bachelor's degree	22.86%	32
Master's degree	56.43%	79
Doctorate	8.57%	12
Other (please specify)	9.29%	13
TOTAL		140

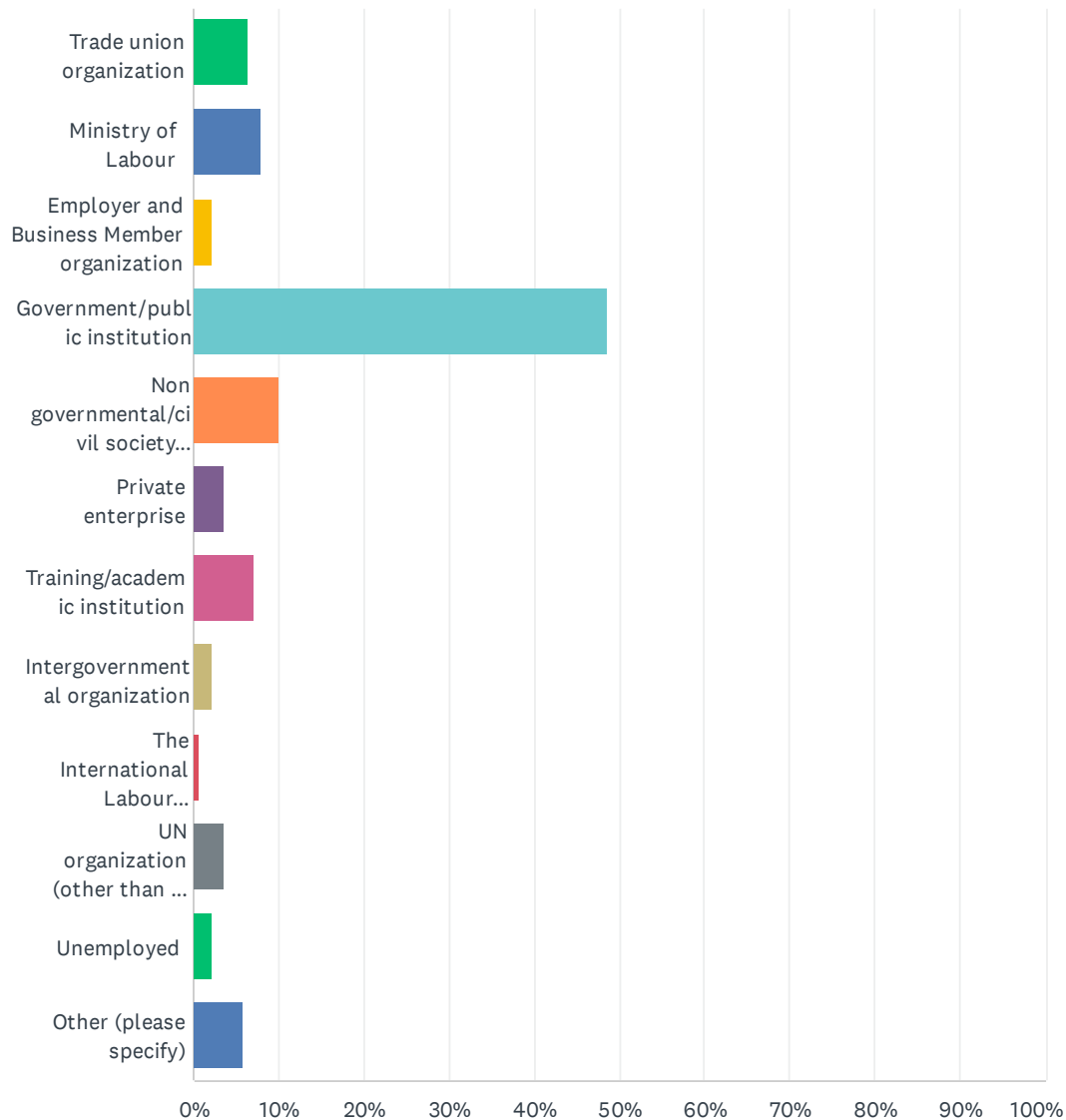
#	OTHER (PLEASE SPECIFY)	DATE
1	CERTIFICATE	7/23/2025 10:05 AM
2	On going Direct Doctoral Program	7/22/2025 9:55 PM
3	Degree	7/22/2025 9:53 PM
4	Bac plus 6	7/22/2025 3:46 PM
5	NCE/Professional Diploma in Health Information Management	7/22/2025 10:55 AM
6	I pursued an intensive training in insurance P&C and life insurance	7/22/2025 10:41 AM
7	Associate Degree	7/16/2025 5:44 PM

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8	Nível superior licenciatura	7/16/2025 2:27 PM
9	Pós-graduada	7/16/2025 11:49 AM
10	Diploma for labour migration experts and practitioners	7/15/2025 7:55 AM
11	MASTER 1 EN COURS	7/8/2025 5:10 PM
12	Diplôme de 3 ème cycle , option : main d'oeuvre, Travail et Sécurité Sociale	7/7/2025 4:40 PM
13	Did 3 out 4 year degree before being expelled	7/7/2025 4:23 PM

Q8 A6. Please select the type of organization you worked for at the time you attended the training.

Answered: 140 Skipped: 32



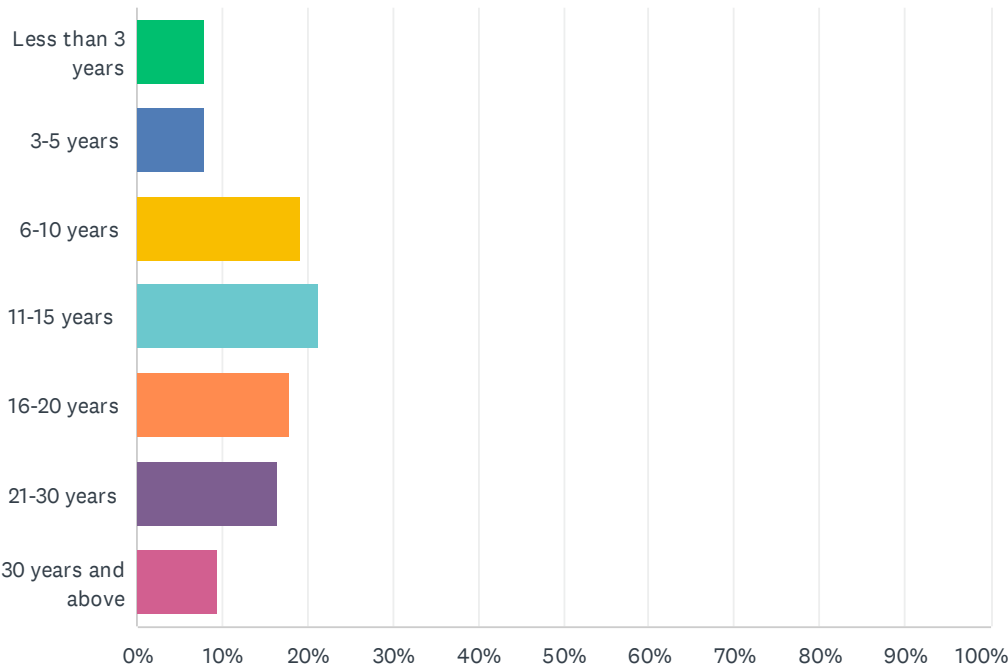
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ANSWER CHOICES	RESPONSES	
Trade union organization	6.43%	9
Ministry of Labour	7.86%	11
Employer and Business Member organization	2.14%	3
Government/public institution	48.57%	68
Non governmental/civil society organization	10.00%	14
Private enterprise	3.57%	5
Training/academic institution	7.14%	10
Intergovernmental organization	2.14%	3
The International Labour Organization	0.71%	1
UN organization (other than the ILO)	3.57%	5
Unemployed	2.14%	3
Other (please specify)	5.71%	8
TOTAL		140

#	OTHER (PLEASE SPECIFY)	DATE
1	Independent	7/22/2025 9:55 PM
2	Social Security Scheme	7/22/2025 2:15 PM
3	Self employed consultant and trainer	7/16/2025 7:10 PM
4	Social Security Institution	7/16/2025 4:26 PM
5	INSS	7/16/2025 2:27 PM
6	Instituto Nacional de Previdencia Social - Social Insurance	7/7/2025 6:22 PM
7	Ministère de la Santé Publique, Hygiène et Prévoyance Sociale	7/7/2025 5:29 PM
8	Apparel RMG Factory	7/7/2025 4:19 PM

Q9 A7. How many years of professional experience do you have in your field? Please select the option that best describes your professional experience.

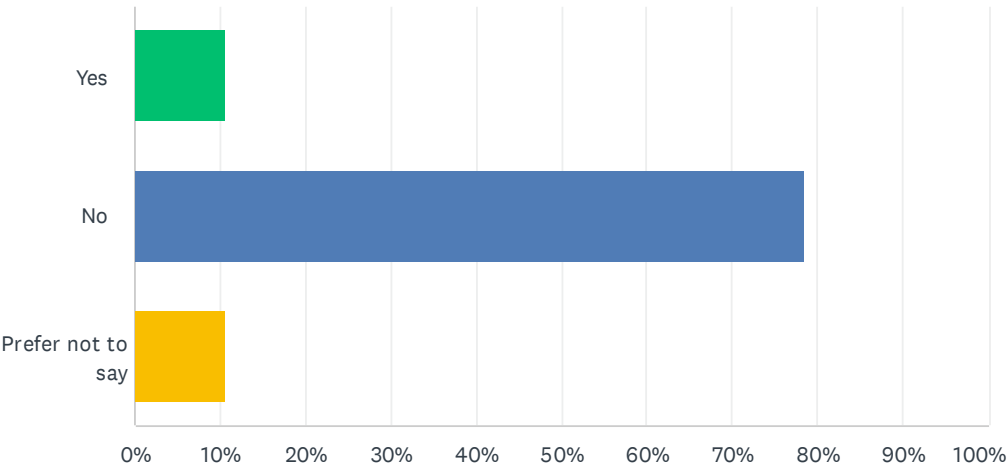
Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
Less than 3 years	7.86%	11
3-5 years	7.86%	11
6-10 years	19.29%	27
11-15 years	21.43%	30
16-20 years	17.86%	25
21-30 years	16.43%	23
30 years and above	9.29%	13
TOTAL		140

Q10 A8. Do you self-identify as a member of any underrepresented or vulnerable groups in your local or national community?

Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
Yes	10.71%	15
No	78.57%	110
Prefer not to say	10.71%	15
TOTAL		140

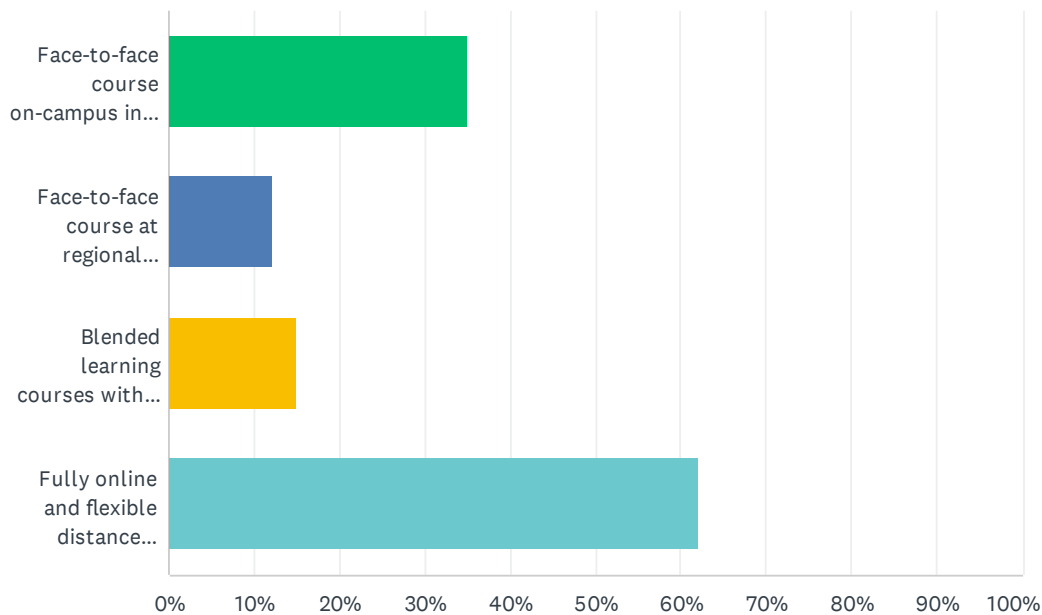
Q11 A9. If you answered "Yes" to the previous question, please specify the underrepresented or vulnerable group(s) you identify with.

Answered: 14 Skipped: 158

#	RESPONSES	DATE
1	REFUGEE	7/23/2025 10:05 AM
2	Fortalecimento e resiliência de riscos e desastres naturais	7/22/2025 10:38 AM
3	Marginalized communities	7/16/2025 10:07 PM
4	I identify as a conflict-affected and internally displaced person (IDP) within Myanmar, having relocated from Sittwe to Hpa-An due to the ongoing conflict situation.	7/16/2025 4:02 PM
5	Trainer / Oriental	7/16/2025 12:40 PM
6	women in societies	7/15/2025 7:55 AM
7	Foreign population (foreign employed residents)	7/11/2025 4:25 AM
8	women	7/9/2025 11:45 PM
9	trade union are under represented	7/9/2025 2:03 PM
10	I identify as a member of multiple underrepresented and vulnerable groups in my national context. These include: Women in technical and leadership roles, particularly in fields like social protection, actuarial science, and public policy, which remain male-dominated in many institutions. Individuals with chronic health conditions, as I manage a long-term illness (diabetes), which at times has affected my work-life balance and required adaptations. People from economically disadvantaged backgrounds, having experienced systemic barriers related to limited access to opportunities and resources. Advocates for inclusive education and social development, often working on behalf of vulnerable children and youth in Cabo Verde. These identities have shaped both my professional trajectory and my commitment to equity and impact-driven initiatives.	7/7/2025 6:22 PM
11	N/A	7/7/2025 5:34 PM
12	The Luo community	7/7/2025 4:39 PM
13	Migrant community	7/7/2025 4:23 PM
14	Indigenous people	7/7/2025 4:13 PM

Q12 A10. Which mode of delivery was used for the training course(s) you attended?

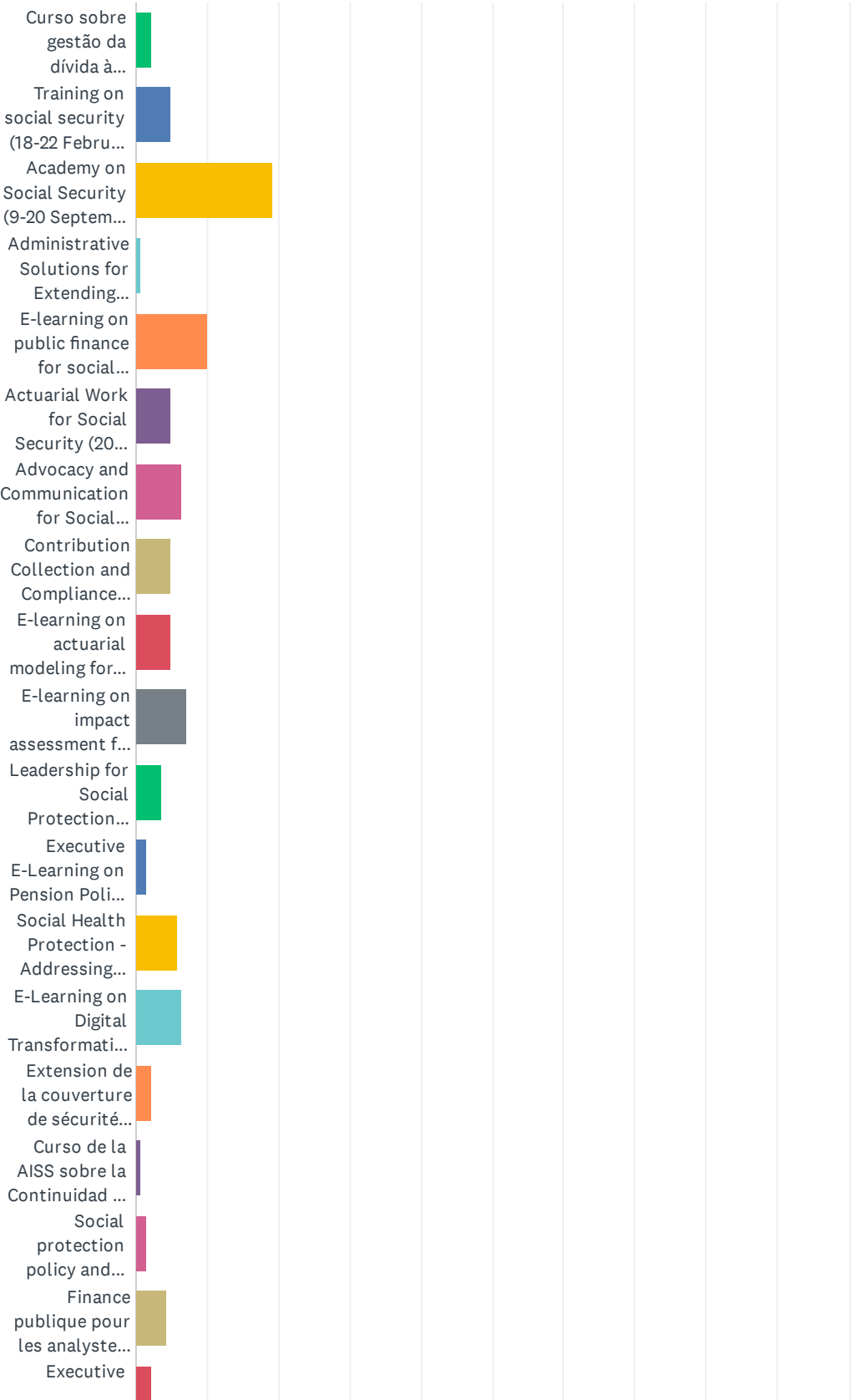
Answered: 140 Skipped: 32



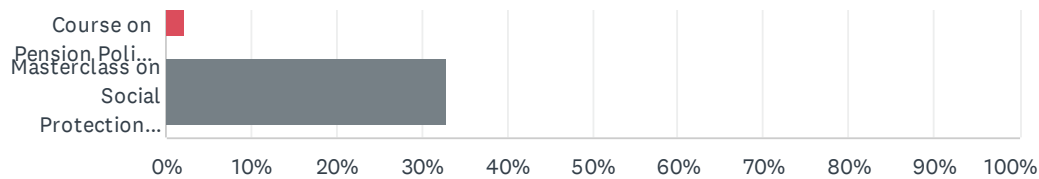
ANSWER CHOICES	RESPONSES	
Face-to-face course on-campus in Turin.	35.00%	49
Face-to-face course at regional training centres.	12.14%	17
Blended learning courses with a combination of face-to-face and online sessions.	15.00%	21
Fully online and flexible distance learning courses.	62.14%	87
Total Respondents: 140		

Q13 A11. Which ITCILO course(s) did you attend in 2024?

Answered: 140 Skipped: 32



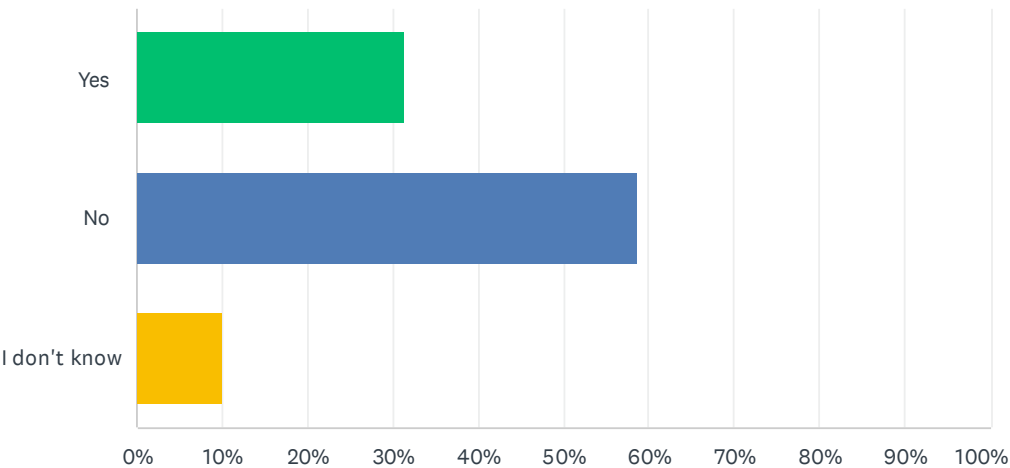
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ANSWER CHOICES	RESPONSES	
Curso sobre gestão da dívida à segurança social - ACTION/Portugal (16-19 July 2024, Cabo Verde)	2.14%	3
Training on social security (18-22 February 2024, Erbil)	5.00%	7
Academy on Social Security (9-20 September 2025, Turin)	19.29%	27
Administrative Solutions for Extending Coverage (20-24 May 2024, Turin)	0.71%	1
E-learning on public finance for social protection analysts (30 September-15 November 2024, Online)	10.00%	14
Actuarial Work for Social Security (20-24 May 2024, Turin)	5.00%	7
Advocacy and Communication for Social Protection (10 June-19 July 2024, Online)	6.43%	9
Contribution Collection and Compliance (20-24 May 2024, Turin)	5.00%	7
E-learning on actuarial modeling for social protection analysts (30 September-15 November 2024, Online)	5.00%	7
E-learning on impact assessment for social protection analysts (30 September-15 November 2024, Online)	7.14%	10
Leadership for Social Protection (24-28 June 2024, Turin)	3.57%	5
Executive E-Learning on Pension Policy and Management (Russian - 28 October-6 December 2024, Online)	1.43%	2
Social Health Protection - Addressing inequities in access to health care (4-22 March 2024, Blended)	5.71%	8
E-Learning on Digital Transformation in Social Protection (29 April-14 June 2024, Online)	6.43%	9
Extension de la couverture de sécurité sociale à l'économie informelle (20-23 February 2024, Port-au-Prince)	2.14%	3
Curso de la AISS sobre la Continuidad y Resiliencia de los Sistemas y Servicios de Seguridad Social (9 April-7 May 2024, Online)	0.71%	1
Social protection policy and elimination of child labour (27-31 May 2024, Ankara)	1.43%	2
Finance publique pour les analystes de la protection sociale (25-29 November 2024, Dakar)	4.29%	6
Executive Course on Pension Policy and Management (4-8 November 2024, Kuala Lumpur)	2.14%	3
Masterclass on Social Protection (Self-guided, Online)	32.86%	46
Total Respondents: 140		

Q14 A12a. Did you take this course as part of a Diploma Programme?

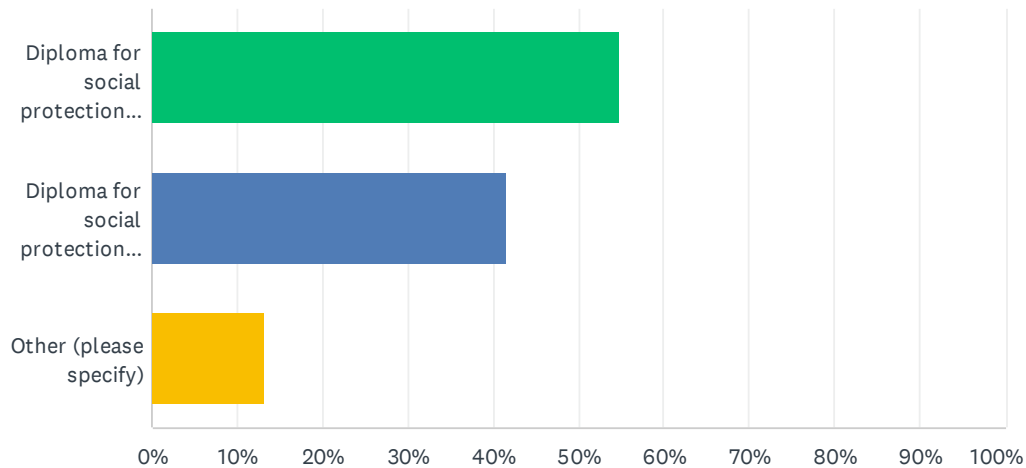
Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
Yes	31.43%	44
No	58.57%	82
I don't know	10.00%	14
TOTAL		140

Q15 A12b. If yes, which Diploma Programme?

Answered: 53 Skipped: 119

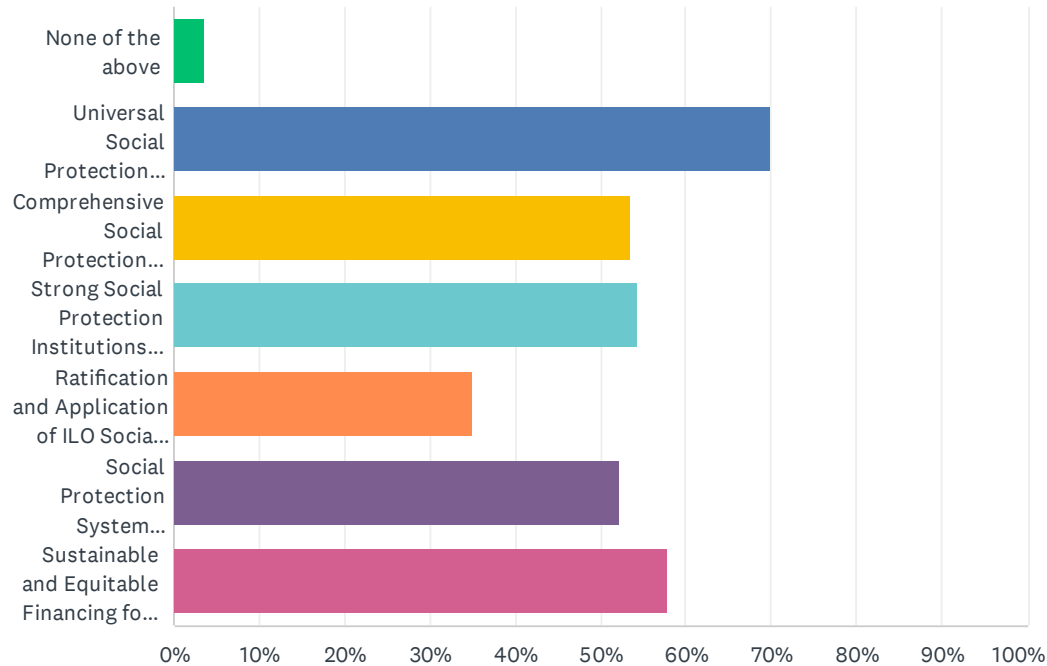


ANSWER CHOICES	RESPONSES	
Diploma for social protection analysts	54.72%	29
Diploma for social protection managers	41.51%	22
Other (please specify)	13.21%	7
Total Respondents: 53		

#	OTHER (PLEASE SPECIFY)	DATE
1	I attended social security inspection in July 2024 to August and its not on the list of options	7/22/2025 11:26 AM
2	Master course	7/16/2025 10:07 PM
3	Certification	7/16/2025 12:54 PM
4	master class on social protection	7/9/2025 7:06 PM
5	Certificat de participation	7/8/2025 2:52 AM
6	DESENVOLVIMENTO RURAL E TRABALHO DIGNO-CONVOCATÓRIA PARA PAÍSES DA CPLP - COMUNIDADE DOS PAÍSES DE LÍNGUA PORTUGUESA 30 DE SETEMBRO – 1 DE NOVEMBRO DE 2024 · 52 HORAS	7/7/2025 6:22 PM
7	M3 CERTIFICATION ed.1 - Buildproc II	7/7/2025 3:58 PM

Q16 A13. Which of the following social protection impact areas were evident in the content and delivery of the training? (Tick all that apply)

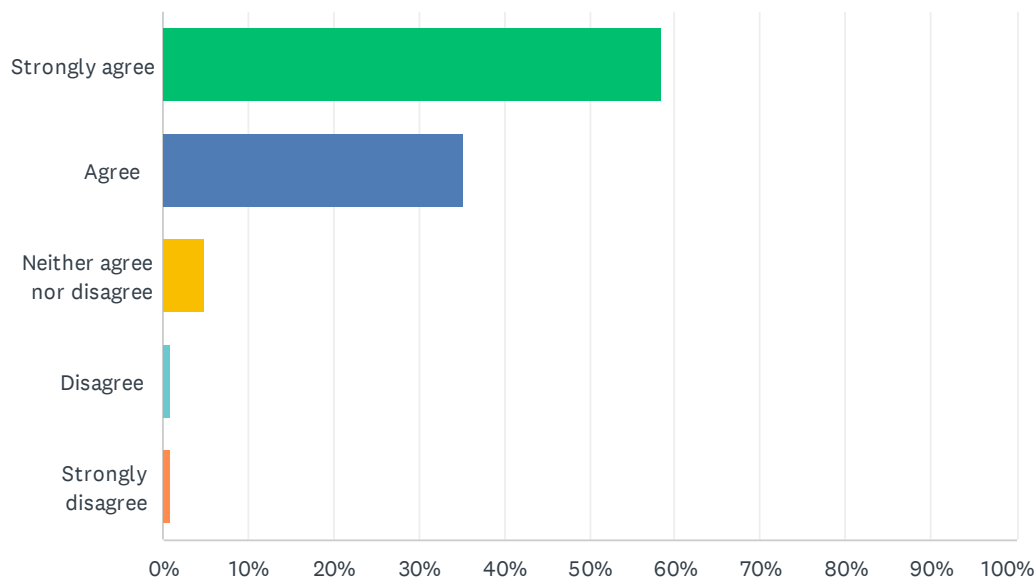
Answered: 140 Skipped: 32



ANSWER CHOICES	RESPONSES	
None of the above	3.57%	5
Universal Social Protection Coverage and Access	70.00%	98
Comprehensive Social Protection Across the Life Course	53.57%	75
Strong Social Protection Institutions and Governance	54.29%	76
Ratification and Application of ILO Social Security Standards	35.00%	49
Social Protection System Resilience and Adaptiveness	52.14%	73
Sustainable and Equitable Financing for Social Protection	57.86%	81
Total Respondents: 140		

Q17 B1.1 The course was relevant to my needs.

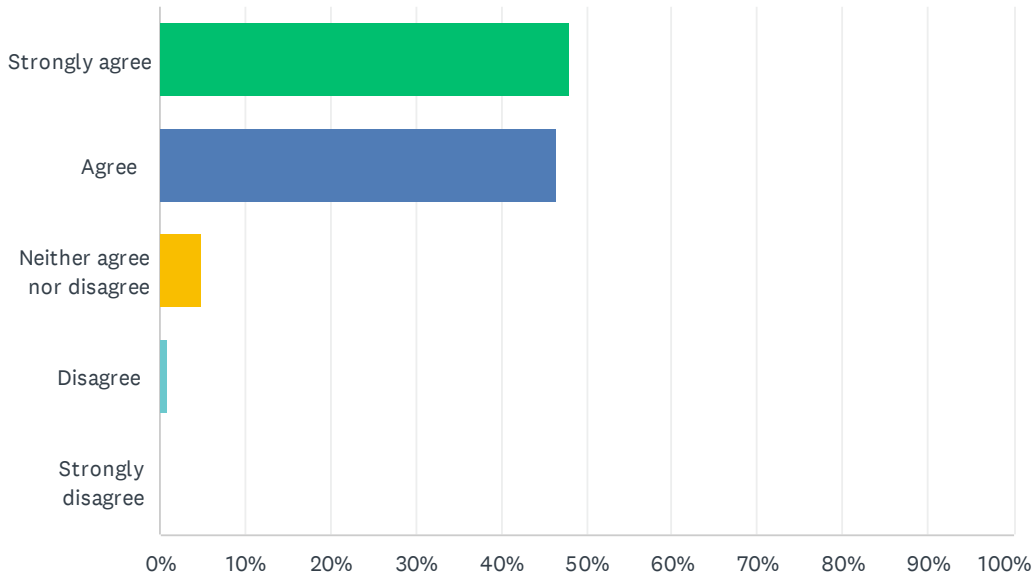
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Strongly agree	58.40%	73
Agree	35.20%	44
Neither agree nor disagree	4.80%	6
Disagree	0.80%	1
Strongly disagree	0.80%	1
TOTAL		125

Q18 B1.2 The course provided many examples that translated theory into practice.

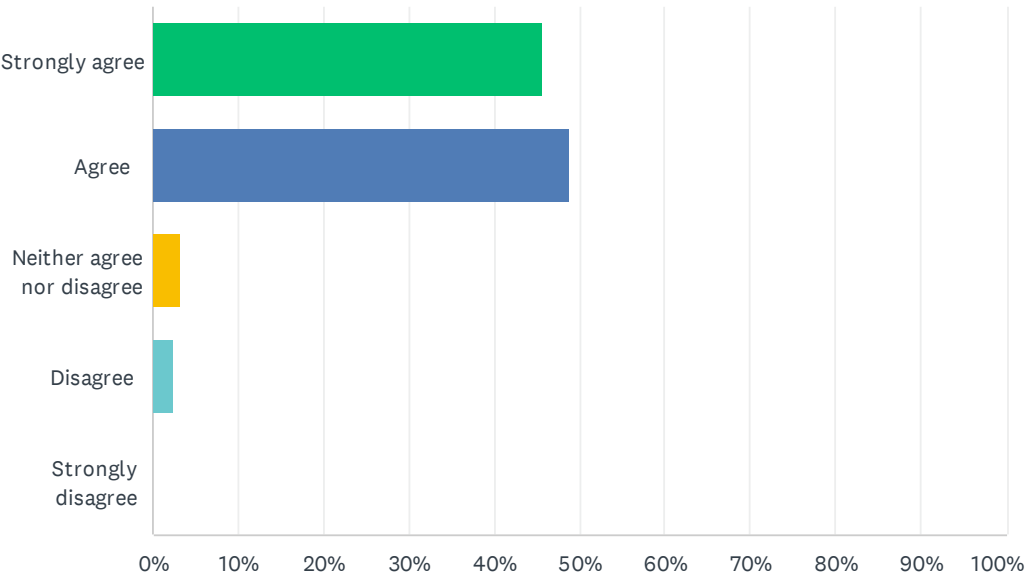
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Strongly agree	48.00%	60
Agree	46.40%	58
Neither agree nor disagree	4.80%	6
Disagree	0.80%	1
Strongly disagree	0.00%	0
TOTAL		125

Q19 B1.3 I can apply the knowledge created in this course to my work setting or other non-course related activities.

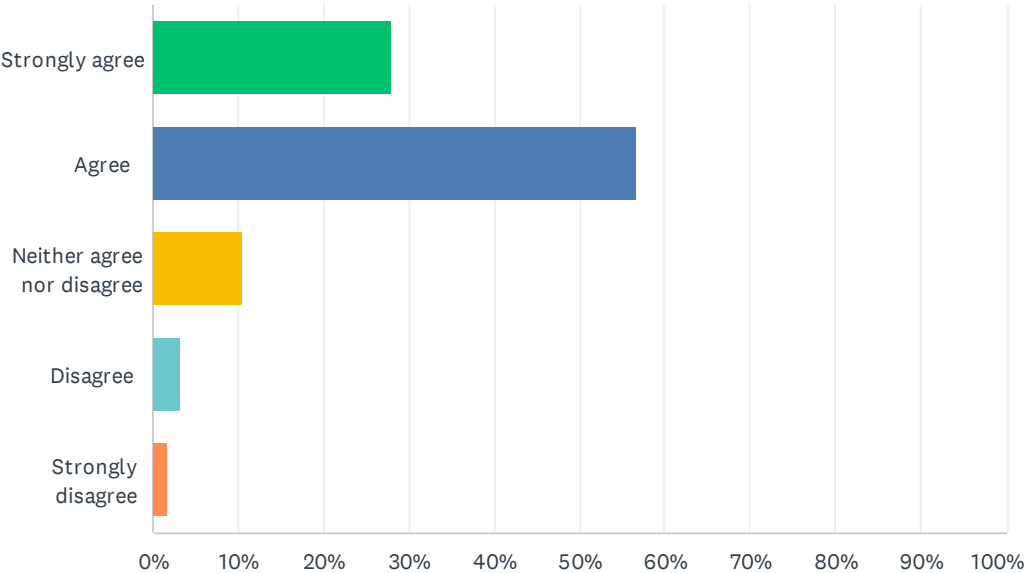
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Strongly agree	45.60%	57
Agree	48.80%	61
Neither agree nor disagree	3.20%	4
Disagree	2.40%	3
Strongly disagree	0.00%	0
TOTAL		125

Q20 B1.4 I have already applied knowledge/skills I obtained in this course to my work setting or other non-course related activities.

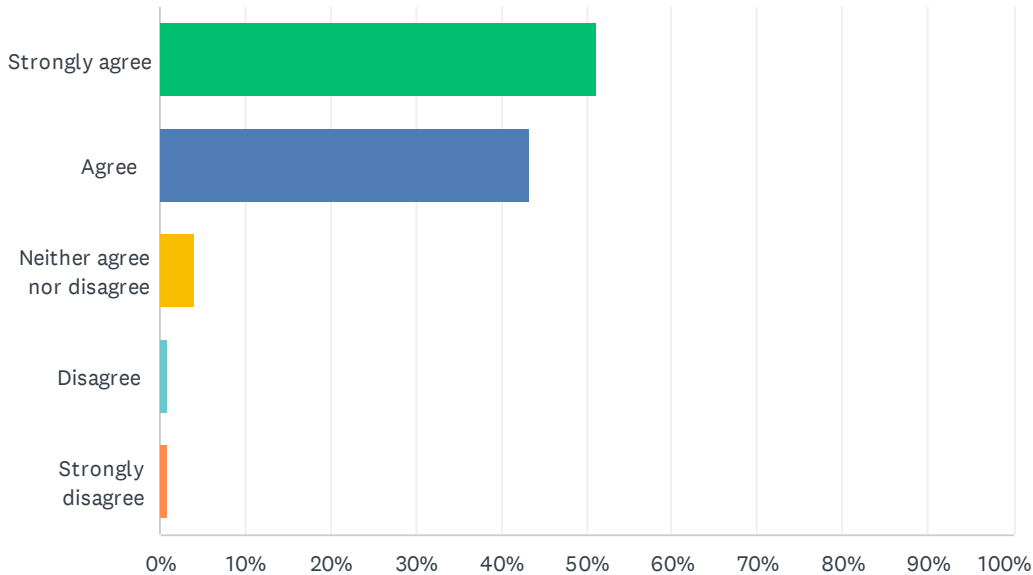
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Strongly agree	28.00%	35
Agree	56.80%	71
Neither agree nor disagree	10.40%	13
Disagree	3.20%	4
Strongly disagree	1.60%	2
TOTAL		125

Q21 B1.5 The course contributed to my motivation for further development of my competences in the field.

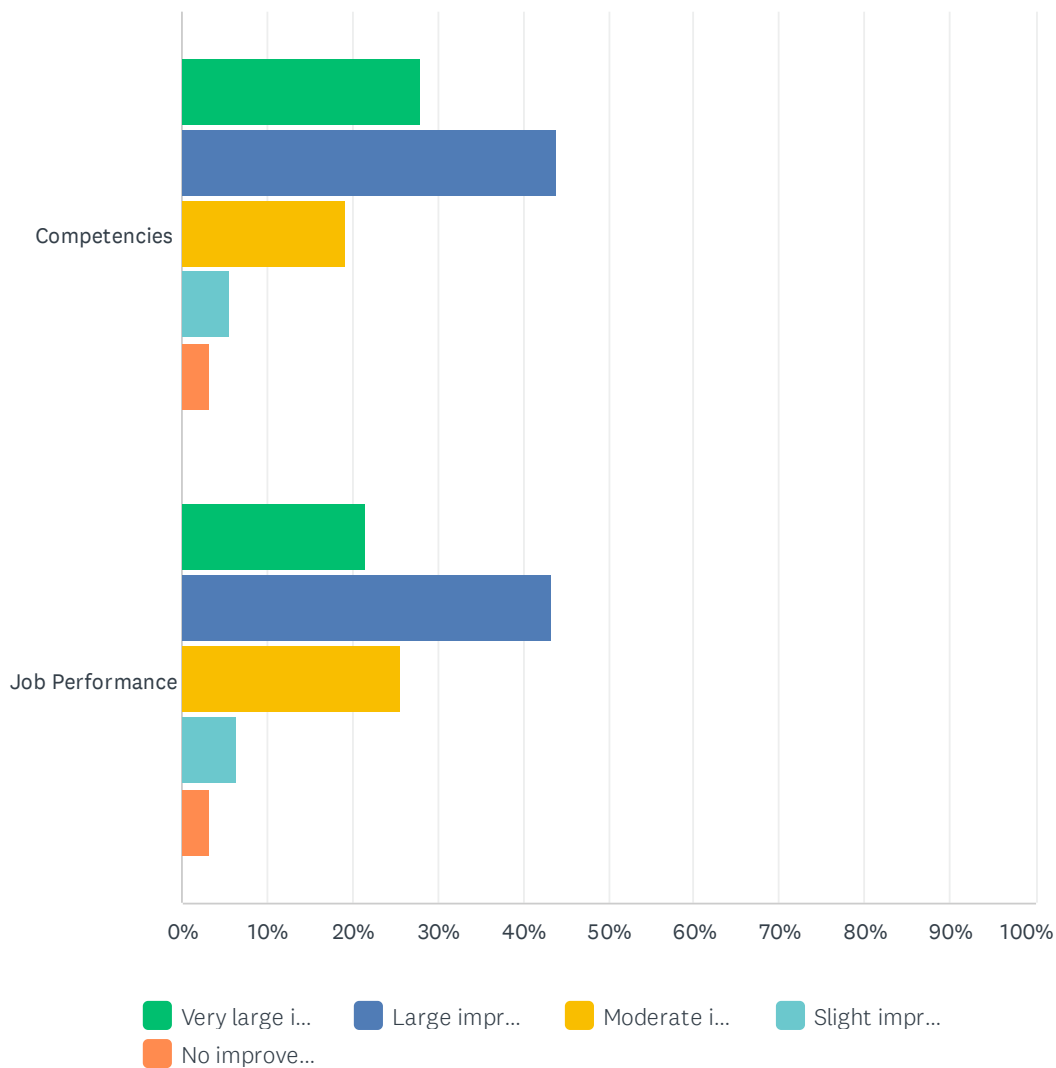
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Strongly agree	51.20%	64
Agree	43.20%	54
Neither agree nor disagree	4.00%	5
Disagree	0.80%	1
Strongly disagree	0.80%	1
TOTAL		125

Q22 B2. To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?

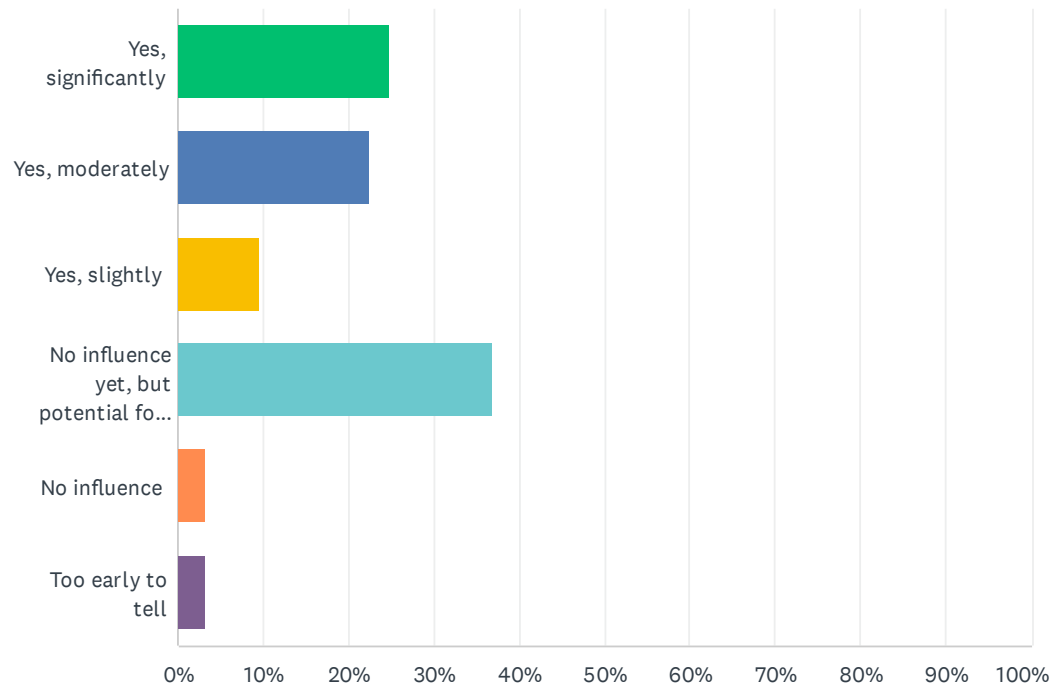
Answered: 125 Skipped: 47



	VERY LARGE IMPROVEMENT	LARGE IMPROVEMENT	MODERATE IMPROVEMENT	SLIGHT IMPROVEMENT	NO IMPROVEMENT	TOTAL	WEIGH AVERA
Competencies	28.00% 35	44.00% 55	19.20% 24	5.60% 7	3.20% 4	125	
Job Performance	21.60% 27	43.20% 54	25.60% 32	6.40% 8	3.20% 4	125	

Q23 B3a. Do you feel the training (directly or indirectly) influenced (or is likely to influence) the social protection system in your country?

Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Yes, significantly	24.80%	31
Yes, moderately	22.40%	28
Yes, slightly	9.60%	12
No influence yet, but potential for future impact	36.80%	46
No influence	3.20%	4
Too early to tell	3.20%	4
TOTAL		125

Q24 B3b. If you answered yes to any degree, please indicate which aspects of the social protection system were influenced: (only if answered Yes to B3a)

Answered: 58 Skipped: 114

#	RESPONSES	DATE
1	In terms of policy formulation, thinking about social protection system as a whole and slowly reduce fragmentation in the system.	7/25/2025 4:37 AM
2	Gouvernance et coordination etc	7/23/2025 5:38 PM
3	Populations and Services coverage of Social health protection.	7/23/2025 7:32 AM
4	extension de la sécurité sociale à l'économie informelle	7/23/2025 3:19 AM
5	Les modalités d'immatriculation et les stratégies de sensibilisation et d'approche de certaines cibles	7/23/2025 12:37 AM
6	Advoacy	7/22/2025 2:57 PM
7	Improve actuarial valuation to ensure that the true experience of the system is reflected so that appropriate policies may be implemented based on the recommendations set.	7/22/2025 2:40 PM
8	Since 2011, I have participated in multiple ILO/ITCILO training programmes—including the Master in Financing Social Protection (University of Mauritius), the G20 Executive Course on Capacity Building in Social Protection (2013), the Health Financing course in Cabo Verde (2012), as well as recent courses on Decent Work and Rural Development (2024) and Enabling Environment for Sustainable Enterprises in Fragile Contexts (2022). These learning experiences have had a cumulative and lasting influence on my professional contributions and on the development of the social protection system in my country. Key areas of influence include: Strategic design and financing of social protection: Insights from the Master's programme and technical trainings supported my involvement in the actuarial and financial modelling of long-term pension projections, and in proposals for the introduction of complementary benefits (e.g., group life insurance) within the mandatory social protection framework. Strengthening governance and policy frameworks: The executive courses enhanced my capacity to contribute to national dialogue on social protection reform, improving inter-institutional coordination, legal frameworks, and the alignment with ILO and ISSA standards. Health and enterprise linkages: The health financing course helped shape proposals for improving the efficiency and equity of the national health coverage, while the training on sustainable enterprises informed strategies to link social protection with productive inclusion in rural and fragile contexts. Promotion of decent work and rural inclusion: Recent training provided valuable tools for promoting integrated policies combining rural development, labour rights, and social protection—especially relevant for informal workers and vulnerable populations. Overall, the trainings had a direct impact on my technical and advisory work with national institutions and contributed to policy proposals aimed at extending and strengthening the national social protection system.	7/22/2025 2:39 PM
9	ma formation a participé à la réactualisation de la loi agro-sylvopastorale et halieutique et l'intégration de la Protection sociale du secteur agricole dans cette loi	7/22/2025 1:20 PM
10	Supporting the efforts of updating national social protection strategy	7/22/2025 12:34 PM
11	enhanced social security inspection	7/22/2025 11:30 AM
12	Awareness of people's right to social policies	7/22/2025 11:25 AM
13	Pour la mise en place d'un socle de protection sociale inclusif au Sénégal	7/22/2025 11:08 AM
14	Monitoring the people who are not interested in the sustainable development and they are also very helpful in the future effectively	7/22/2025 11:03 AM

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15	Consigo adaptar algumas práticas social em função do ambiente de trabalho	7/22/2025 10:45 AM
16	توسعة الشمول والوصول للجهات غير المشمولة بنظام الحماية الاجتماعية	7/18/2025 6:25 PM
17	Child protection	7/18/2025 9:56 AM
18	Nenhuma ainda	7/18/2025 9:30 AM
19	My office conducted a monitoring on the situation of women in ecozones in the country. The learning I have gained from the training equipped with critical handles in the development of the monitoring tool and writing of the report. The report now serves as a main reference document in the preparation of inputs to domestic and international reports and other similar documents.	7/18/2025 8:18 AM
20	l'aspect juridique et institutionnel du secteur	7/17/2025 7:32 PM
21	universal aspect of social protection programs	7/17/2025 12:30 PM
22	Social security extension coverage targeting the hard to reach	7/17/2025 11:50 AM
23	Financing of Social Protection Schemes are areas of main concern in developing countries with large population. Training made me more aware about the pros and cons of available modes of financing and also new developments in this field.	7/17/2025 9:50 AM
24	Social Insurance system	7/17/2025 9:22 AM
25	организация системы пенсионного обеспечения	7/17/2025 8:16 AM
26	Employment injury	7/16/2025 10:21 PM
27	Social health protection	7/16/2025 8:18 PM
28	As a humanitarian worker, I contribute to improving access to essential services and support for vulnerable communities, particularly in areas such as health, water, sanitation, and emergency response. My work influences aspects of social protection related to basic needs, disaster response, and community resilience.	7/16/2025 4:03 PM
29	sim B3A	7/16/2025 2:37 PM
30	if you are in decision making table	7/16/2025 1:59 PM
31	Je suis arrivé à produire et à publier un ouvrage sur la protection sociale universelle de la République démocratique du Congo	7/16/2025 1:12 PM
32	La prise en charge globale des actions concrètes de la protection sociale dans la vision 2050 du sénégal.	7/16/2025 12:29 PM
33	Alterações na legislação. Sentido dos pareceres jurídicos emitidos. Organização interna da instituição.	7/16/2025 11:53 AM
34	n/a	7/15/2025 8:04 AM
35	The global outlook of social protection allowed me to develop policy proposals that have influenced the pro-vulnerable pillar of the Kenyan population. When fully implemented, it will increase insurance coverage for the poorest quintile from 3.6% to 85%, with government sponsored funding being the main source of finance.	7/11/2025 5:37 PM
36	Extending cover to vulnerable groups, Governance Issues and sustainability of fund	7/10/2025 3:15 PM
37	Producing relevant data for decision makers at SSB along with, contributing to enhancing SPP managed by the Government through application of knowledge gained from these three courses. Also, applying knowledge from the Actuarial Modelling to course to the current reform SSB is undertaking.	7/10/2025 12:03 AM
38	Universal Social Protection; Extension of Social Protection to the Self-Employed; Social Protection Financing; Social Protection resiliency, governance and shock responsiveness	7/9/2025 11:53 PM
39	negotiating for social security fund	7/9/2025 2:10 PM
40	The courses enabled my to be familiarized with new concepts, theories and apply them in the work	7/8/2025 7:42 PM
41	Social dialogue and employers' participation in SPS esp UHC and Income protection in old age	7/8/2025 7:29 PM

2025 External Evaluation of the Training Activities of the ITCILO

42	Extension de la Protection sociale Analyse de la Couverture Financement de la Protection sociale	7/8/2025 5:10 PM
43	Many aspects on social protection system	7/8/2025 9:27 AM
44	The training has brought about change in mindset about the ways social protection is done in other settings and my team of project officers are doing all we can to adapt other countries of social protection policy and techniques into our programs.	7/8/2025 8:06 AM
45	Amélioration de notre capacité dans la gouvernance des Organismes de SS	7/8/2025 2:52 AM
46	Advocating for universality of coverage rather than targeted programme previously being advocated	7/7/2025 8:13 PM
47	Social Security standards	7/7/2025 7:57 PM
48	je n'ai pas eu la chance de la mettre en application car j'ai eu un autre poste au PAM en centrafrrique dans un autre domaine pas tout à fait lié à la protection sociale	7/7/2025 7:05 PM
49	it good for Safety net	7/7/2025 6:18 PM
50	The direct approach of delivery of desired benefits/services to the segment of focus.	7/7/2025 5:42 PM
51	High level	7/7/2025 5:38 PM
52	modérément parce que il y a beaucoup des pesanteur , le changement n'est pas facilement intégré par les collègues et la hiérarchie	7/7/2025 5:33 PM
53	contributory pension,	7/7/2025 5:11 PM
54	Social protection policies	7/7/2025 4:44 PM
55	The interventions on Socila floors and advocacy in resource mobilization in resource poor settings	7/7/2025 4:39 PM
56	No alargamento da base contributiva	7/7/2025 4:31 PM
57	Capacity building	7/7/2025 4:19 PM
58	Capacity-building of institutions or personnel	7/7/2025 4:02 PM

Q25 B4. Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work? If you cannot give an example, feel free to mention it.

Answered: 125 Skipped: 47

#	RESPONSES	DATE
1	In policy making.	7/25/2025 1:49 PM
2	N/A	7/25/2025 4:37 AM
3	I now lead the social protection statistics questionnaire development team for module in national surveys	7/23/2025 10:11 PM
4	i have been able to share with my colleagues, the information learnt.	7/23/2025 8:02 PM
5	i am not sure	7/23/2025 6:19 PM
6	Réduction du taux d'informalité	7/23/2025 5:38 PM
7	Beaucoup de cas pratique et des exemples	7/23/2025 10:44 AM
8	Appui à la prise de décision dans les domaines de réformes sociales en proposant des scénarii possibles.	7/23/2025 10:00 AM
9	eLearning	7/23/2025 9:19 AM
10	the advocacy discussion helped me to develop advocacy plan for our campaigns on business and human rights	7/23/2025 9:04 AM
11	Yes, the way to design the benefits package.	7/23/2025 7:32 AM
12	intégration des artistes (musiciens et professionnels du spectacle) artisans via le RSPC	7/23/2025 3:19 AM
13	L'approche pour l'immatriculation des acteurs de l'économie informelle : nous avons trouvé la nécessité d'impliquer les structures faîtière de l'économie informelle (le conseil national de l'économie informelle); dans les sensibilisation et au cours des rencontres avec les autorités, nous avons pu expliquer la pertinence d'une couverture universelle et d'un caractère obligatoire du régime d'assurance maladie universelle	7/23/2025 12:37 AM
14	Too early to tell	7/22/2025 9:58 PM
15	Actuarial work	7/22/2025 5:02 PM
16	I cannot give an example.	7/22/2025 4:23 PM
17	Not yet	7/22/2025 4:05 PM
18	Empower and protect women and girls	7/22/2025 2:57 PM
19	Pas d'exemple	7/22/2025 2:48 PM
20	I have documenting all the studies I have conducted. Moreover, peer review has been implemented by the actuarial personnel.	7/22/2025 2:40 PM
21	Yes. The training I received through ITCILO courses—particularly those focused on financing social protection and capacity building—has been directly applied in my technical work with the National Social Security Institute (INPS) of Cabo Verde. A concrete example is my contribution to the design and technical support of maternity protection policies. The knowledge gained from ITCILO training enhanced my ability to evaluate the fiscal space, model the cost implications, and advocate for stronger maternity benefits aligned with ILO standards. Additionally, I used skills from the actuarial and policy-oriented modules to support: The long-term pension projections for the contributory scheme, including demographic and financial scenarios to assess sustainability until 2085; The forecasting of family and child-related	7/22/2025 2:39 PM

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benefits, contributing to discussions on expanding coverage and improving adequacy for vulnerable groups. Beyond the institutional level, the courses also inspired and equipped me to work on social projects in the fields of culture, music, and the arts, promoting inclusive development through creative expression. I've also used the entrepreneurship and policy planning frameworks learned in ITCILO training to develop business plans and provide advisory support for micro and small enterprises, both for individuals and for public-private programmes such as Pro-Empresa, covering sectors like commerce, services, agriculture, and cultural industries. This mix of technical, social, and entrepreneurial application reflects the versatility and real-world value of the ITCILO learning experiences.

22	The course has helped me in the development of my MSc research study which falls in the social protection sector. The knowledge gained has been beneficial in drafting a compelling proposal.	7/22/2025 2:02 PM
23	intégration de la protection sociale dans le secteur agricole, élevage et pêche	7/22/2025 1:20 PM
24	None	7/22/2025 1:09 PM
25	Pas d'exemple concret pour le moment	7/22/2025 12:57 PM
26	I cannot give an example	7/22/2025 12:51 PM
27	RAS	7/22/2025 12:44 PM
28	Boosting the work on social protections statistics and the social protection bulletin.	7/22/2025 12:34 PM
29	improvement of organizational processes at work especially on inua jamii program in Kenya	7/22/2025 11:38 AM
30	Le cours d'élaborer des montages financiers suivi des requêtes pour le financement d'un projet de réponse aux chocs et catastrophes naturelles.	7/22/2025 11:32 AM
31	have incorporated the majority of the training aspects to enhance our internal compliance policies	7/22/2025 11:30 AM
32	The need to pay health care claims on time	7/22/2025 11:25 AM
33	Le cours m'a permis dans le cadre des missions que me sont confiées d'organiser des rencontres du comité technique de la Stratégie nationale de protection sociale en vue d'avoir des évidences pour la mise en place d'un socle de protection sociale au Sénégal	7/22/2025 11:08 AM
34	Monitoring and Evaluation	7/22/2025 11:03 AM
35	The information provided has broadened my understanding of Social Security branches and the associated benefits, which is crucial for fostering sustainable growth	7/22/2025 10:47 AM
36	Abriu espaços para discussões de outras práticas dentro das responsabilidades sociais	7/22/2025 10:45 AM
37	This training enabled me to learn from the experience of social security institutions from different parts of the world, broadening my understanding of the importance of resilient and sustainable social protection systems as we approach an ageing society. My job involves writing policy papers and and policy recommendations related to pension and social protection systems. This training has been an eye opener on the critical role of social protection in achieving sustainable development goals and fostering national development that is inclusive and equitable.	7/22/2025 9:32 AM
38	N/A	7/20/2025 4:44 PM
39	Yes, the course has been practically useful in my work. For example, during a recent project on customs modernization,	7/20/2025 1:48 PM
40	تم العمل على المستوى النقابي في تطوير و تعزيز نظم الحماية الاجتماعية لتشمل قاعدة أكبر من الأعضاء ، وعلى المستوى الوظيفي تم مخاطبة السلطات لتفعيل نظم حماية حقيقية وفاعله وتم تحقيق بعض المكتسبات مثل تطوير نظم حضانات لرعاية الأطفال وجاري التفاوض حول تعزيز نظم الحماية الاجتماعية للعمالة الغير منظمة	7/20/2025 11:47 AM
41	ازداد اصراري على ايصال رسالة الضمان الاجتماعي للجميع	7/18/2025 6:25 PM
42	Worst forms of work for children	7/18/2025 9:56 AM
43	Na elaboração de estudo sobre criação de subregimes de segurança social para pessoas com baixos rendimentos	7/18/2025 9:30 AM

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44	I already discussed above.	7/18/2025 8:18 AM
45	التحول الى نظام الكتروني فعال	7/17/2025 10:08 PM
46	Dfg	7/17/2025 9:23 PM
47	élaboration des textes réglementaires sur la mise en œuvre des régimes d'assurance maladie ; l'élaboration des stratégies sectorielles	7/17/2025 7:32 PM
48	Before the course, my advocacy efforts around our Homegrown School Feeding program were largely focused on raising awareness and mobilizing community members. However, the course equipped me with a more strategic approach particularly in stakeholder mapping, evidence-based advocacy, and message framing. For example, I applied the stakeholder analysis techniques I learned to identify not only the key decision-makers within the local government but also influential allies within civil society organizations who could amplify our messages.	7/17/2025 2:34 PM
49	to improve labor rights	7/17/2025 2:11 PM
50	off the cuff cants remeber	7/17/2025 12:30 PM
51	in the application technology in reaching out and processes simplification	7/17/2025 11:50 AM
52	No	7/17/2025 11:26 AM
53	Presently I am a part of task force working on social protection scheme for platform and gig workers in my country. Academy on Social Security empowered me to actively participate in the task force.	7/17/2025 9:50 AM
54	I prepare to do a research on possibility of applying monotax to implement social insurance for business owner of a registered business household.	7/17/2025 9:22 AM
55	Использование статистических данных по разным странам и их сравнение с показателями по Казахстану при проведении анализа	7/17/2025 8:16 AM
56	NA	7/17/2025 7:41 AM
57	The skills help my project design and programming	7/17/2025 1:45 AM
58	It improves my OSH inspection skill.	7/16/2025 10:21 PM
59	Master class social protection	7/16/2025 10:10 PM
60	Development of our strategic plan with strategies to finance the floors	7/16/2025 8:18 PM
61	يمر بلدنا بازمات اقتصادية وسياسية وعدم استقرار نتيجة الحرب التي مررنا بها وما زلنا ، لذا تعاني مؤسسات الدولة من شبه جمود ، لكننا اتحدنا يعمل بكل جد لتغيير الواقع نحو الأفضل وتطبيق المعايير المطلوبة	7/16/2025 7:32 PM
62	Not interested to answer at this moment.	7/16/2025 7:15 PM
63	I cannot give an example	7/16/2025 6:47 PM
64	I have arranged a meeting with the ILO Statistics team via Teams to clearly identify key data that are not currently collected by the SSB but are essential for conducting advanced analyses. These data needs were highlighted in both the E-learning on Public Finance for Social Protection Analysts and the E-learning on Impact Assessment for Social Protection Analysts. Additionally, I have met with the Statistical Institute of Belize (SIB) to discuss the possibility of including a social protection module in the Biannual Labour Force Survey. SIB has expressed their willingness to accommodate this request; however, both institutions will need to convene further to explore the financing requirements to ensure successful implementation. These actions are part of my broader effort to enhance the effectiveness of SSB's programs and contribute to the development of a more accountable, evidence-based, and inclusive social protection system in Belize. The training course has been extremely valuable, as it has broadened our understanding of the types of data needed to support analysis that can inform policy, strengthen planning, and improve decision-making in delivering social protection services that truly impact lives.	7/16/2025 6:27 PM
65	I cannot give an example	7/16/2025 5:48 PM
66	Though the course has not currently contributed to achieving results in my work, I am in the	7/16/2025 4:38 PM

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process of trying to put what I've learnt in a project proposal for an assessment of one of my organization's programs.

67	The course has been practical in enhancing my understanding of social protection mechanisms and their integration into humanitarian programs. For example, I applied the knowledge gained from the course to design WASH interventions that not only addressed immediate needs but also considered long-term resilience and inclusion of marginalized groups, aligning with social protection principles.	7/16/2025 4:03 PM
68	-	7/16/2025 3:59 PM
69	A formacao nao esta directamente ligar ao trabalho do dia a dia mas, ajudou a perceber em certa medida em relacao a importancia na colecta de contribuicoes.	7/16/2025 3:31 PM
70	En la elaboración de los manuales de continuidad de negocio de la institución he tomado en cuenta todo lo aprendido en el curso y puesto en marcha a través de la gestion de riesgo integral.	7/16/2025 2:44 PM
71	B4	7/16/2025 2:37 PM
72	no clear example	7/16/2025 1:59 PM
73	Intitulé de l'ouvrage : Cadre de référence international et système de sécurité sociale en RDC, Vers la couverture sociale universelle	7/16/2025 1:12 PM
74	Great	7/16/2025 1:04 PM
75	Quand on rencontre les problèmes de non paiement des cotisations sociales par les entreprises assurées	7/16/2025 12:58 PM
76	No way	7/16/2025 12:46 PM
77	Dans la feuille de route de l'accélérateur mondial du sénégal, la prise en charge des aspects de la protection sociale.	7/16/2025 12:29 PM
78	Em termos de redefinição da visão e orientações relativamente a implementação da função Compliance.	7/16/2025 11:53 AM
79	...	7/16/2025 11:49 AM
80	In my country, we are experiencing an economic and political crisis and instability as a result of the war, and this is negatively affecting our demands. We are still struggling for improvement.	7/15/2025 10:34 PM
81	I used the course to substantiate my position in a professional discussion on the necessity of evaluating the impact of Bulgaria's social security system. The knowledge and practical examples from the course enabled me to argue convincingly for combining different methodological approaches—such as administrative data analysis, microsimulation, and impact evaluation—to improve the evidence base for policy decisions. This has contributed to more informed dialogue within my institution on the need for robust evaluation frameworks.	7/15/2025 1:12 PM
82	Disaster risk reduction	7/15/2025 8:04 AM
83	espero que en un futuro me sea de utilidad.	7/11/2025 7:55 PM
84	No practical use yet, but potential for future use	7/11/2025 6:41 PM
85	Internally, the concept of the pro-vulnerable policies has helped me design the "social Health protection pillar" of the first Social Health Insurance strategic plan. This is expected to increase the social insurance coverage of the poorest population quintile from 3.6% to 85%. Externally, the data on cost of care in the post-retirement cohort has helped one of the labor unions to design a post-retirement benefit cover proposal to the employer.	7/11/2025 5:37 PM
86	The goal of education is subtle and gradual, and humanities and social science programs should not aim for immediate results, but rather focus on shaping one's values and worldview.	7/11/2025 4:27 AM
87	Drafting of strategies for coverage extension	7/10/2025 3:15 PM
88	It provided a deep understanding of the annual actuarial reviews. The type of data needed for the analysis in developing the different benefits. I can contribution to current discussion regarding parametric reforms SSB in currently undertaking.	7/10/2025 12:03 AM

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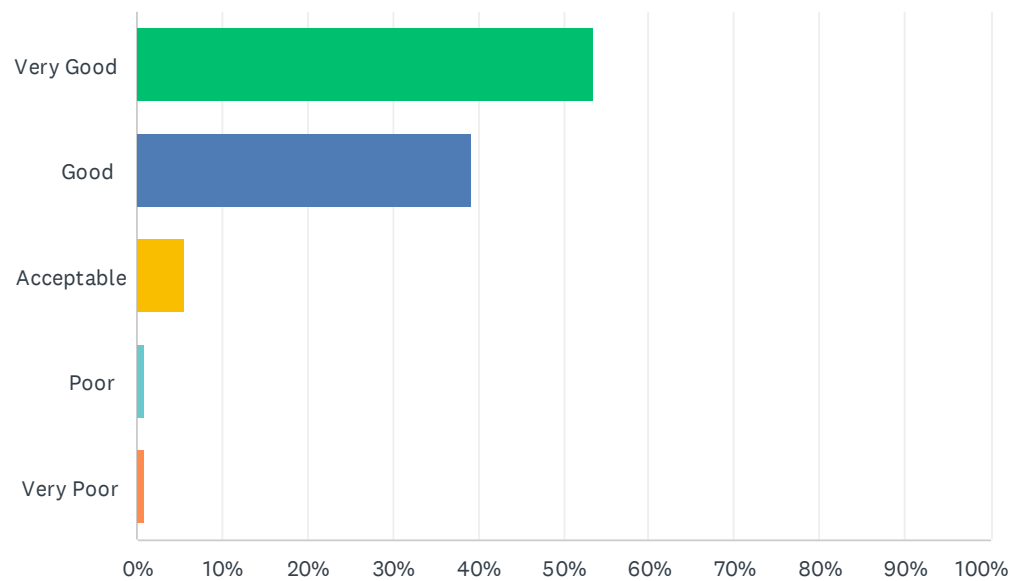
89	Writing of proposal for financing universal social pension; preparing project design for the extension of social protection to the self-employed; advancing in legislative amendments needed	7/9/2025 11:53 PM
90	Increased Awareness of Social Rights and Safety: Understanding social protection helps you appreciate the importance of workplace safety, health benefits, and social security, encouraging you to follow safety protocols more diligently and advocate for better working conditions. Enhanced Responsibility and Commitment: Knowing how social protection supports workers can motivate you to be more responsible and committed, recognizing that your work contributes not only to your livelihood but also to broader social welfare systems.	7/9/2025 7:28 PM
91	1. Ability to carry out internal actuarial valuation of the Scheme 2. Analyze and provide insights into social protection	7/9/2025 3:31 PM
92	inclusion of provident fund into the contracts of workers after cessation of employment benefit.	7/9/2025 2:10 PM
93	خبرة في تقديم الخدمة	7/9/2025 12:49 PM
94	the most examples is about characteristics of social protection, governance and others	7/8/2025 7:42 PM
95	encouraging uptake of post-retirement medical funds	7/8/2025 7:29 PM
96	Dans le cadre des réformes du système de retraite des agents fonctionnaires du Sénégal	7/8/2025 5:17 PM
97	Détermination des coûts du socle national de Protection sociale	7/8/2025 5:10 PM
98	To help others to move on to net zero	7/8/2025 9:27 AM
99	The course is of significant importance in the improvement of social protection if poor n vulnerable in the context of Liberia. My country needs serious system strengthening especially in caring for poor and vulnerable people	7/8/2025 8:06 AM
100	The course has informed our organisational advocacy policy and has helped us mainstream social protection into climate justice work. It has also informed our approach to advocating for care infrastructure as a part of social protection	7/8/2025 6:16 AM
101	no	7/8/2025 4:59 AM
102	Le cas de Maroc sur l'extension de la protection sociale par une loi qui la couverture obligatoire	7/8/2025 2:52 AM
103	I completed a course in Impact Assessment for Social Protection Analysts, but I haven't had the opportunity to apply what I learned yet. My department is new and still in the developmental stages, working on aligning our organizational strategies with the work we will do as Program Development Services at SSB.	7/7/2025 9:40 PM
104	Emphasis is now now on scaling up health insurance coverage across the various segment of the population	7/7/2025 8:13 PM
105	Helped in disseminating social security related knowledge to my undergraduate students.	7/7/2025 7:57 PM
106	ﻻ	7/7/2025 7:23 PM
107	je suis en train de rédiger une thèse doctorale portant sur l'utilisation des registres sociaux dans le cadre des réponses d'urgence	7/7/2025 7:05 PM
108	It helped me in knowledge enhancing, value adding, understanding and motivating with leadership qualities	7/7/2025 6:37 PM
109	social protection	7/7/2025 6:18 PM
110	The course is beneficial for organising training sessions to workers about the importance of social security.	7/7/2025 5:43 PM
111	The pension benefits were directly disbursed to the pensioners without involving local or sub offices of KP ESSI.	7/7/2025 5:42 PM
112	My work with people in need	7/7/2025 5:38 PM
113	Dans la stratégie d'extension de la couverture de la protection sociale en santé à l'économie informelle et la mise en place de l'assistance maladie des indigents et vulnérables.	7/7/2025 5:33 PM
114	Travail en équipe- partage des connaissances	7/7/2025 5:20 PM

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115	pension and social security benefits	7/7/2025 5:11 PM
116	La formation m'a permis sur la base des exemples donnés d'autres pays de faire des propositions à ma hiérarchie dans le domaine de la coordination des systèmes de protection sociale.	7/7/2025 4:48 PM
117	Implementing the policies on social protection	7/7/2025 4:44 PM
118	Post training I had the opportunity to come with a concept note to reach out to other stakeholders doing the same thing. Reaching out to the public through advocacy makes it more visible to my work settings	7/7/2025 4:39 PM
119	Contact with people to show them the benefits of social security	7/7/2025 4:35 PM
120	Entendi a modelacao actuarial do estudo ora elaborado	7/7/2025 4:31 PM
121	grievance handling mechanism	7/7/2025 4:21 PM
122	Skill development	7/7/2025 4:19 PM
123	Increased engagement with all stakeholders affected by projects at work.	7/7/2025 4:10 PM
124	I feel more confident in identifying entry points for integrating gender equality and crisis sensitivity into future projects, and I am actively looking for opportunities to apply these insights.	7/7/2025 4:02 PM
125	I work as a researcher, this has improve my understanding and skills when I am evaluating different social protection programs	7/7/2025 4:00 PM

Q26 B5. The training as a whole was...

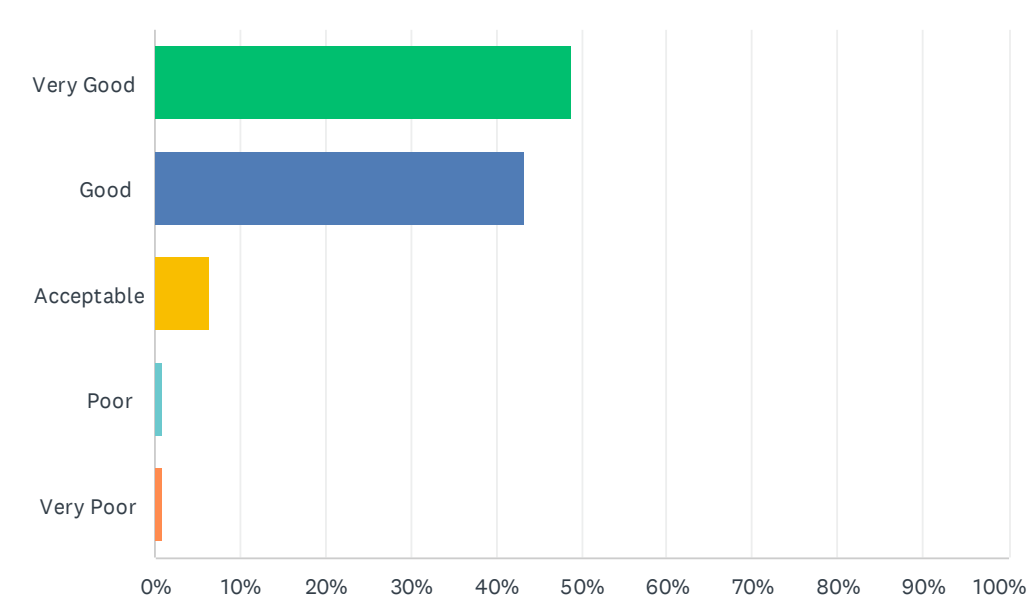
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Very Good	53.60%	67
Good	39.20%	49
Acceptable	5.60%	7
Poor	0.80%	1
Very Poor	0.80%	1
TOTAL		125

Q27 B6. The effectiveness of the training format was...

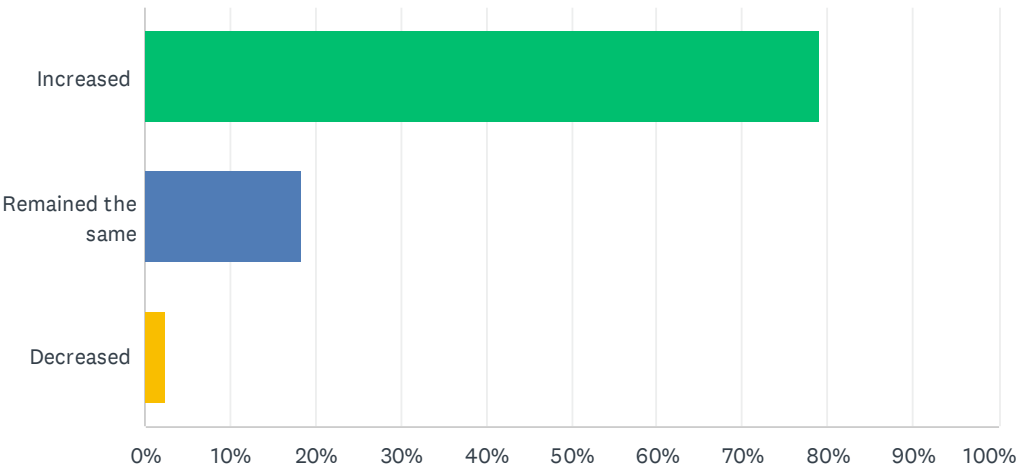
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Very Good	48.80%	61
Good	43.20%	54
Acceptable	6.40%	8
Poor	0.80%	1
Very Poor	0.80%	1
TOTAL		125

Q28 B7. Upon reflecting on the course now, compared to your immediate post-course completion, would you say your level of satisfaction with the course has increased, decreased, or remained the same?

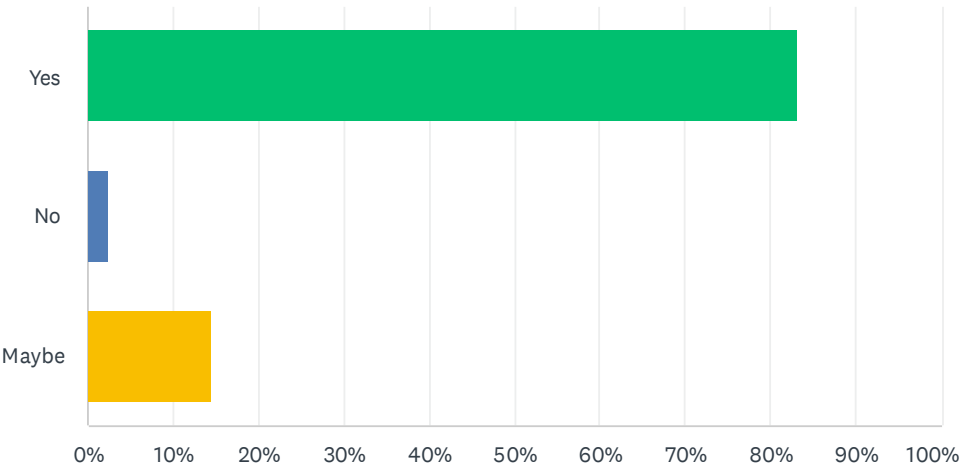
Answered: 125 Skipped: 47



ANSWER CHOICES		RESPONSES	
Increased		79.20%	99
Remained the same		18.40%	23
Decreased		2.40%	3
TOTAL			125

Q29 B9. Do you intend to take another course at the ITCILO?

Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Yes	83.20%	104
No	2.40%	3
Maybe	14.40%	18
TOTAL		125

Q30 B10. If yes, on which topic?

Answered: 96 Skipped: 76

#	RESPONSES	DATE
1	Actuarial Modeling	7/25/2025 4:37 AM
2	Social Protection Statistics and tools	7/23/2025 10:11 PM
3	financial auditing	7/23/2025 6:19 PM
4	Collecte des cotisations et conformité	7/23/2025 5:38 PM
5	Finances Publiques pour les Analystes de Protection Sociale	7/23/2025 10:00 AM
6	eLearning	7/23/2025 9:19 AM
7	social protection, climate change, migration	7/23/2025 9:04 AM
8	Social Security	7/23/2025 7:32 AM
9	Académie de sécurité sociale	7/23/2025 3:19 AM
10	Sur les aspects de gestion des structures de mise en œuvre de prévoyance sociale, les questions de dialogue social au service de la protection sociale et les questions de pérennité des régimes	7/23/2025 12:37 AM
11	any topic	7/22/2025 9:58 PM
12	Social analysis	7/22/2025 4:05 PM
13	Gender inclusion	7/22/2025 2:57 PM
14	Yes, I intend to take another course at the ITCILO—specifically in the area of actuarial analysis applied to social protection systems. I am particularly interested in advanced training on pension modelling, health financing, and financial sustainability of social security schemes, as well as in the integration of actuarial tools with inclusive policy design. This will strengthen my technical capacity to contribute to long-term reforms and evidence-based decision-making in social protection.	7/22/2025 2:39 PM
15	Closing Gender Pay Gaps	7/22/2025 2:02 PM
16	financement innovant de la protection sociale dans les économies en développement	7/22/2025 1:20 PM
17	Evaluation d'impact	7/22/2025 12:57 PM
18	Child Protection	7/22/2025 12:51 PM
19	Social Protection, Actuarial modeling, and other related courses.	7/22/2025 12:34 PM
20	labor migration	7/22/2025 11:38 AM
21	L'académie de la sécurité sociale et planification et suivi&évaluation des politiques de protection sociale, en français	7/22/2025 11:32 AM
22	The financing gap for social programs	7/22/2025 11:25 AM
23	2 Certificats en vue de compléter celui obtenu à Turin pour avoir le grade d'Analyste	7/22/2025 11:08 AM
24	Monitoring and Evaluation	7/22/2025 11:03 AM
25	Insurance , employment benefits...	7/22/2025 10:47 AM
26	Monitoria e avaliação	7/22/2025 10:45 AM
27	social protection	7/22/2025 9:32 AM
28	التحولات الرقمية وتأثيرها على إدارة المنظمات النقاية , بناء قدرات المنظمات النقاية على التعامل	7/20/2025 11:47 AM

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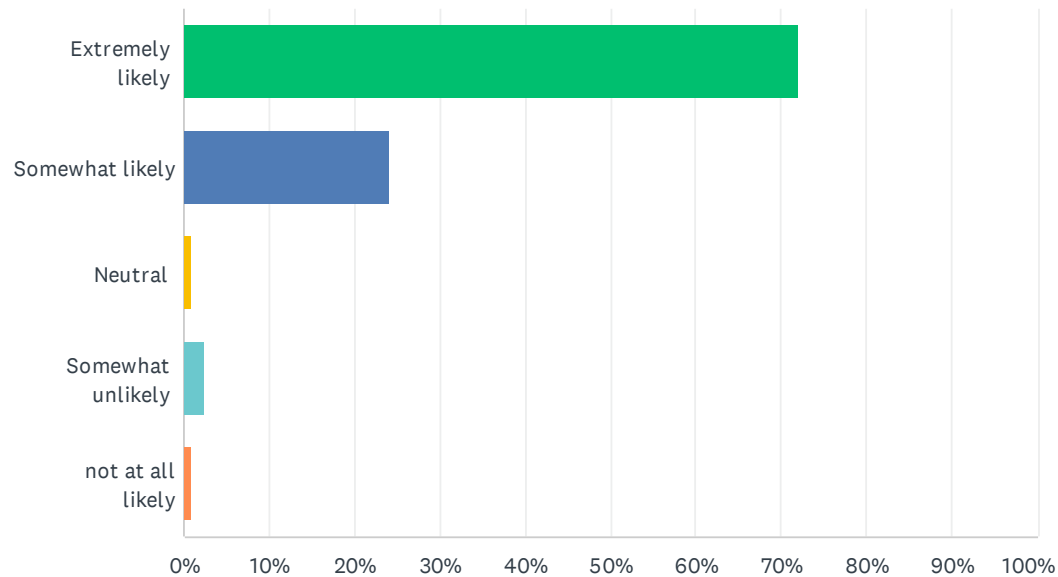
	مع تحديات المناخ	
29	Leaders in social security	7/18/2025 6:25 PM
30	Estatísticas de segurança social	7/18/2025 9:30 AM
31	Any relevant course on social protection, and women and development	7/18/2025 8:18 AM
32	الضمان الاجتماعي	7/17/2025 10:08 PM
33	sécurité sociale ; protection sociale des travailleurs de l'économie informelle	7/17/2025 7:32 PM
34	Impact evaluation of social protection programs	7/17/2025 2:34 PM
35	social security, M & E, Project, Digital issues , Enterprise development	7/17/2025 2:11 PM
36	contributions collection	7/17/2025 11:50 AM
37	Evidence-based Policies for Social Protection Analysts and Academy on Labour Administration, Labour Inspection and Workplace compliance	7/17/2025 9:50 AM
38	аналитика в социальной сфере	7/17/2025 8:16 AM
39	Child Protection	7/17/2025 7:41 AM
40	Employment Injury prevention courses.	7/16/2025 10:21 PM
41	Masters	7/16/2025 10:10 PM
42	Evidence- based policies on social protection	7/16/2025 8:18 PM
43	تمويل مستدام وعادل للحماية الاجتماعية	7/16/2025 7:32 PM
44	Social Health Protection - Addressed inequalities in access to health care.	7/16/2025 7:15 PM
45	Final Project	7/16/2025 6:27 PM
46	Actuarial modelling	7/16/2025 4:38 PM
47	Project Management, Logistics and Supply Chain Management	7/16/2025 4:03 PM
48	resilience building	7/16/2025 3:59 PM
49	Gestión integral de Riesgos	7/16/2025 2:44 PM
50	Gostaria de la estar para fazer um outro curso ligado, a proteccao social abrangente.	7/16/2025 2:37 PM
51	compliance, fraud and corruption investigations	7/16/2025 1:59 PM
52	Actuariat	7/16/2025 1:12 PM
53	Education	7/16/2025 1:04 PM
54	Economie	7/16/2025 12:58 PM
55	Developing / Leading people	7/16/2025 12:46 PM
56	Protection sociale	7/16/2025 12:29 PM
57	Pensões e seguros de saude.	7/16/2025 11:53 AM
58	communication	7/16/2025 11:49 AM
59	Sustainable and Equitable Financing for Social Protection	7/15/2025 10:34 PM
60	Jobs measurement and employment impact assessment	7/15/2025 1:12 PM
61	comprehensive social protection across the life	7/15/2025 8:04 AM
62	proteccion social: cotizaciones y fraude	7/11/2025 7:55 PM
63	Labour Migration	7/11/2025 6:41 PM
64	Master in Technology and Public Policy	7/11/2025 5:37 PM
65	Governance Risk and Compliance	7/10/2025 3:15 PM

2025 External Evaluation of the Training Activities of the ITCILO

66	Artificial Intelligence Masterclass	7/9/2025 11:53 PM
67	work place safety and how AI in todays work	7/9/2025 7:28 PM
68	Public Finance for Social Protection Analysts	7/9/2025 3:31 PM
69	social protection governance	7/9/2025 2:10 PM
70	Regarding social security (protection system and sustainability sytem	7/9/2025 12:49 PM
71	Any course related to social protection and preferably the defined benefit and defined contributions , provident fund	7/8/2025 7:42 PM
72	Industrial Relations	7/8/2025 7:29 PM
73	formation des cadres supérieurs sur la politique et la gestion des pensions	7/8/2025 5:17 PM
74	Evaluation d'Impact et Gestion des Pensions	7/8/2025 5:10 PM
75	Social Compliances	7/8/2025 9:27 AM
76	Public Procurement Management	7/8/2025 8:06 AM
77	Gouvernance de la sécurité sociale le réseau de la protection sociale en septembre prochain	7/8/2025 2:52 AM
78	Actuarial Modeling for Social Protection Analysts	7/7/2025 9:40 PM
79	strategic purchasing	7/7/2025 8:13 PM
80	Pension scheme corporate governance and investments	7/7/2025 7:57 PM
81	Social protection and Social security , child labour	7/7/2025 7:23 PM
82	Diplôme de Gestionnaires de programme de protection sociale	7/7/2025 7:05 PM
83	Leadership	7/7/2025 6:37 PM
84	any training related with social protection	7/7/2025 6:18 PM
85	Social Protection and any other relevant to Social Security, Labour Care.	7/7/2025 5:42 PM
86	Every thing about social security	7/7/2025 5:38 PM
87	1.Leadership pour la protection sociale ;2.l'Evaluation d'impact pour les analystes de la protection sociale;3.la politique et la gestion des retraites;4.Extension de la couverture de sécurité sociale à l'économie informelle;5.Formation sur la sécurité sociale	7/7/2025 5:33 PM
88	pension management & social protection era	7/7/2025 5:11 PM
89	Comment étendre la protection sociale aux travailleurs indépendants et aux artisans	7/7/2025 4:48 PM
90	Socila protection analyst	7/7/2025 4:39 PM
91	For social security	7/7/2025 4:35 PM
92	Analista em proteccao social	7/7/2025 4:31 PM
93	leadership buliding	7/7/2025 4:21 PM
94	Capacity building	7/7/2025 4:19 PM
95	Master in Public Procurement Management for Sustainable Development	7/7/2025 4:02 PM
96	Full time online diploma on the same master class on social protection	7/7/2025 4:00 PM

Q31 B8. How likely are you to recommend this training to a friend or colleague?

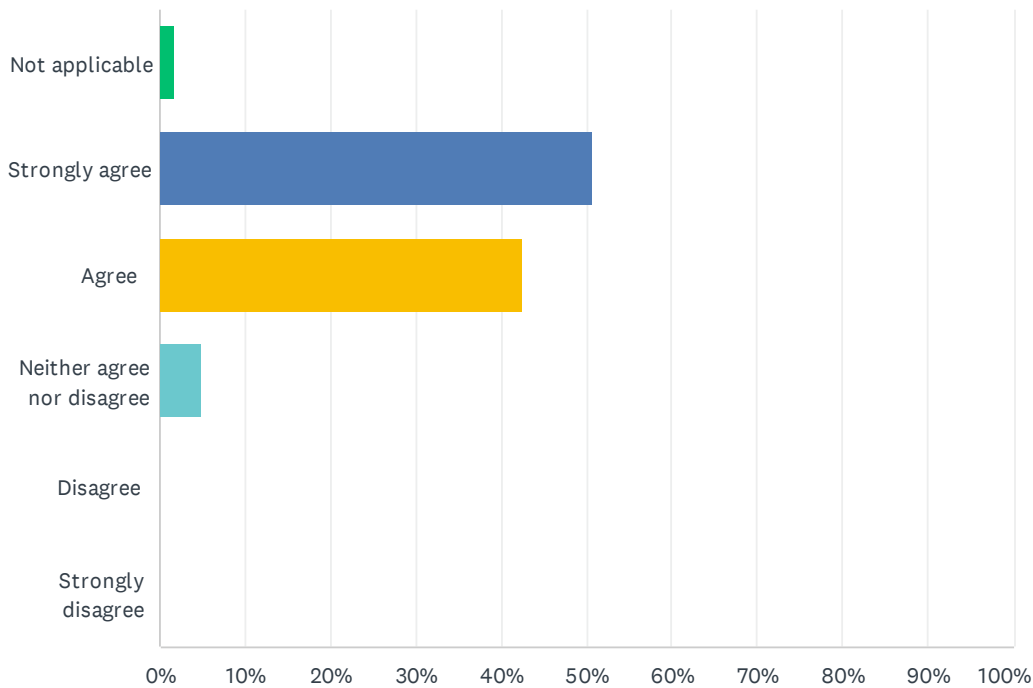
Answered: 125 Skipped: 47



ANSWER CHOICES	RESPONSES	
Extremely likely	72.00%	90
Somewhat likely	24.00%	30
Neutral	0.80%	1
Somewhat unlikely	2.40%	3
not at all likely	0.80%	1
TOTAL		125

Q32 C1.1.1 Do you agree with the following statement?The tutor(s)/facilitator(s) clearly communicated expected learning achievements after course completion.

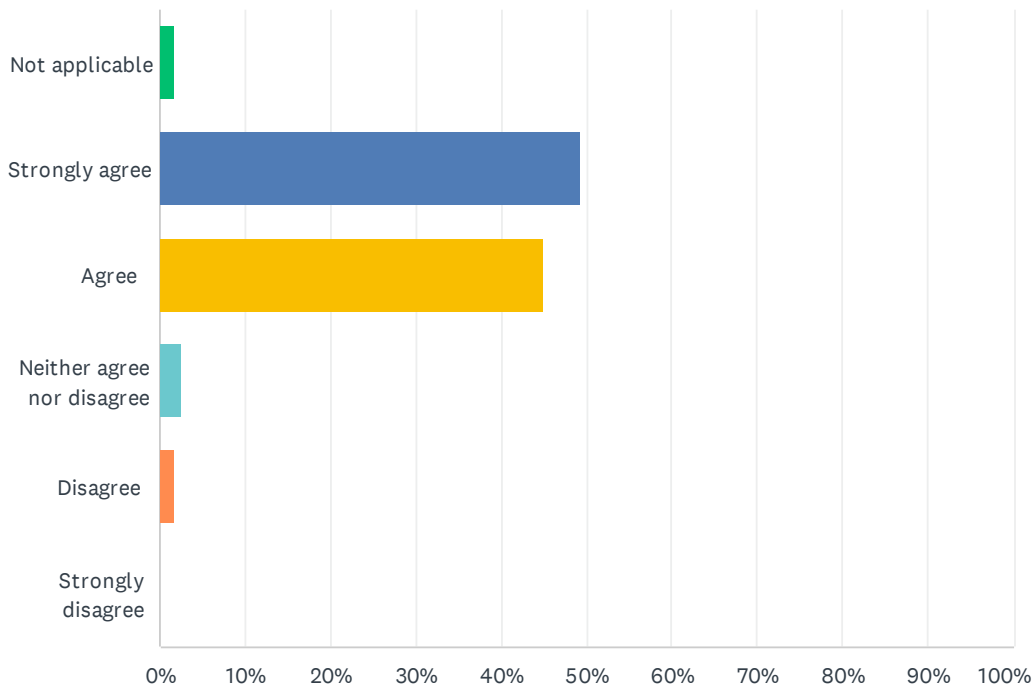
Answered: 120 Skipped: 52



ANSWER CHOICES	RESPONSES	
Not applicable	1.67%	2
Strongly agree	50.83%	61
Agree	42.50%	51
Neither agree nor disagree	5.00%	6
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		120

Q33 C1.1.2 Do you agree with the following statement?The tutor(s)/facilitator(s) provided clear instructions on how to participate in course learning activities.

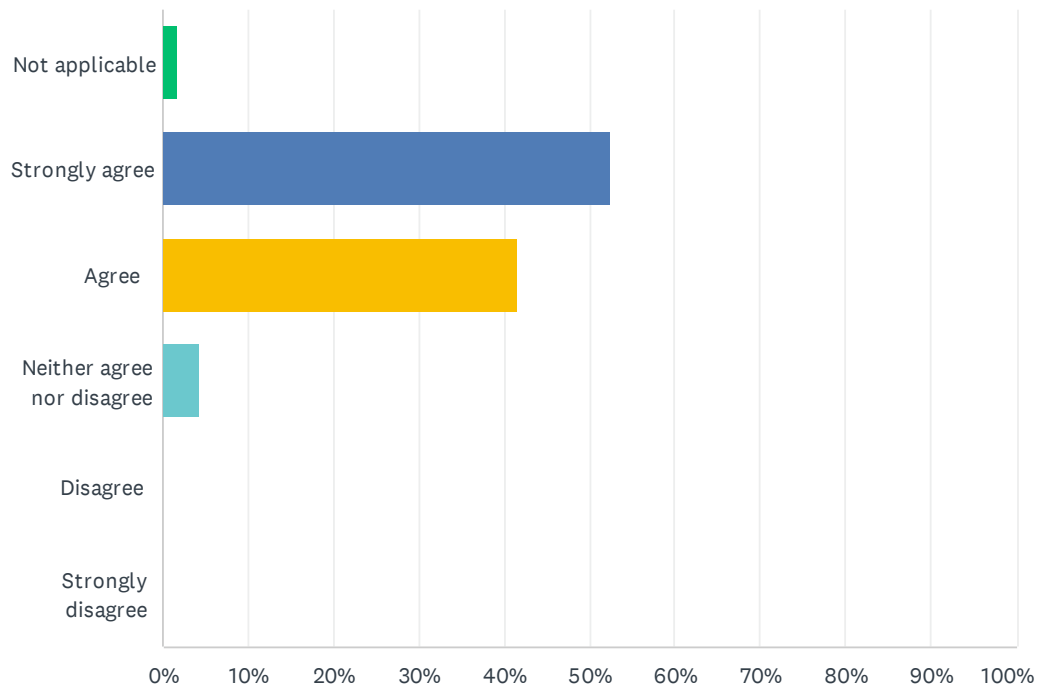
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ANSWER CHOICES	RESPONSES	
Not applicable	1.67%	2
Strongly agree	49.17%	59
Agree	45.00%	54
Neither agree nor disagree	2.50%	3
Disagree	1.67%	2
Strongly disagree	0.00%	0
TOTAL		120

Q34 C1.1.3 Do you agree with the following statement? The tutor(s)/facilitator(s) provided clear instructions on course obligations and assessment methods.

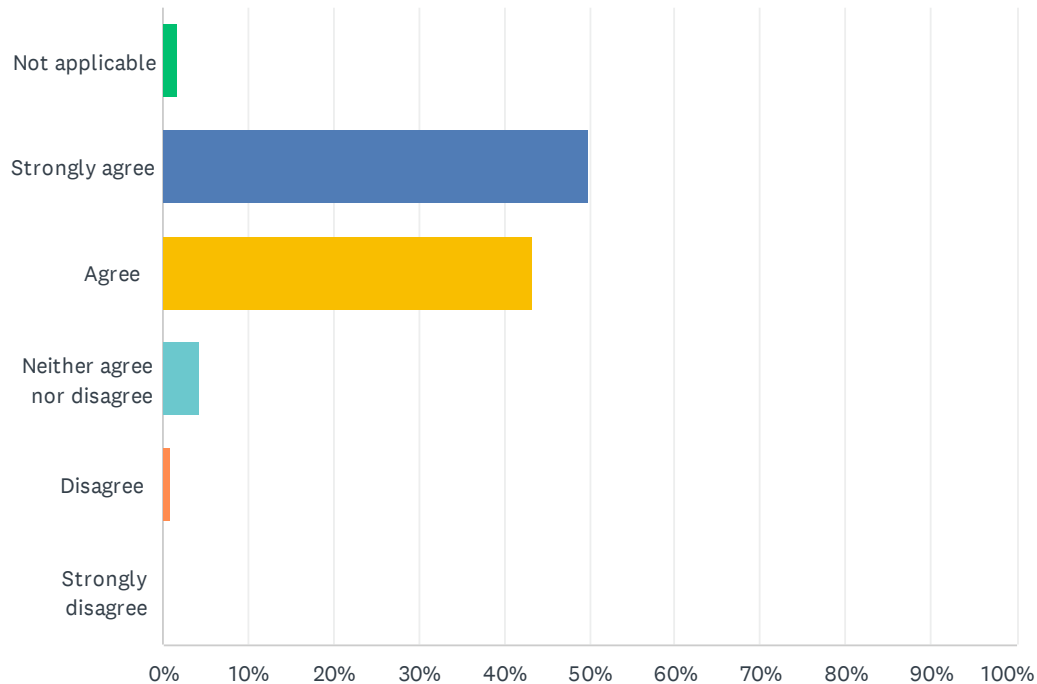
Answered: 120 Skipped: 52



ANSWER CHOICES	RESPONSES	
Not applicable	1.67%	2
Strongly agree	52.50%	63
Agree	41.67%	50
Neither agree nor disagree	4.17%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		120

Q35 C1.1.4 Do you agree with the following statement?The tutor(s)/facilitator(s) clearly communicated important due dates/time frames for learning activities.

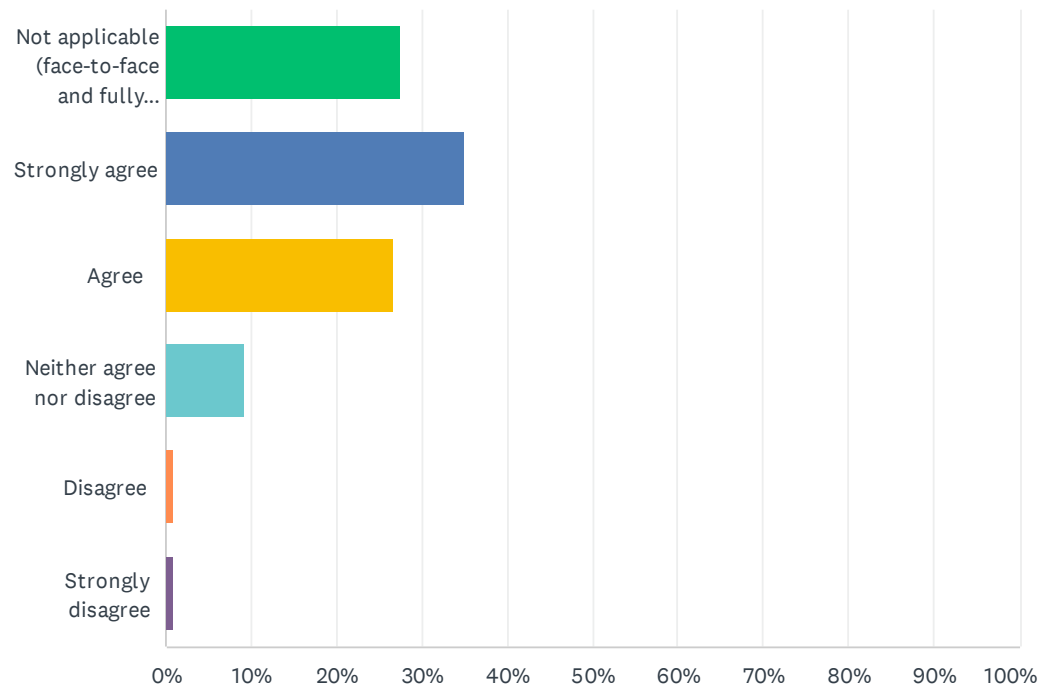
Answered: 120 Skipped: 52



ANSWER CHOICES	RESPONSES	
Not applicable	1.67%	2
Strongly agree	50.00%	60
Agree	43.33%	52
Neither agree nor disagree	4.17%	5
Disagree	0.83%	1
Strongly disagree	0.00%	0
TOTAL		120

Q36 C1.1.5 Do you agree with the following statement? (Only relevant for blended courses)The integration of online and face-to-face activities in the blended course helped me successfully complete the learning activities.

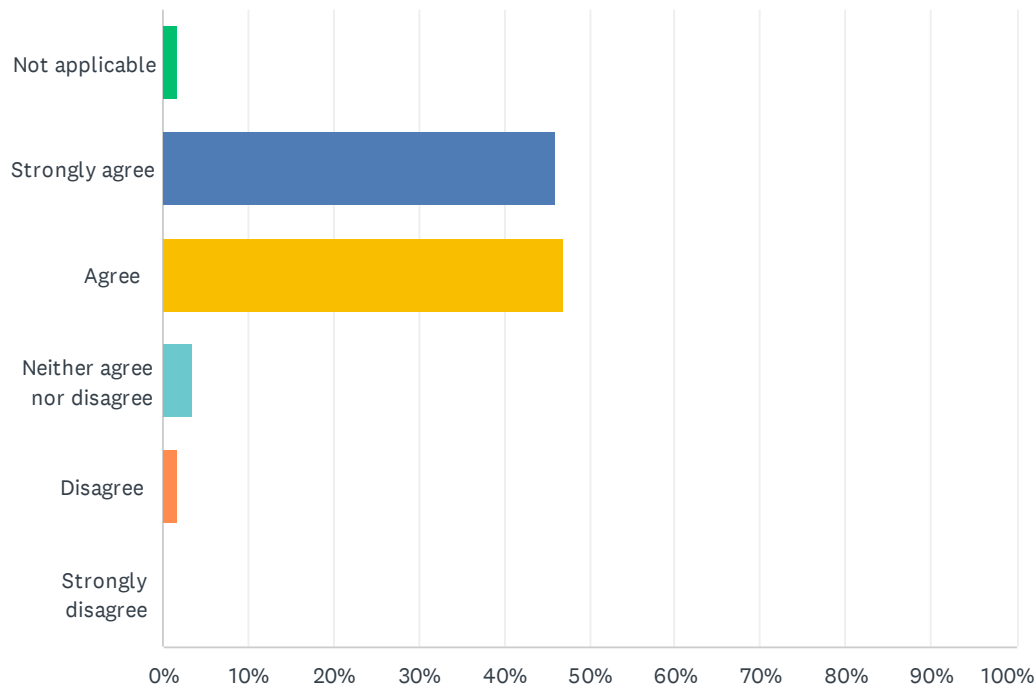
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ANSWER CHOICES	RESPONSES	
Not applicable (face-to-face and fully online courses)	27.50%	33
Strongly agree	35.00%	42
Agree	26.67%	32
Neither agree nor disagree	9.17%	11
Disagree	0.83%	1
Strongly disagree	0.83%	1
TOTAL		120

Q37 C1.2.1 Do you agree with the following statement?The tutor(s)/facilitator(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.

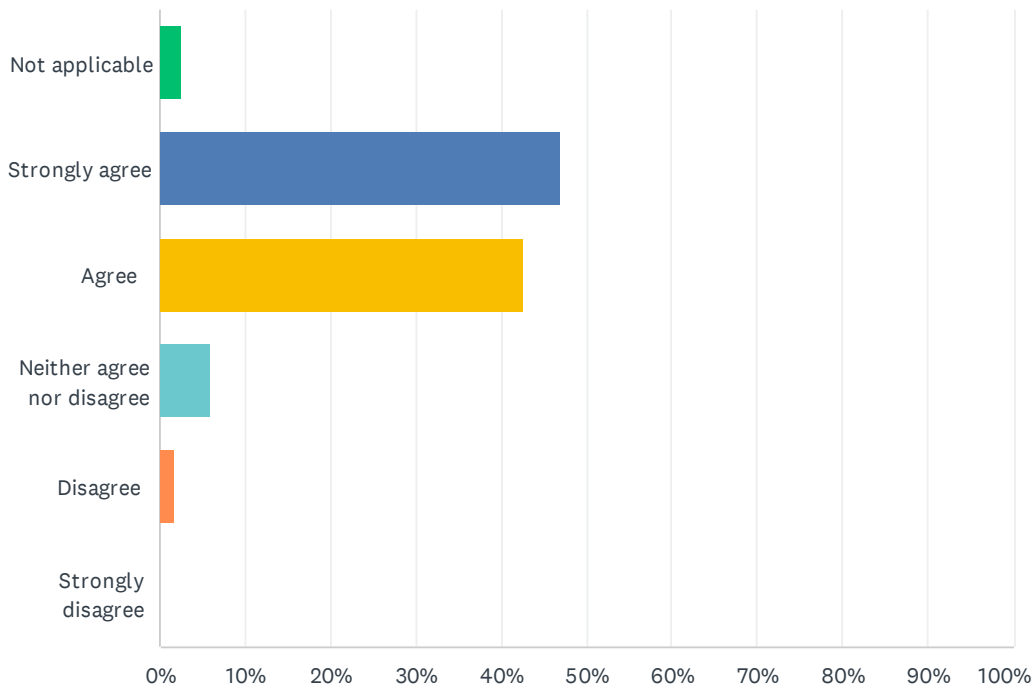
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ANSWER CHOICES	RESPONSES	
Not applicable	1.71%	2
Strongly agree	46.15%	54
Agree	47.01%	55
Neither agree nor disagree	3.42%	4
Disagree	1.71%	2
Strongly disagree	0.00%	0
TOTAL		117

Q38 C1.2.2 Do you agree with the following statement?The tutor(s)/facilitator(s) maintained high levels of engagement and active participation among course participants.

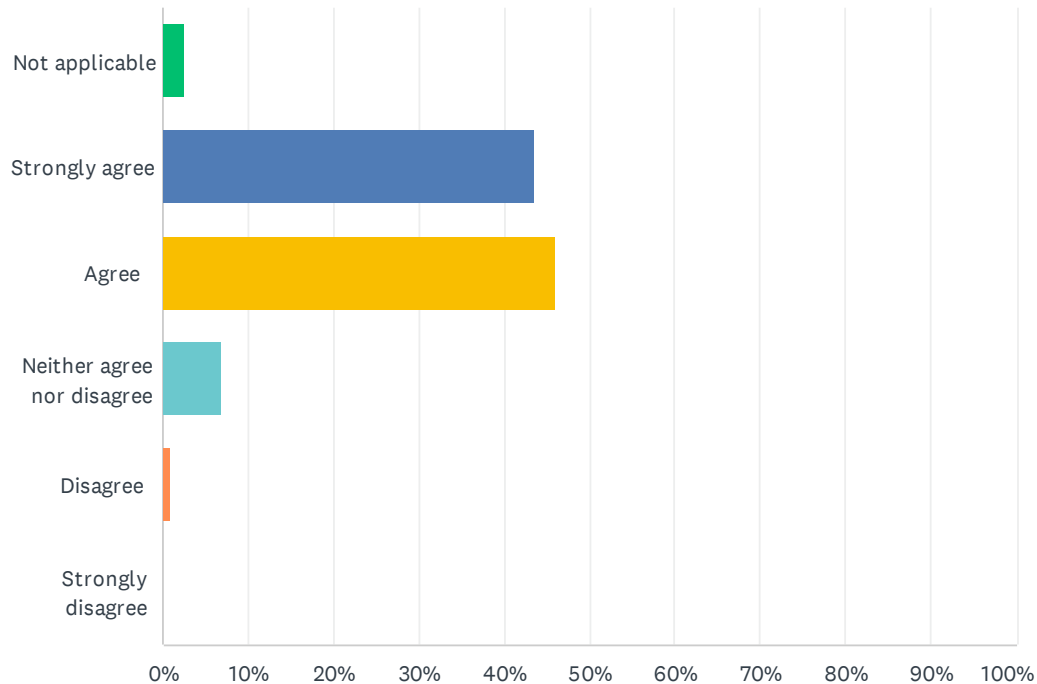
Answered: 117 Skipped: 55



ANSWER CHOICES	RESPONSES	
Not applicable	2.56%	3
Strongly agree	47.01%	55
Agree	42.74%	50
Neither agree nor disagree	5.98%	7
Disagree	1.71%	2
Strongly disagree	0.00%	0
TOTAL		117

Q39 C1.2.3 Do you agree with the following statement?The tutor(s)/facilitator(s) facilitated the development of a sense of community among course participants

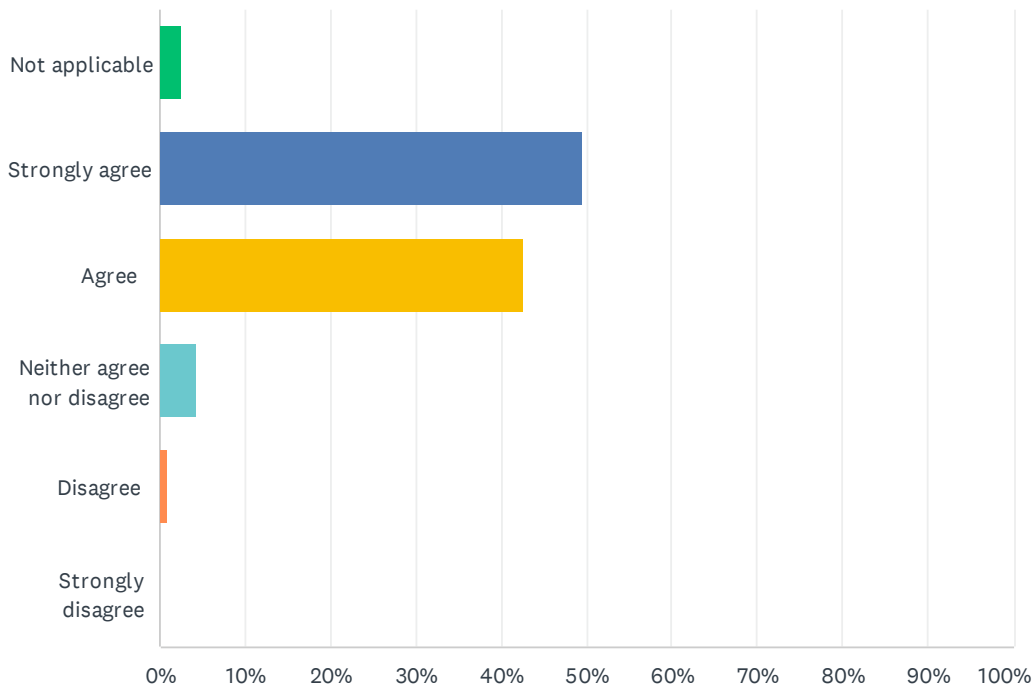
Answered: 117 Skipped: 55



ANSWER CHOICES	RESPONSES	
Not applicable	2.56%	3
Strongly agree	43.59%	51
Agree	46.15%	54
Neither agree nor disagree	6.84%	8
Disagree	0.85%	1
Strongly disagree	0.00%	0
TOTAL		117

Q40 C1.2.4 Do you agree with the following statement?The tutor(s)/facilitator(s) were helpful in guiding the course participants towards understanding the topic.

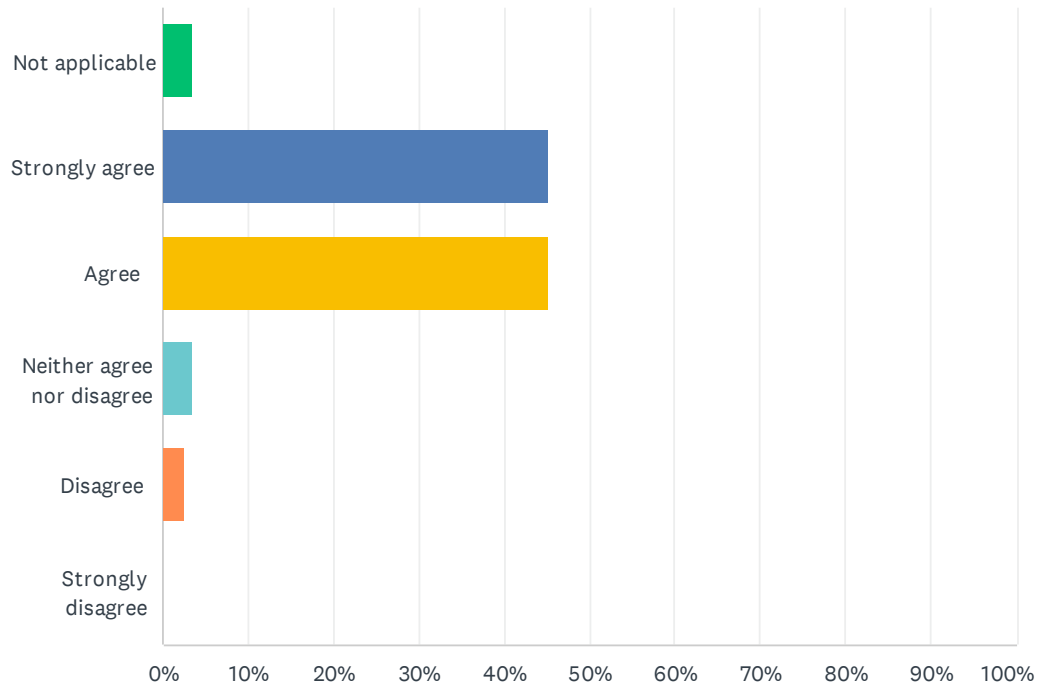
Answered: 117 Skipped: 55



ANSWER CHOICES	RESPONSES	
Not applicable	2.56%	3
Strongly agree	49.57%	58
Agree	42.74%	50
Neither agree nor disagree	4.27%	5
Disagree	0.85%	1
Strongly disagree	0.00%	0
TOTAL		117

Q41 C1.3.1 Do you agree with the following statement?The tutor(s)/facilitator(s) helped to focus discussion on relevant issues in a way that helped me to learn.

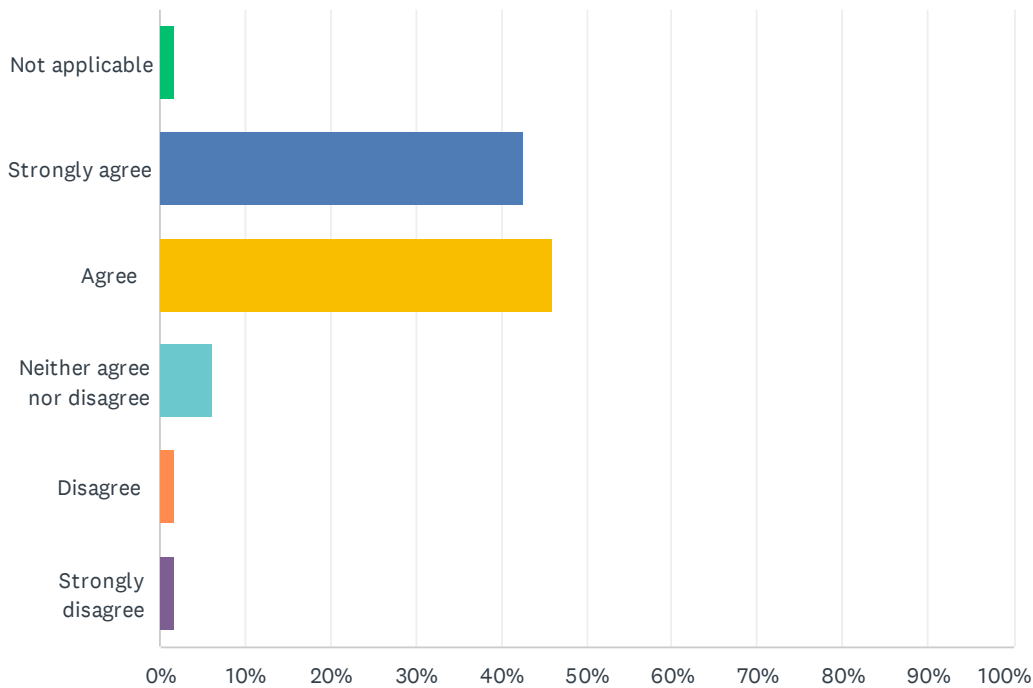
Answered: 115 Skipped: 57



ANSWER CHOICES	RESPONSES	
Not applicable	3.48%	4
Strongly agree	45.22%	52
Agree	45.22%	52
Neither agree nor disagree	3.48%	4
Disagree	2.61%	3
Strongly disagree	0.00%	0
TOTAL		115

Q42 C1.3.2 Do you agree with the following statement?The pace and clarity of the presentations delivered by the tutor(s)/facilitator(s) was right for me to understand the key points.

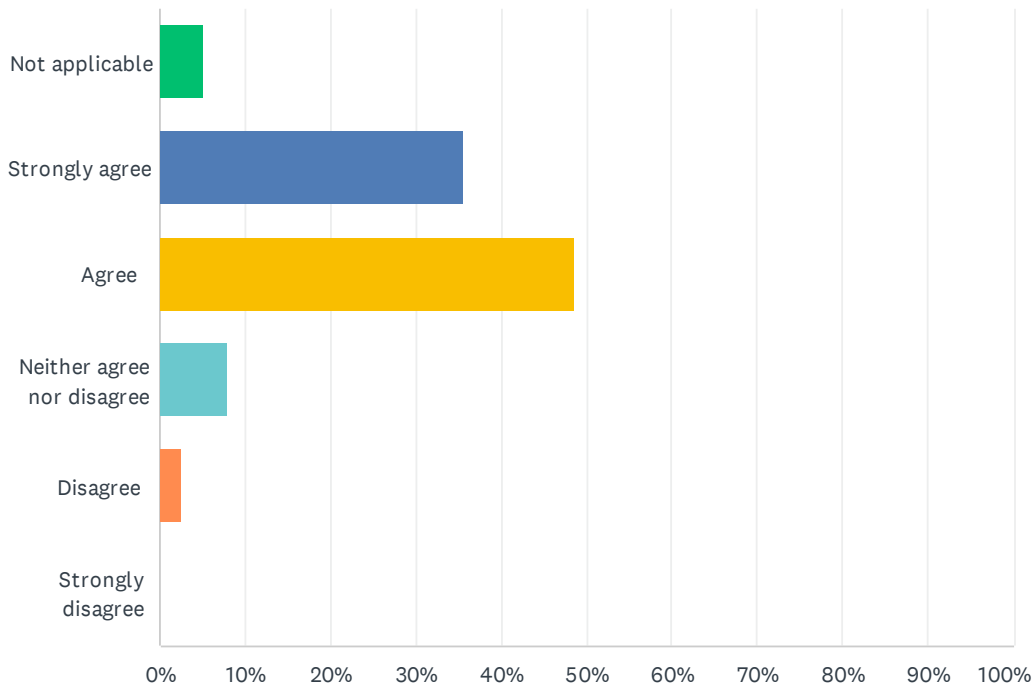
Answered: 115 Skipped: 57



ANSWER CHOICES	RESPONSES	
Not applicable	1.74%	2
Strongly agree	42.61%	49
Agree	46.09%	53
Neither agree nor disagree	6.09%	7
Disagree	1.74%	2
Strongly disagree	1.74%	2
TOTAL		115

Q43 C1.3.3 Do you agree with the following statement?The tutor(s)/facilitator(s) provided feedback in a timely fashion.

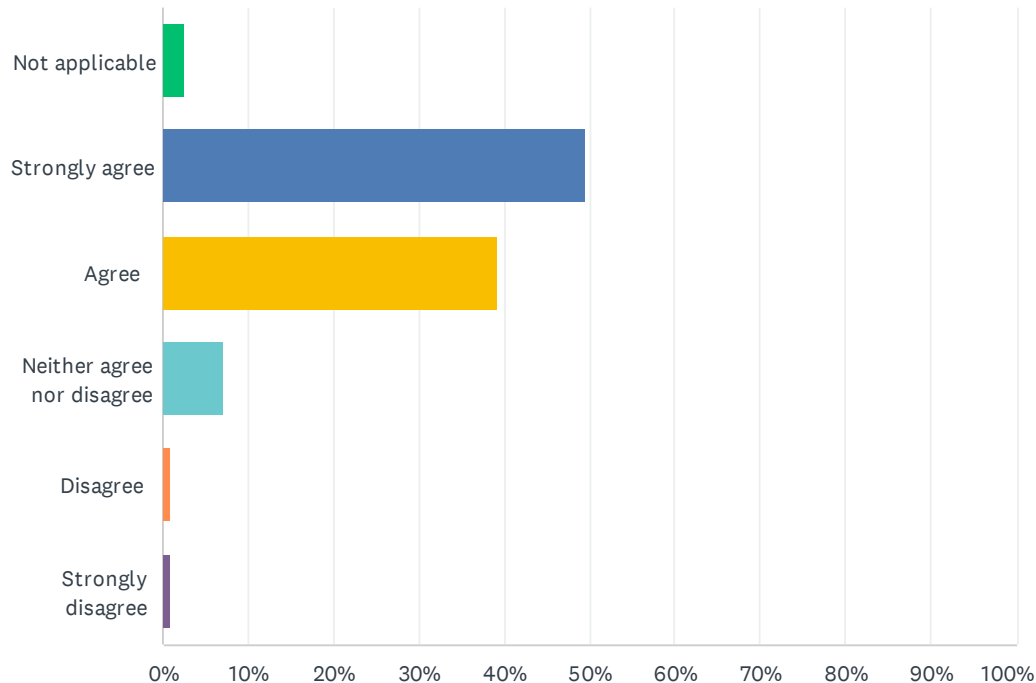
Answered: 115 Skipped: 57



ANSWER CHOICES	RESPONSES	
Not applicable	5.22%	6
Strongly agree	35.65%	41
Agree	48.70%	56
Neither agree nor disagree	7.83%	9
Disagree	2.61%	3
Strongly disagree	0.00%	0
TOTAL		115

Q44 C1.3.4 Do you agree with the following statement?The assessment/examination within this course (e.g. tests, reports, portfolios, papers...) is connected to and reflective of the learning activities in the course.

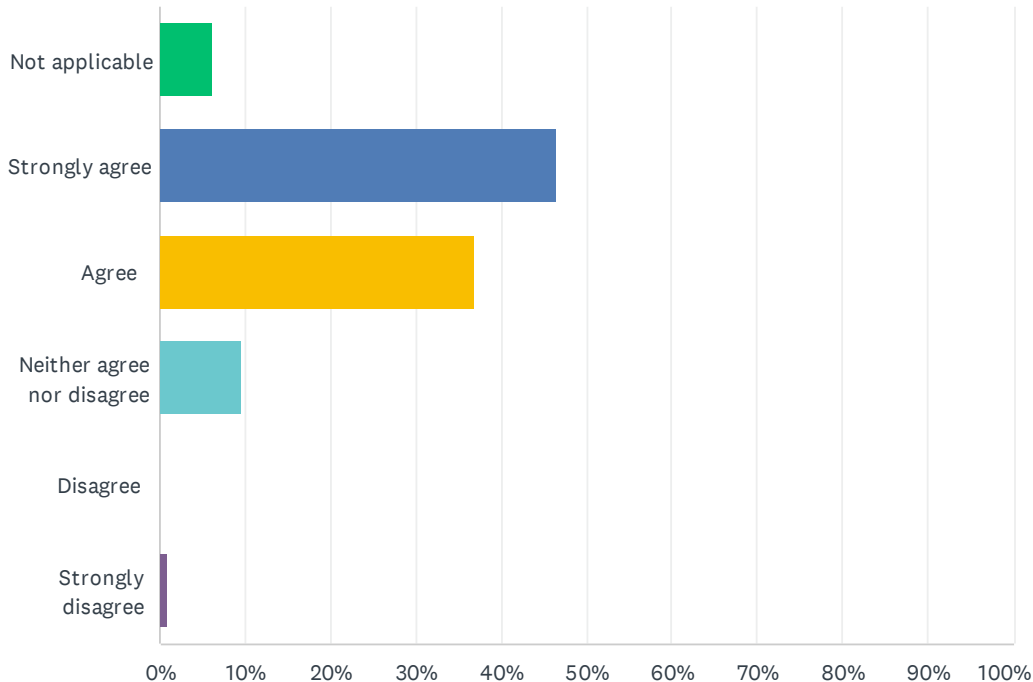
Answered: 115 Skipped: 57



ANSWER CHOICES	RESPONSES	
Not applicable	2.61%	3
Strongly agree	49.57%	57
Agree	39.13%	45
Neither agree nor disagree	6.96%	8
Disagree	0.87%	1
Strongly disagree	0.87%	1
TOTAL		115

Q45 C2.1.1 Do you agree with the following statement?Getting to know other course participants gave me a sense of belonging in the course.

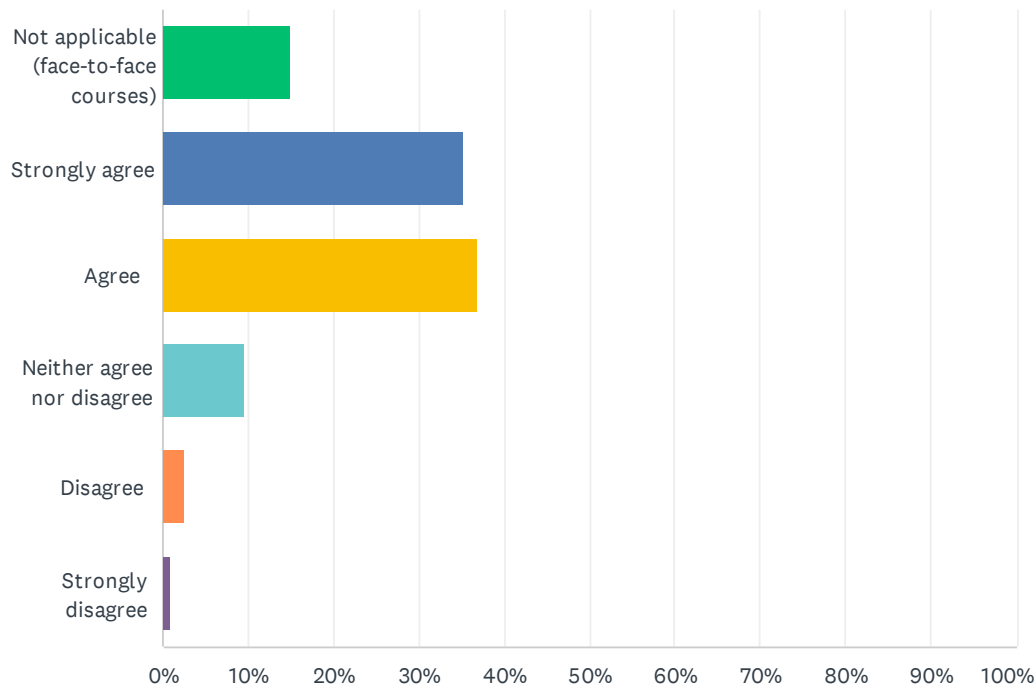
Answered: 114 Skipped: 58



ANSWER CHOICES	RESPONSES	
Not applicable	6.14%	7
Strongly agree	46.49%	53
Agree	36.84%	42
Neither agree nor disagree	9.65%	11
Disagree	0.00%	0
Strongly disagree	0.88%	1
TOTAL		114

Q46 C2.1.2 Do you agree with the following statement? (only applicable for online and blended courses)The online learning platform/system provided adequate tools for social interaction between participants.

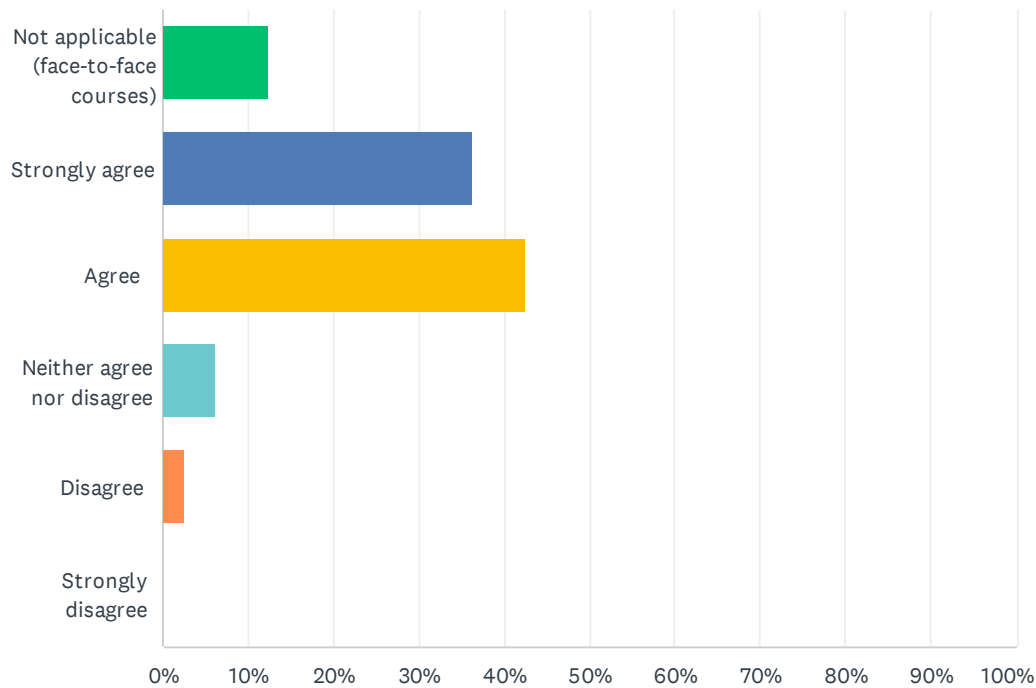
Answered: 114 Skipped: 58



ANSWER CHOICES	RESPONSES	
Not applicable (face-to-face courses)	14.91%	17
Strongly agree	35.09%	40
Agree	36.84%	42
Neither agree nor disagree	9.65%	11
Disagree	2.63%	3
Strongly disagree	0.88%	1
TOTAL		114

Q47 C2.2.1 Do you agree with the following statement? (only applicable for online and blended courses)I felt comfortable conversing through the tools provided in the online learning platform.

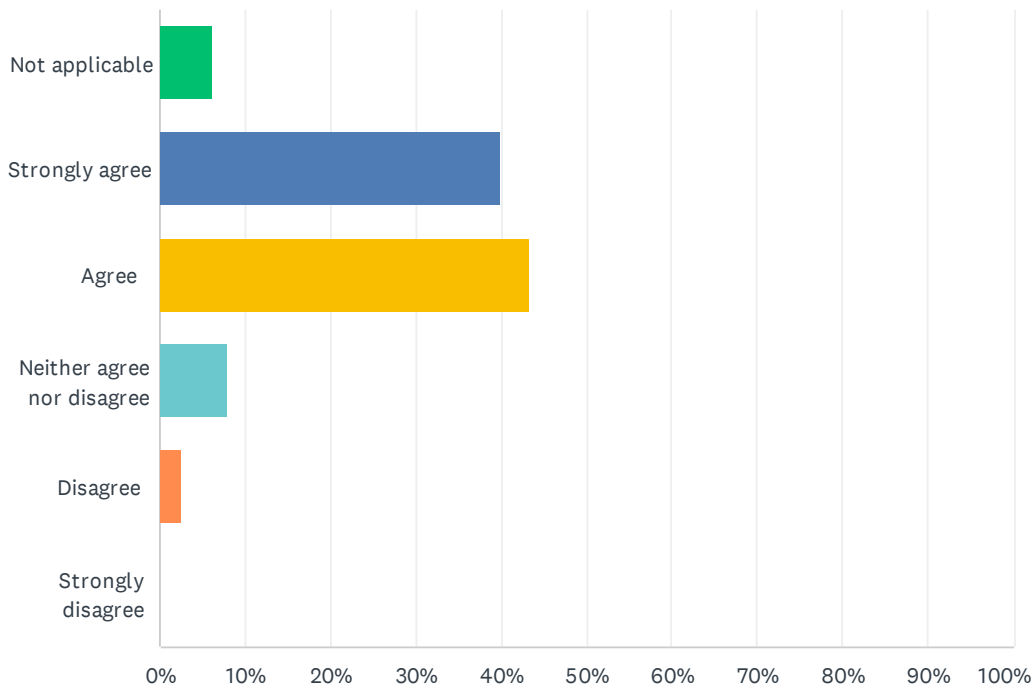
Answered: 113 Skipped: 59



ANSWER CHOICES	RESPONSES	
Not applicable (face-to-face courses)	12.39%	14
Strongly agree	36.28%	41
Agree	42.48%	48
Neither agree nor disagree	6.19%	7
Disagree	2.65%	3
Strongly disagree	0.00%	0
TOTAL		113

Q48 C2.2.2 Do you agree with the following statement?I felt comfortable participating in the course discussions and interacting with other course participants.

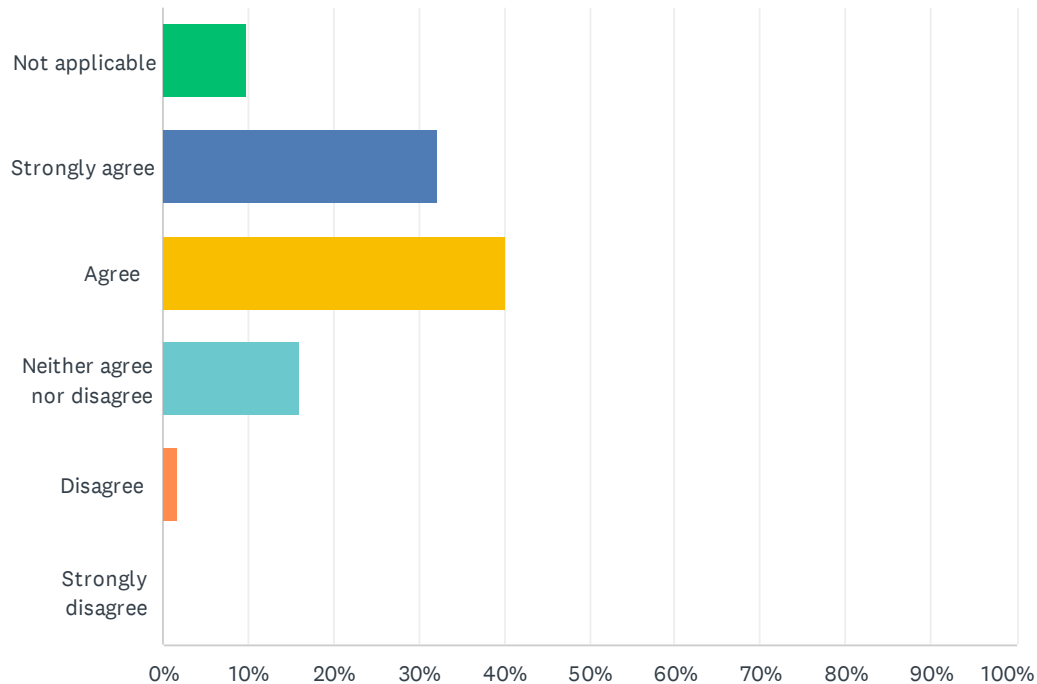
Answered: 113 Skipped: 59



ANSWER CHOICES	RESPONSES	
Not applicable	6.19%	7
Strongly agree	39.82%	45
Agree	43.36%	49
Neither agree nor disagree	7.96%	9
Disagree	2.65%	3
Strongly disagree	0.00%	0
TOTAL		113

Q49 C2.3.1 Do you agree with the following statement? I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.

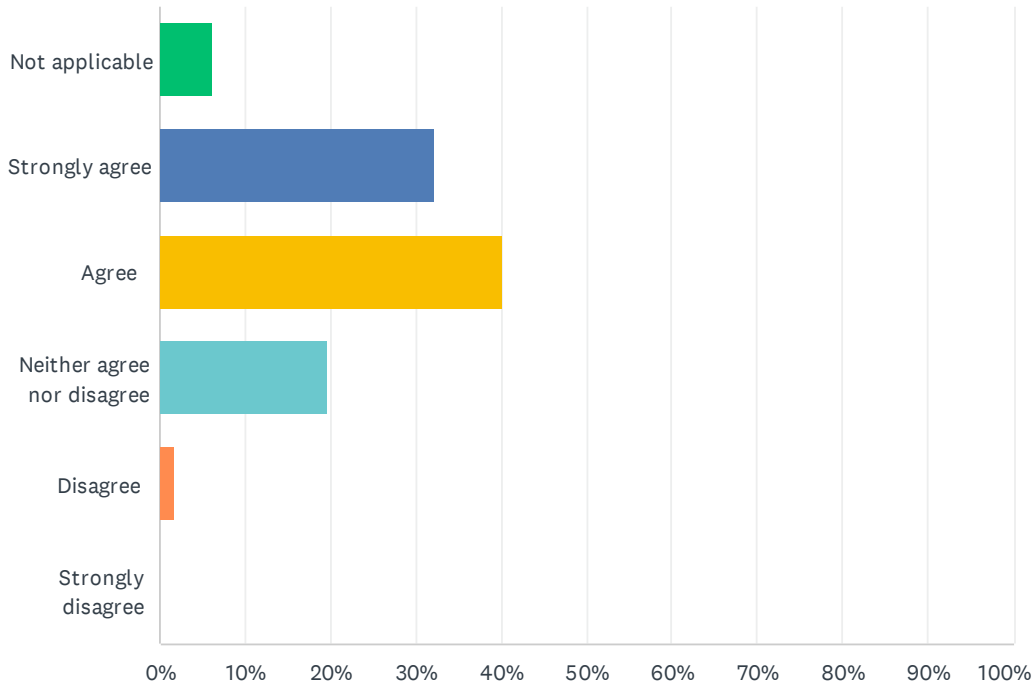
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	9.82%	11
Strongly agree	32.14%	36
Agree	40.18%	45
Neither agree nor disagree	16.07%	18
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q50 C2.3.2 Do you agree with the following statement?I felt that my point of view was acknowledged by other course participants.

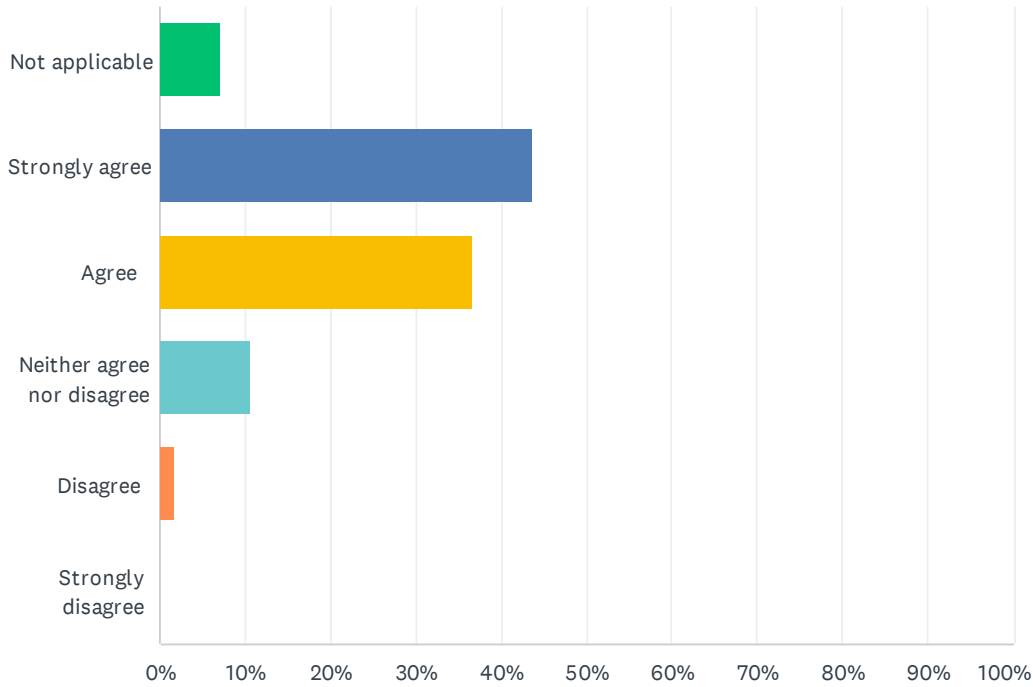
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	6.25%	7
Strongly agree	32.14%	36
Agree	40.18%	45
Neither agree nor disagree	19.64%	22
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q51 C2.3.3 Do you agree with the following statement?Discussions with other course participants helped me to develop a sense of collaboration.

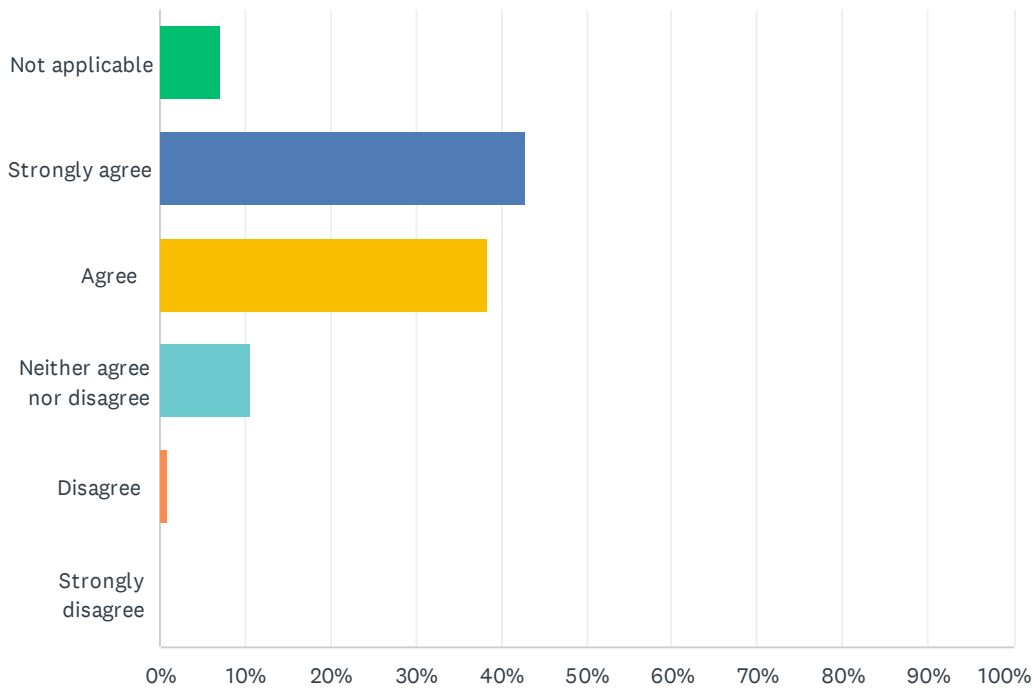
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	7.14%	8
Strongly agree	43.75%	49
Agree	36.61%	41
Neither agree nor disagree	10.71%	12
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q52 C3.1.1 Do you agree with the following statement?Problems presented by other course participants increased my interest in course-related topics and issues.

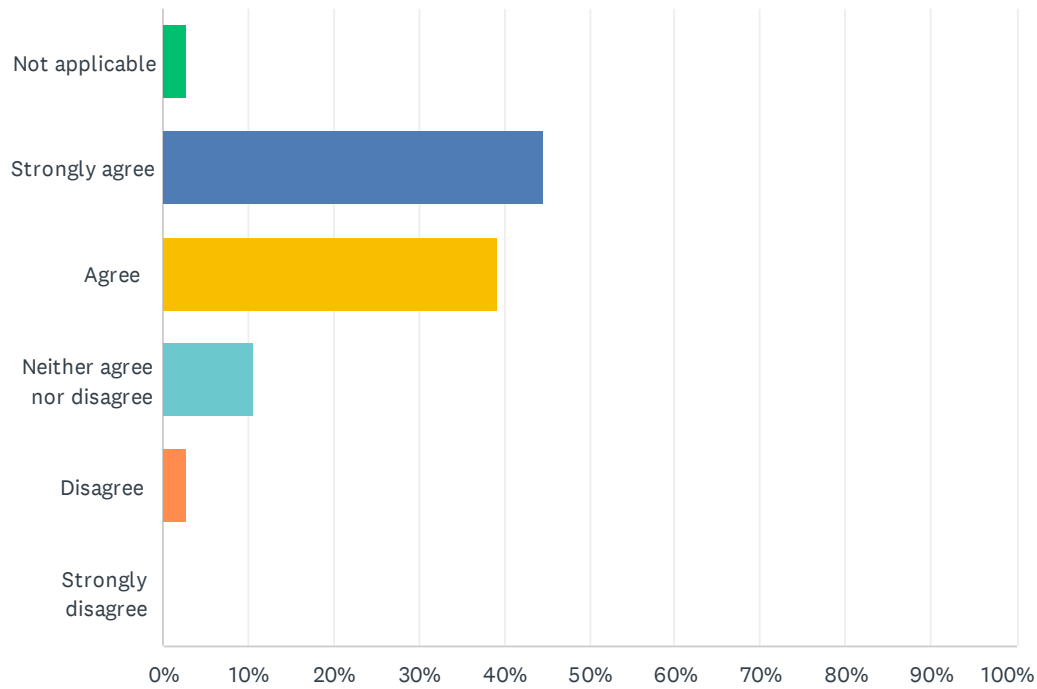
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	7.14%	8
Strongly agree	42.86%	48
Agree	38.39%	43
Neither agree nor disagree	10.71%	12
Disagree	0.89%	1
Strongly disagree	0.00%	0
TOTAL		112

Q53 C3.1.2 Do you agree with the following statement?The talks and presentations in this course were thought provoking.

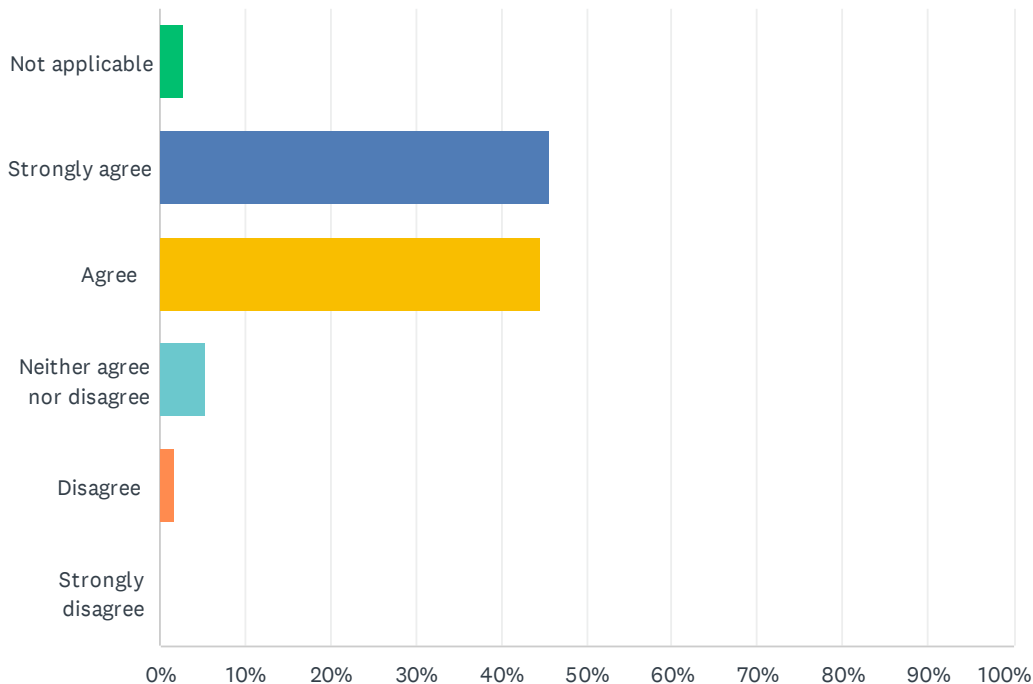
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	2.68%	3
Strongly agree	44.64%	50
Agree	39.29%	44
Neither agree nor disagree	10.71%	12
Disagree	2.68%	3
Strongly disagree	0.00%	0
TOTAL		112

Q54 C3.1.3 Do you agree with the following statement?I felt motivated to explore content-related questions.

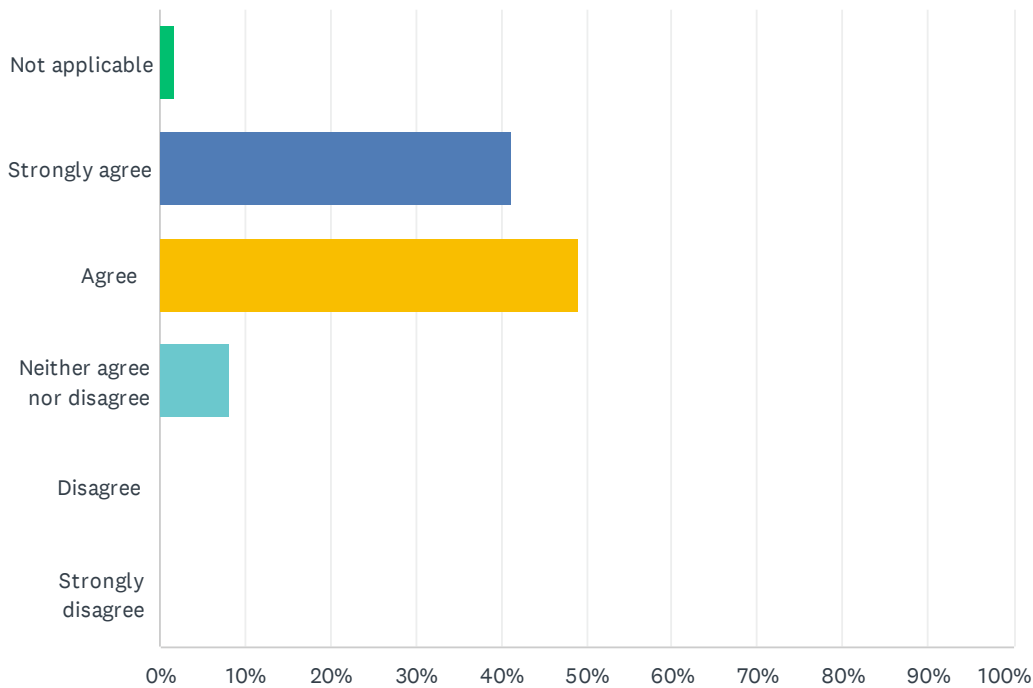
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	2.68%	3
Strongly agree	45.54%	51
Agree	44.64%	50
Neither agree nor disagree	5.36%	6
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q55 C3.2.1 Do you agree with the following statement?I utilized a variety of information sources to explore problems or assignments posed in this course.

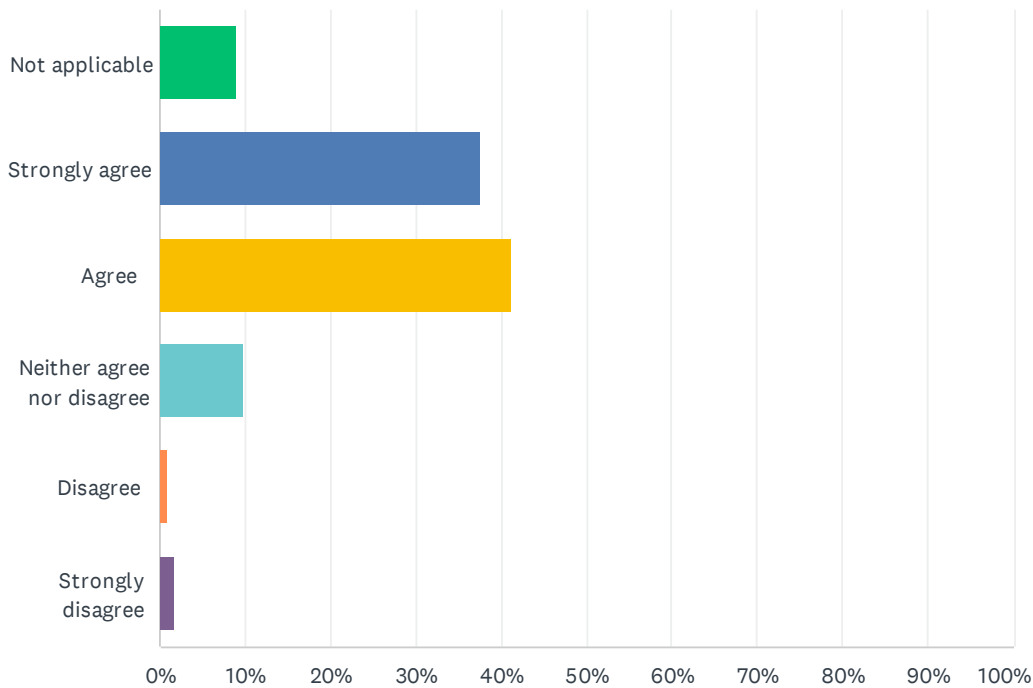
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	1.79%	2
Strongly agree	41.07%	46
Agree	49.11%	55
Neither agree nor disagree	8.04%	9
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		112

Q56 C3.2.2 Do you agree with the following statement?Brainstorming with other participants and finding relevant information together helped me resolve content-related questions.

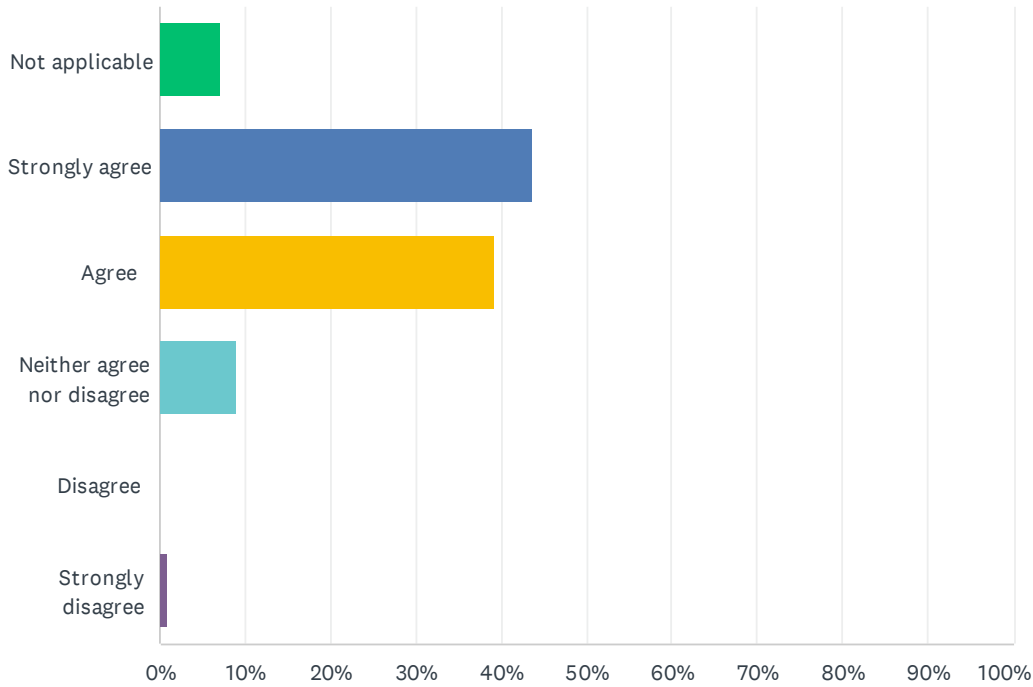
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	8.93%	10
Strongly agree	37.50%	42
Agree	41.07%	46
Neither agree nor disagree	9.82%	11
Disagree	0.89%	1
Strongly disagree	1.79%	2
TOTAL		112

Q57 C3.2.3 Do you agree with the following statement?Discussions were valuable in helping me appreciate different perspectives.

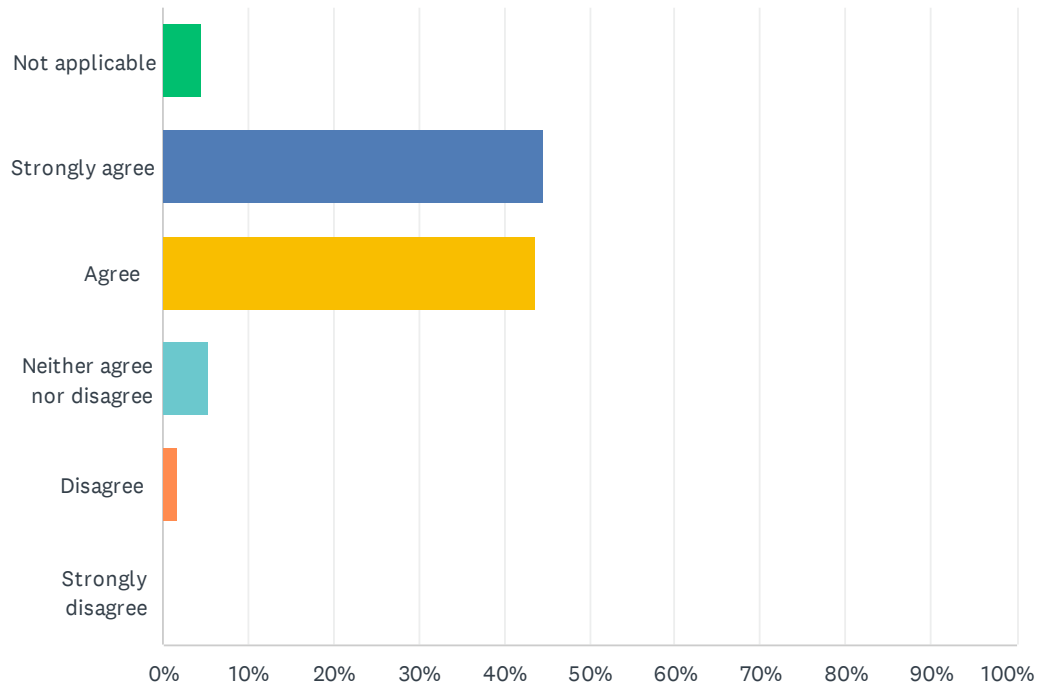
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	7.14%	8
Strongly agree	43.75%	49
Agree	39.29%	44
Neither agree nor disagree	8.93%	10
Disagree	0.00%	0
Strongly disagree	0.89%	1
TOTAL		112

Q58 C3.3.1 Do you agree with the following statement?I was able to combine information learned from different sessions to answer questions raised in course activities.

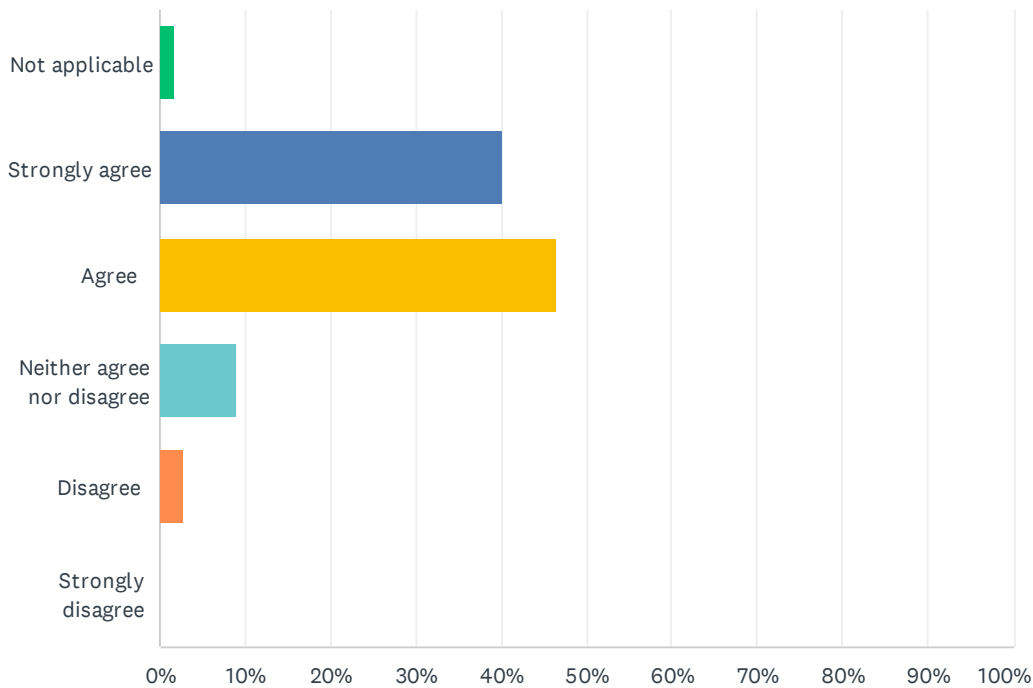
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	4.46%	5
Strongly agree	44.64%	50
Agree	43.75%	49
Neither agree nor disagree	5.36%	6
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q59 C3.3.2 Do you agree with the following statement? Learning activities helped me construct explanations/solutions for the problem I wanted to solve.

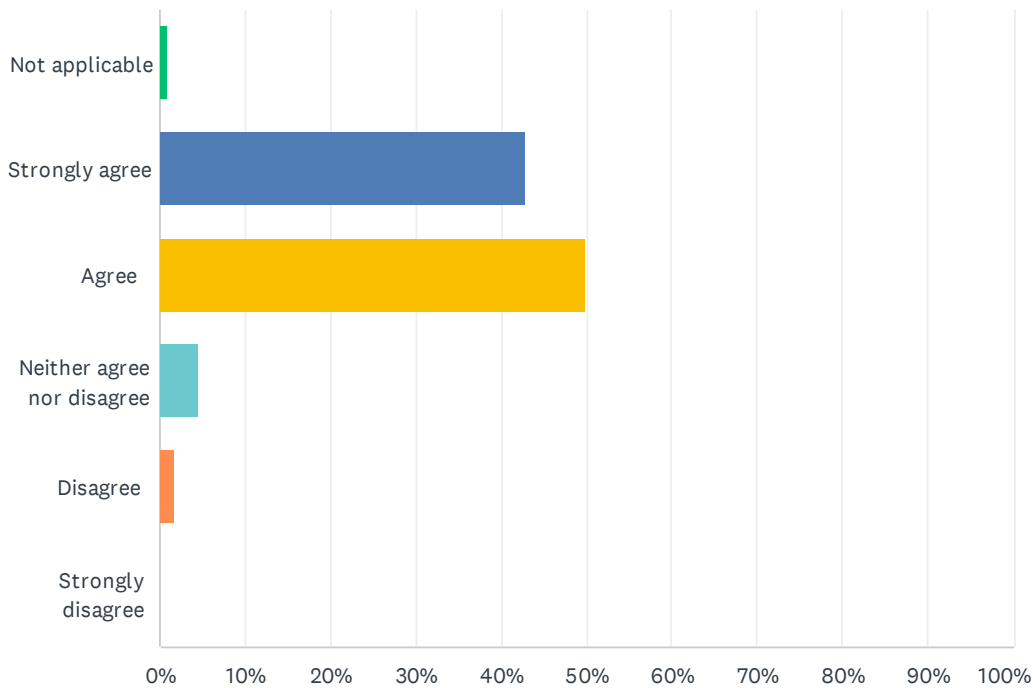
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	1.79%	2
Strongly agree	40.18%	45
Agree	46.43%	52
Neither agree nor disagree	8.93%	10
Disagree	2.68%	3
Strongly disagree	0.00%	0
TOTAL		112

Q60 C3.3.3 Do you agree with the following statement?I was able to reflect on course content and discussions to understand fundamental concepts in this course.

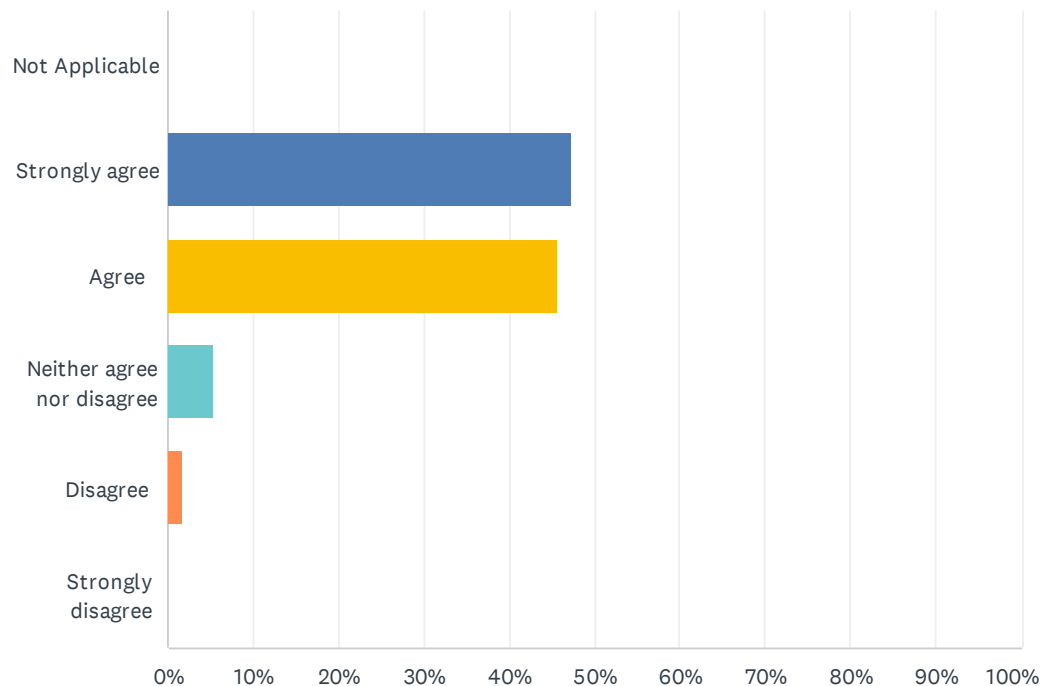
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not applicable	0.89%	1
Strongly agree	42.86%	48
Agree	50.00%	56
Neither agree nor disagree	4.46%	5
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q61 D1.1 Do you agree with the following statement?The course was organised in a logical, consistent and sensible manner.

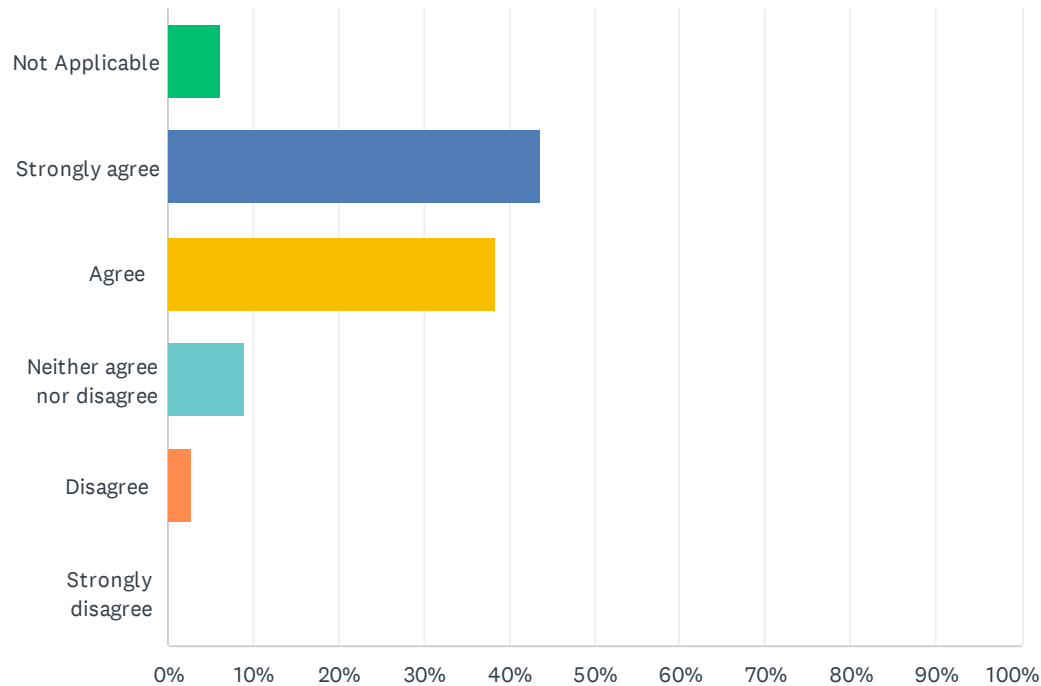
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	0.00%	0
Strongly agree	47.32%	53
Agree	45.54%	51
Neither agree nor disagree	5.36%	6
Disagree	1.79%	2
Strongly disagree	0.00%	0
TOTAL		112

Q62 D1.2 Do you agree with the following statement? When I had questions or needed support in any aspect of the learning process (e.g. interacting with course materials, understanding the content, studying individually...), I was able to receive timely and effective help from tutor(s)/facilitator(s).

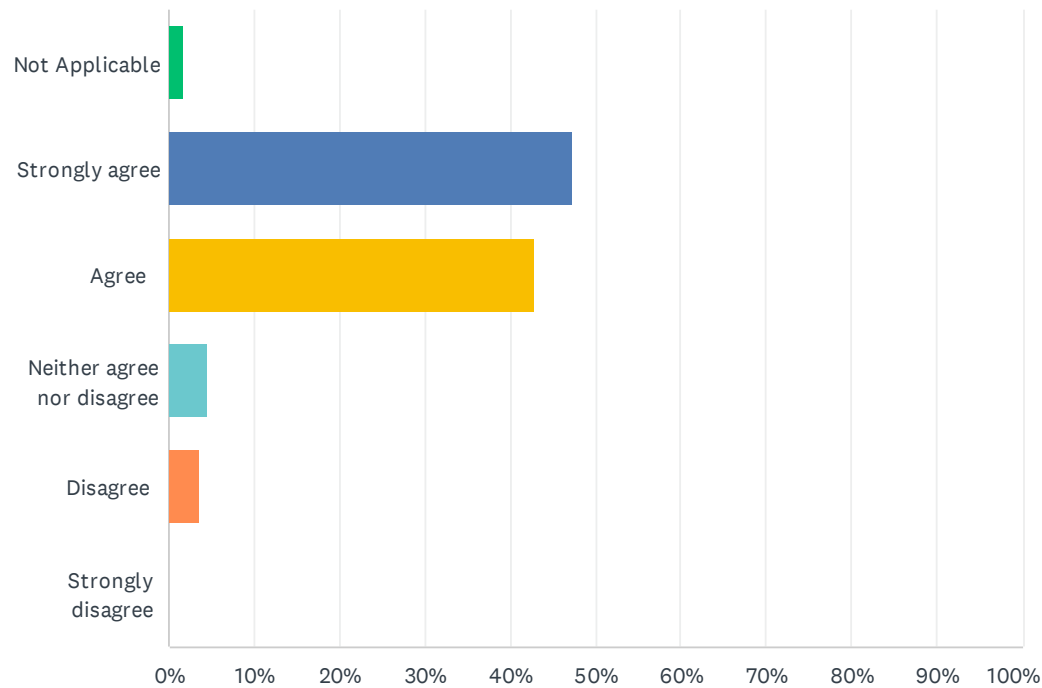
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	6.25%	7
Strongly agree	43.75%	49
Agree	38.39%	43
Neither agree nor disagree	8.93%	10
Disagree	2.68%	3
Strongly disagree	0.00%	0
TOTAL		112

Q63 D1.3 Do you agree with the following statement?I was provided with all the necessary learning resources (e.g. literature, tools, software...) for completing the course successfully.

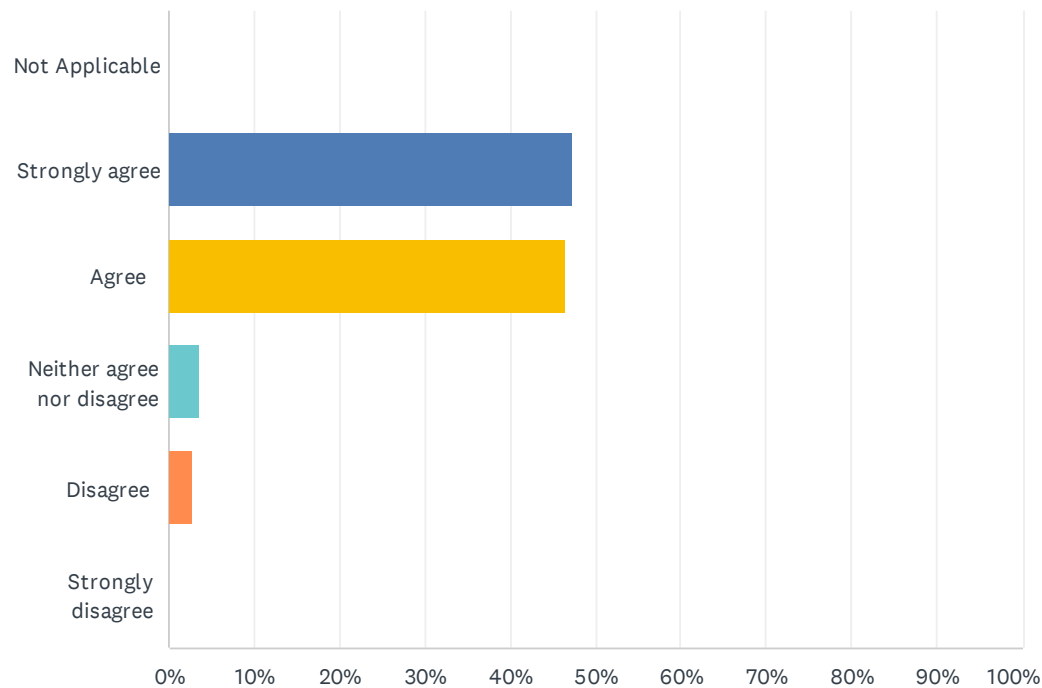
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	1.79%	2
Strongly agree	47.32%	53
Agree	42.86%	48
Neither agree nor disagree	4.46%	5
Disagree	3.57%	4
Strongly disagree	0.00%	0
TOTAL		112

Q64 D1.4 Do you agree with the following statement?The learning resources provided in the course are relevant and of high quality.

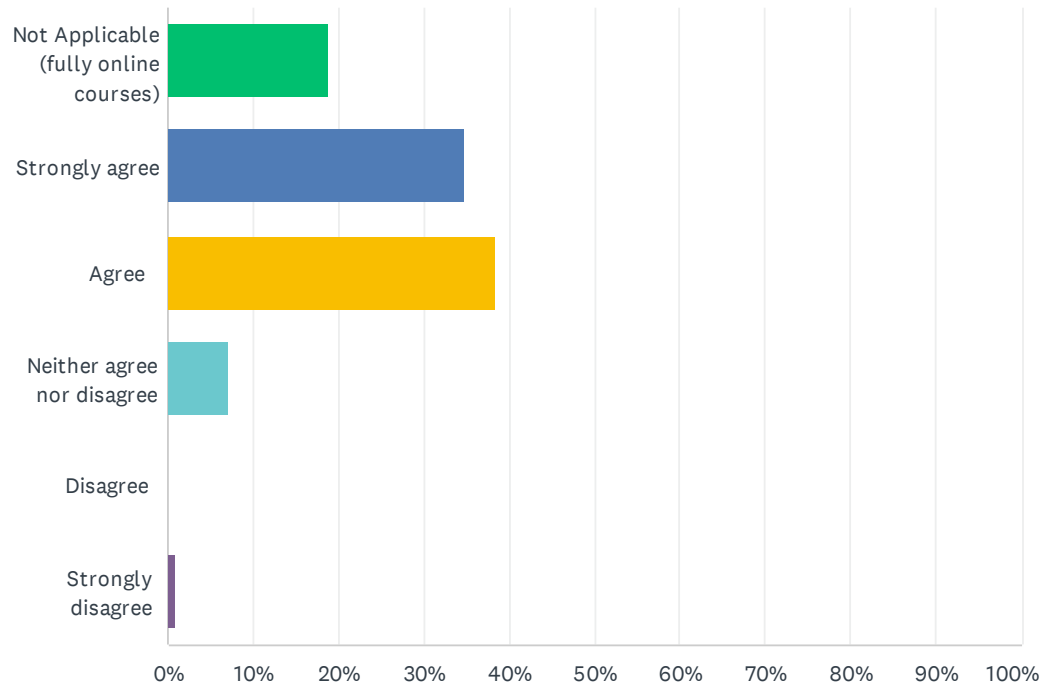
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	0.00%	0
Strongly agree	47.32%	53
Agree	46.43%	52
Neither agree nor disagree	3.57%	4
Disagree	2.68%	3
Strongly disagree	0.00%	0
TOTAL		112

Q65 D2.1 Do you agree with the following statement? (only applicable for face-to-face and blended courses) I was sufficiently supported in using the learning facilities necessary to successfully complete the course

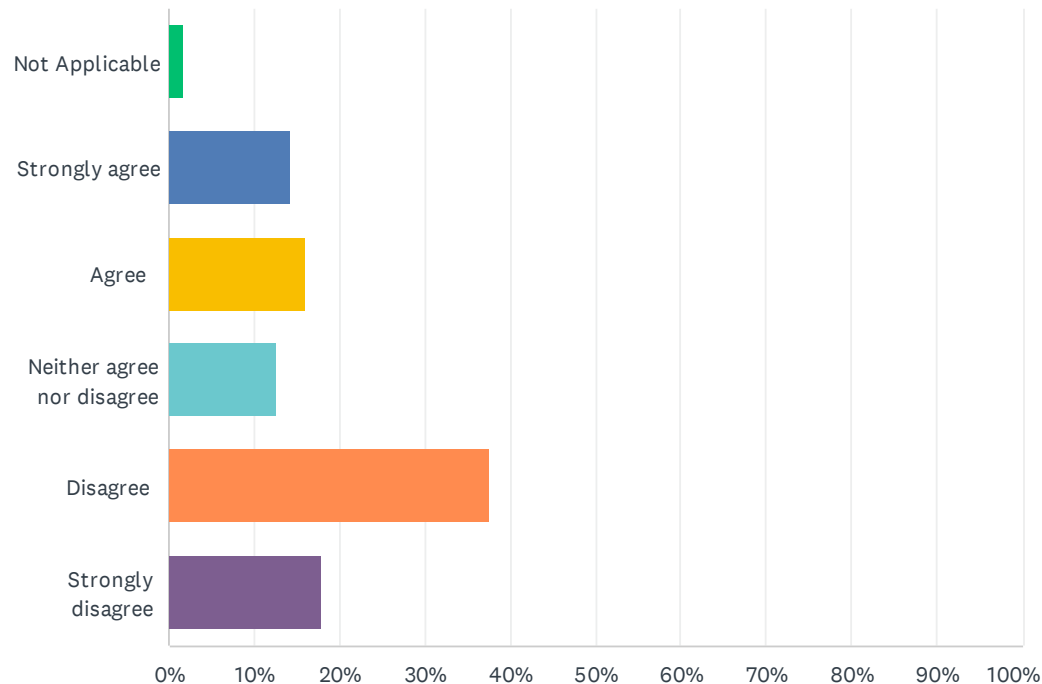
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable (fully online courses)	18.75%	21
Strongly agree	34.82%	39
Agree	38.39%	43
Neither agree nor disagree	7.14%	8
Disagree	0.00%	0
Strongly disagree	0.89%	1
TOTAL		112

Q66 D2.2 Do you agree with the following statement?I had many technical issues in this course.

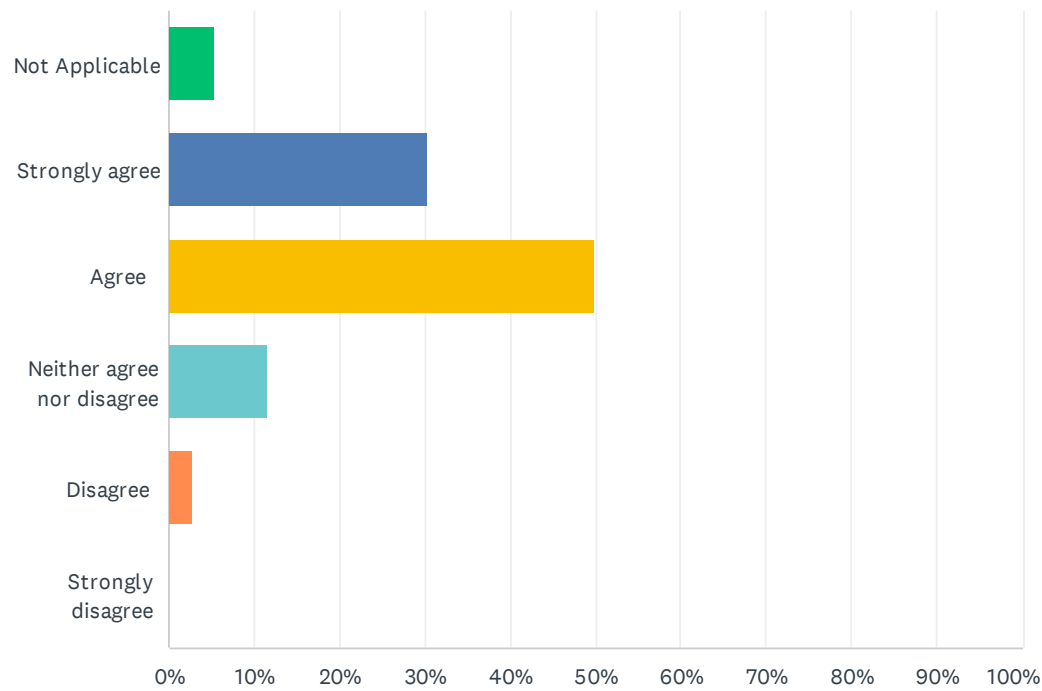
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	1.79%	2
Strongly agree	14.29%	16
Agree	16.07%	18
Neither agree nor disagree	12.50%	14
Disagree	37.50%	42
Strongly disagree	17.86%	20
TOTAL		112

Q67 D2.3 Do you agree with the following statement?I knew where to ask for help when I had any technical or practical issues.

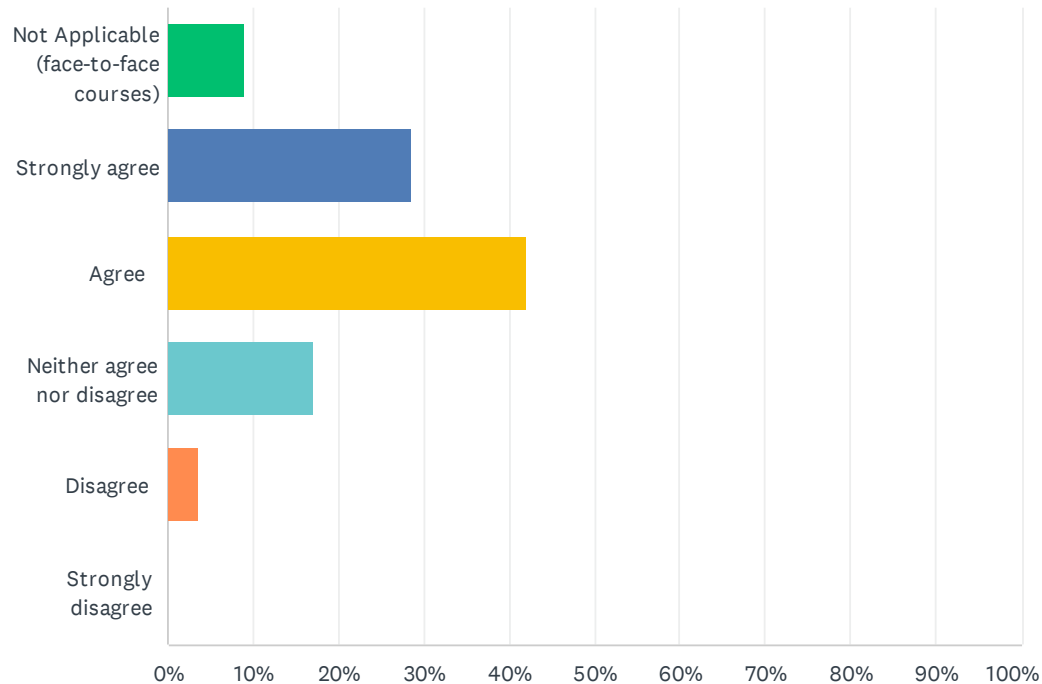
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	5.36%	6
Strongly agree	30.36%	34
Agree	50.00%	56
Neither agree nor disagree	11.61%	13
Disagree	2.68%	3
Strongly disagree	0.00%	0
TOTAL		112

Q68 D2.4 Do you agree with the following statement? (only applicable for online and blended courses) Technical support responded to my issues in a timely manner.

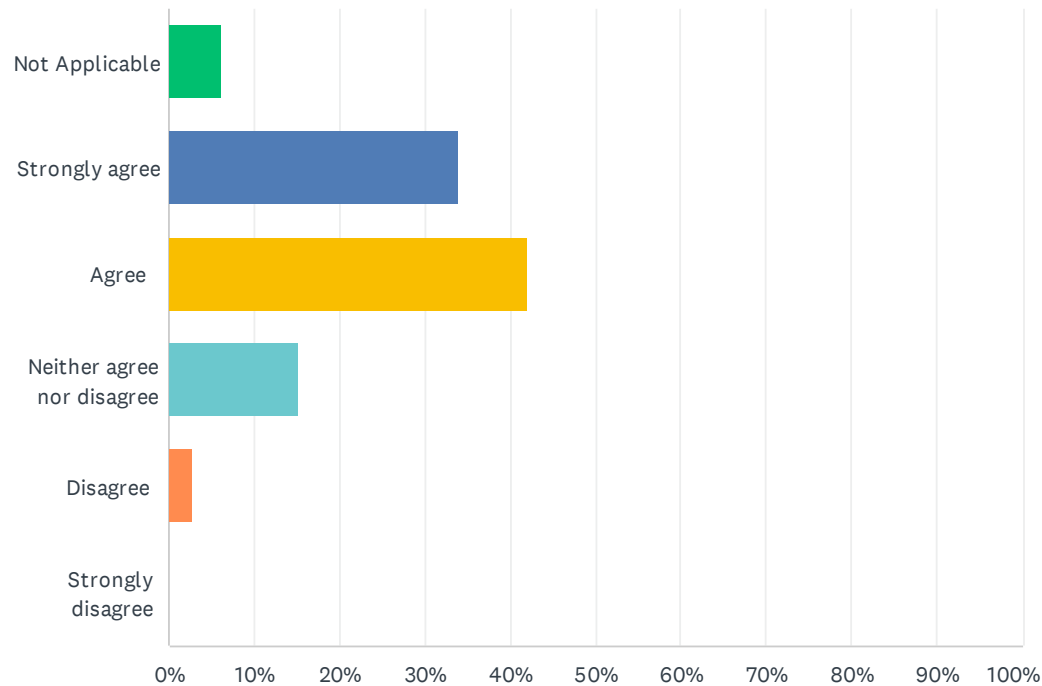
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable (face-to-face courses)	8.93%	10
Strongly agree	28.57%	32
Agree	41.96%	47
Neither agree nor disagree	16.96%	19
Disagree	3.57%	4
Strongly disagree	0.00%	0
TOTAL		112

Q69 D2.5 Do you agree with the following statement?Technical support was effective in resolving my issues.

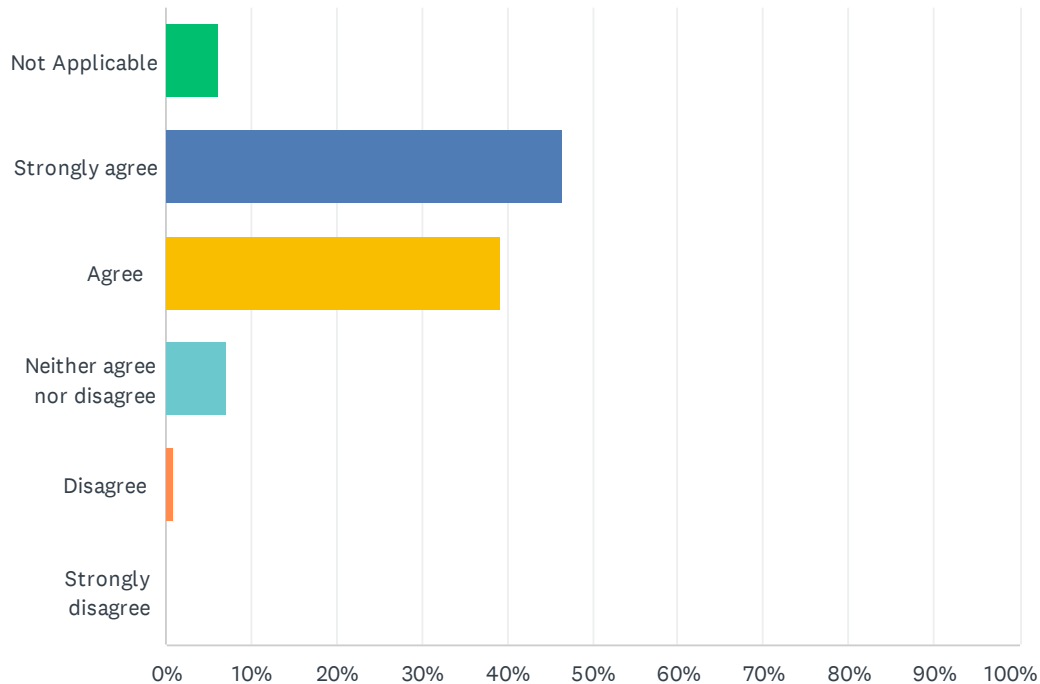
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	6.25%	7
Strongly agree	33.93%	38
Agree	41.96%	47
Neither agree nor disagree	15.18%	17
Disagree	2.68%	3
Strongly disagree	0.00%	0
TOTAL		112

Q70 D3.1 Do you agree with the following statement? (only applicable for online and blended courses)I found it easy to access the online learning system e-Campus.

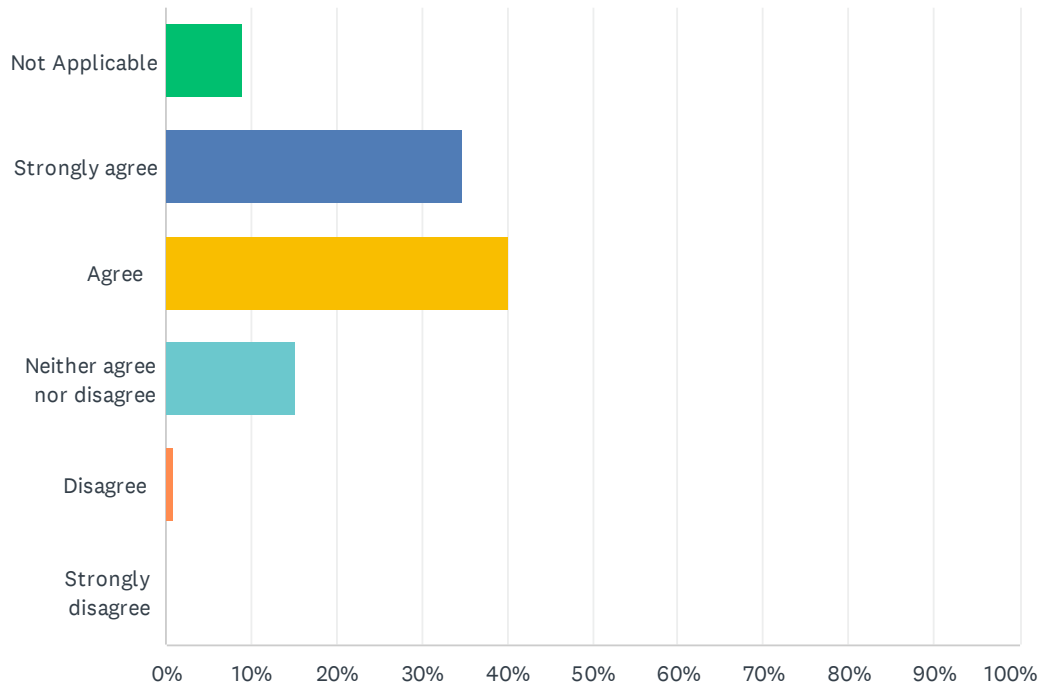
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	6.25%	7
Strongly agree	46.43%	52
Agree	39.29%	44
Neither agree nor disagree	7.14%	8
Disagree	0.89%	1
Strongly disagree	0.00%	0
TOTAL		112

Q71 D3.2 Do you agree with the following statement? (only applicable for online and blended courses) I knew where to ask for help when I had any technical issues with the online learning system e-Campus

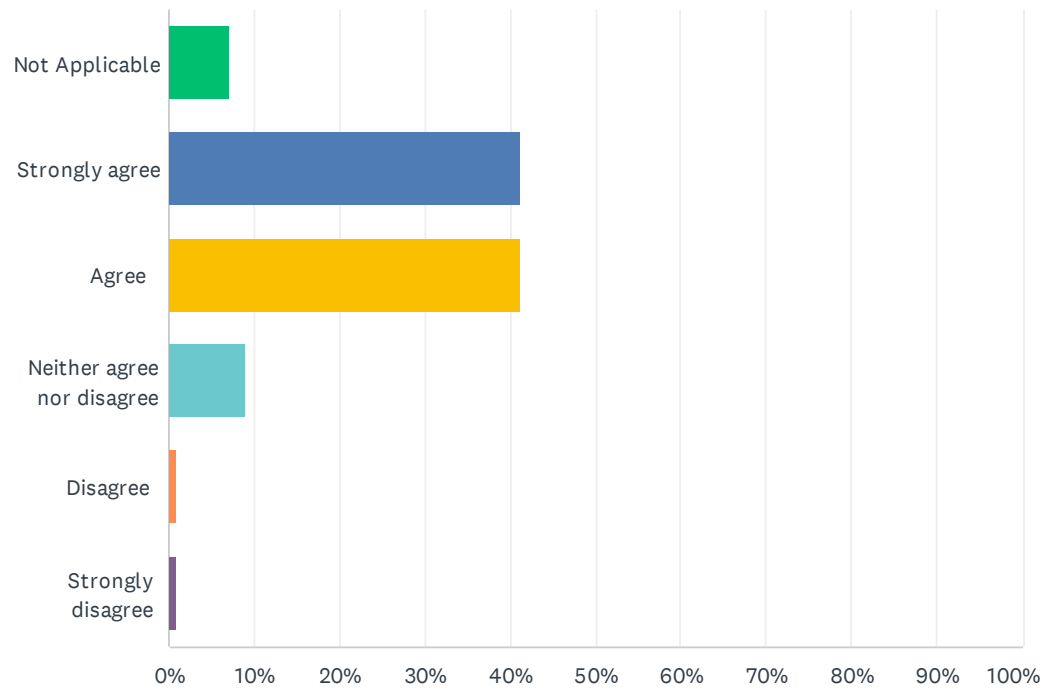
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	8.93%	10
Strongly agree	34.82%	39
Agree	40.18%	45
Neither agree nor disagree	15.18%	17
Disagree	0.89%	1
Strongly disagree	0.00%	0
TOTAL		112

Q72 D3.3 Do you agree with the following statement? (only applicable for online and blended courses) I found it easy to navigate in the online learning system e-Campus.

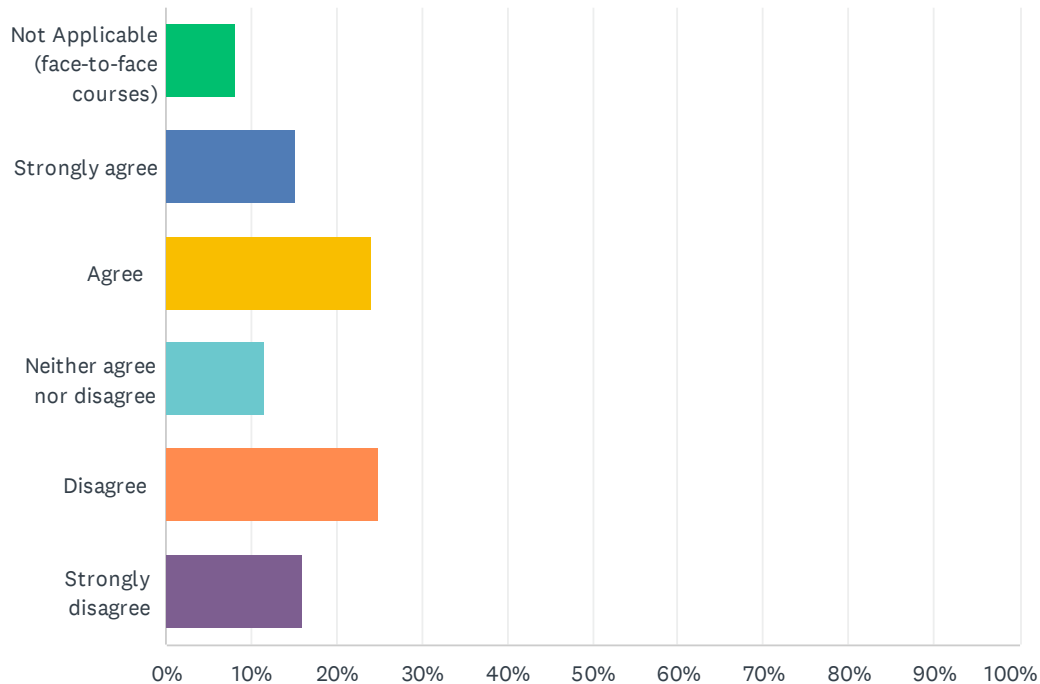
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable	7.14%	8
Strongly agree	41.07%	46
Agree	41.07%	46
Neither agree nor disagree	8.93%	10
Disagree	0.89%	1
Strongly disagree	0.89%	1
TOTAL		112

Q73 D3.4 Do you agree with the following statement? (only relevant for online & blended courses) I had regular issues with Internet connectivity that disrupted online learning.

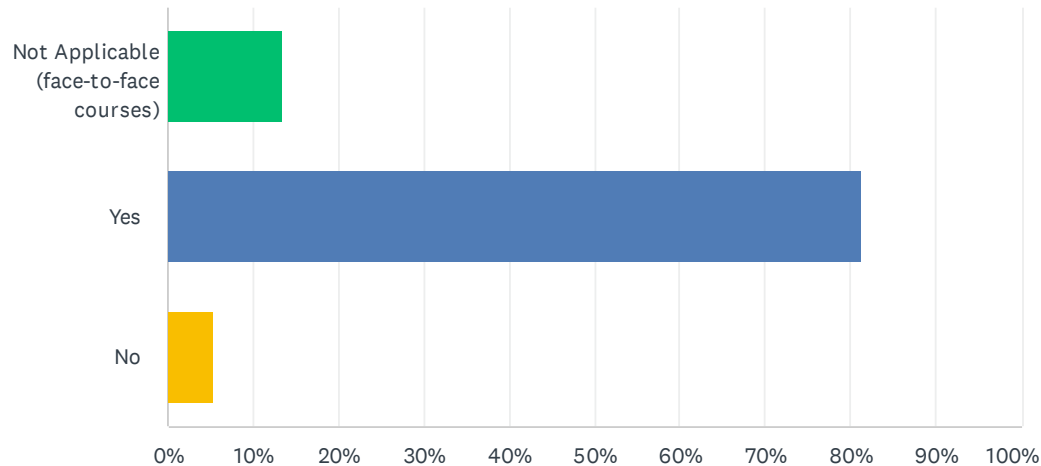
Answered: 112 Skipped: 60



ANSWER CHOICES	RESPONSES	
Not Applicable (face-to-face courses)	8.04%	9
Strongly agree	15.18%	17
Agree	24.11%	27
Neither agree nor disagree	11.61%	13
Disagree	25.00%	28
Strongly disagree	16.07%	18
TOTAL		112

Q74 D4.1: Do you agree with the following statement? (only relevant for online & blended courses)I was able to freely choose and use different devices (laptops and mobiles) to pursue online learning.

Answered: 112 Skipped: 60

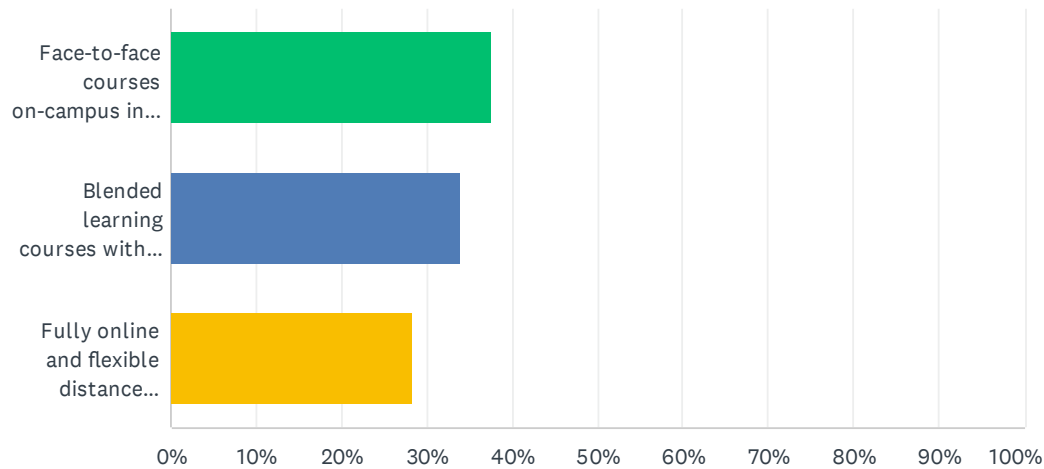


ANSWER CHOICES	RESPONSES	
Not Applicable (face-to-face courses)	13.39%	15
Yes	81.25%	91
No	5.36%	6
TOTAL		112

#	IF NOT, PLEASE SPECIFY THE DEVICES THAT YOU COULD NOT USE.	DATE
1	certain navigateurs marchent mieux que d'autre (Chrome que je n'utilise presque pas fonctionnait mieux que Firefox)	7/22/2025 2:59 PM
2	Ordinateur portable, mobile et les outils didactiques	7/22/2025 11:43 AM
3	cellphone	7/18/2025 8:33 AM
4	Telemoveis	7/16/2025 3:45 PM
5	Je n'ai pas d'ordinateur portable mais j'ai utilisé mon téléphone.	7/16/2025 1:02 PM
6	difficulté pour utiliser les 2.si je commence avec le mobile pour changer au laptop la plate forme ne s'ouvre pas.	7/10/2025 2:39 PM
7	Mobile Phone	7/7/2025 8:13 PM
8	N/A	7/7/2025 6:59 PM
9	laptops and mobiles both	7/7/2025 4:05 PM

Q75 E1. Regarding your experiences with learning, what would you prefer in the future?

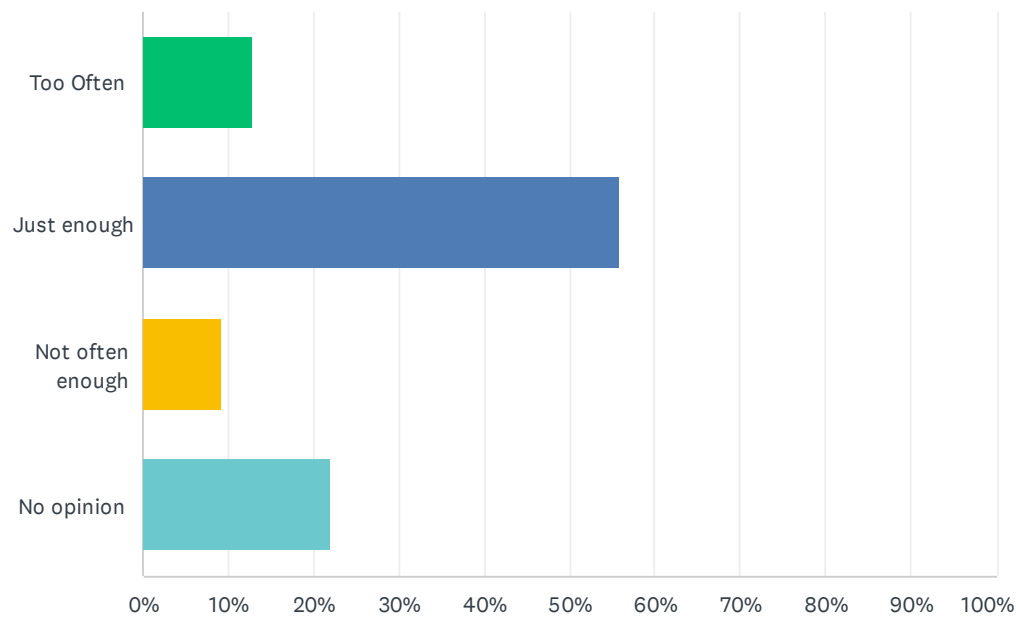
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Face-to-face courses on-campus in Turin or at regional training centers.	37.61%	41
Blended learning courses with a combination of face-to-face and online sessions.	33.94%	37
Fully online and flexible distance learning courses.	28.44%	31
TOTAL		109

Q76 E2.1: Asynchronous discussion forum.

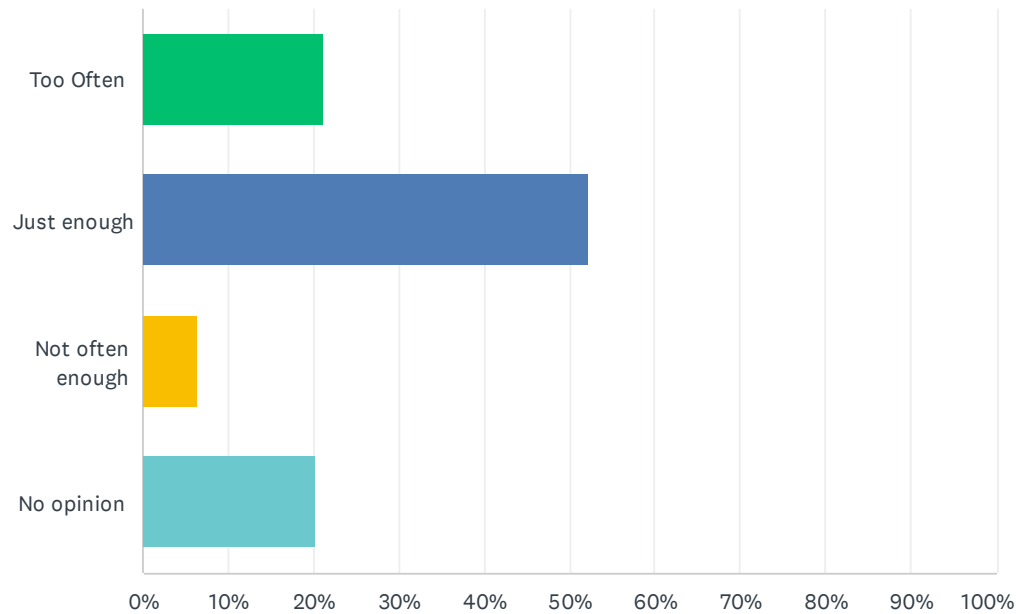
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Too Often	12.84%	14
Just enough	55.96%	61
Not often enough	9.17%	10
No opinion	22.02%	24
TOTAL		109

Q77 E2.2: Synchronous video conferencing (e.g., a webinar via Zoom).

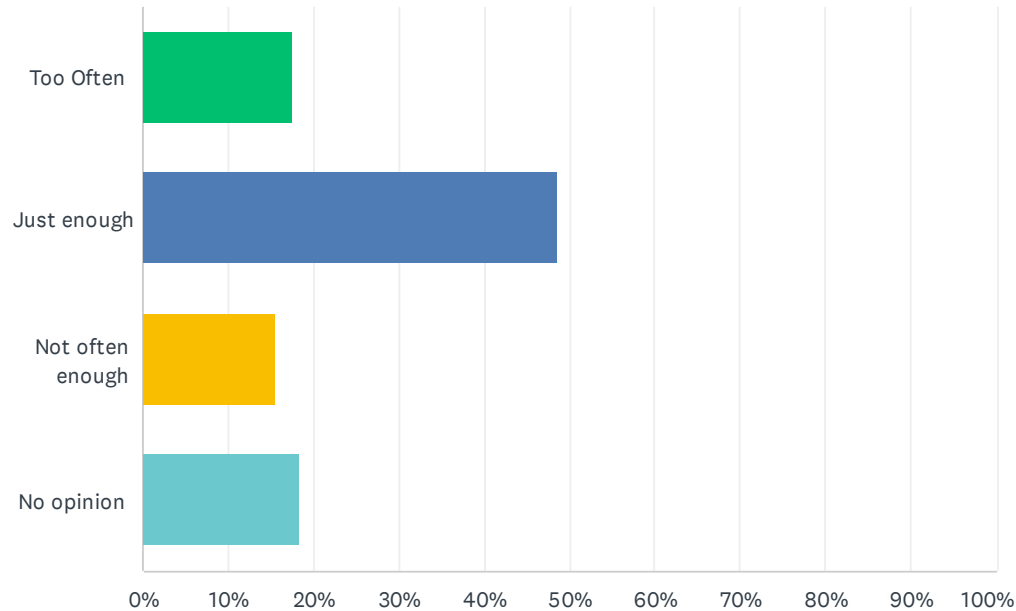
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Too Often	21.10%	23
Just enough	52.29%	57
Not often enough	6.42%	7
No opinion	20.18%	22
TOTAL		109

Q78 E2.3: Asynchronous video content (e.g., a recorded guest lecture or video presentation).

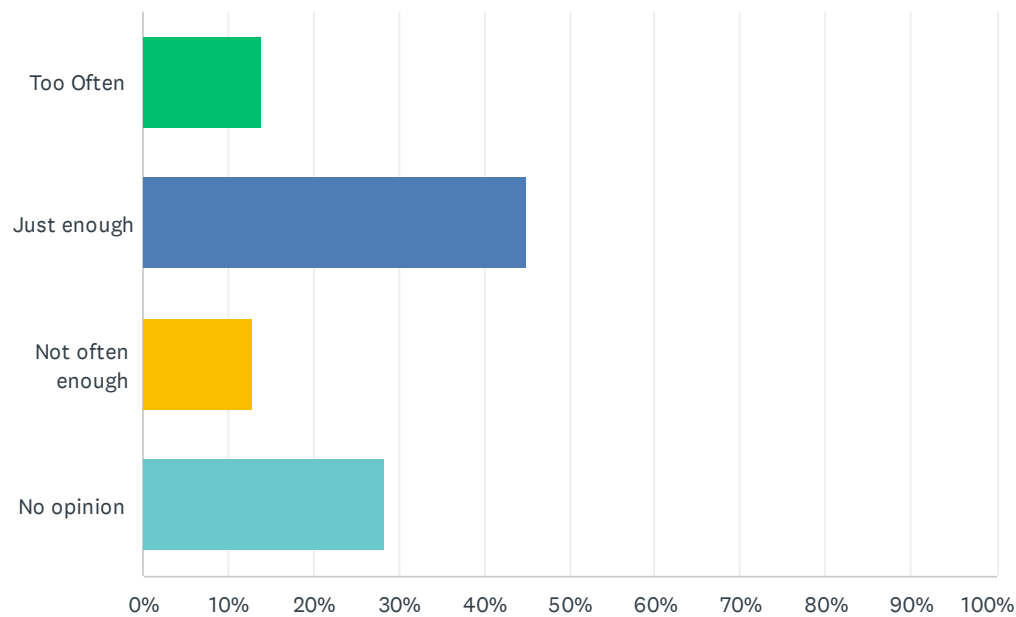
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Too Often	17.43%	19
Just enough	48.62%	53
Not often enough	15.60%	17
No opinion	18.35%	20
TOTAL		109

Q79 E2.4: Simulations in virtual environments (virtual reality).

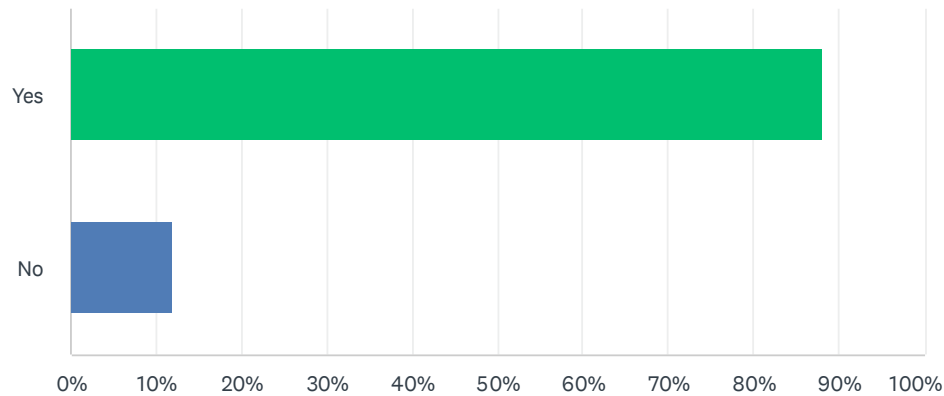
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Too Often	13.76%	15
Just enough	44.95%	49
Not often enough	12.84%	14
No opinion	28.44%	31
TOTAL		109

Q80 E3. Did the mode of delivery of this course (i.e. online, face-to-face or blended) align with your schedule and availability?

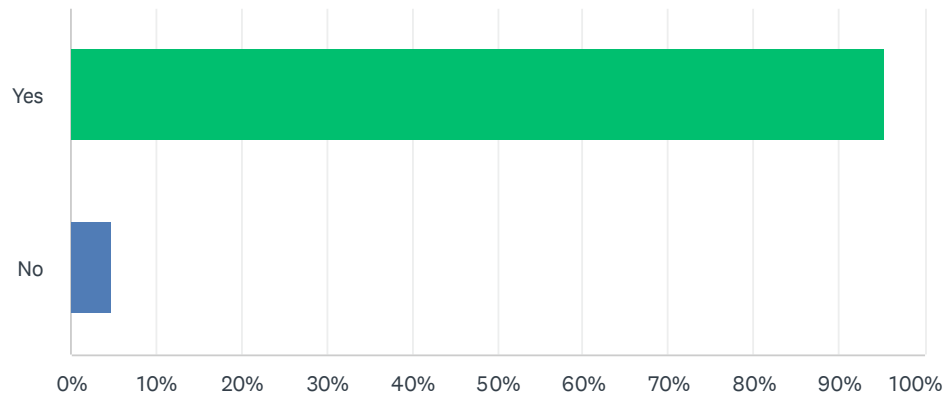
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	88.07%	96
No	11.93%	13
TOTAL		109

Q81 E4. Did the mode of delivery of this course (online, face-to-face or blended) effectively address your learning needs and preferences?

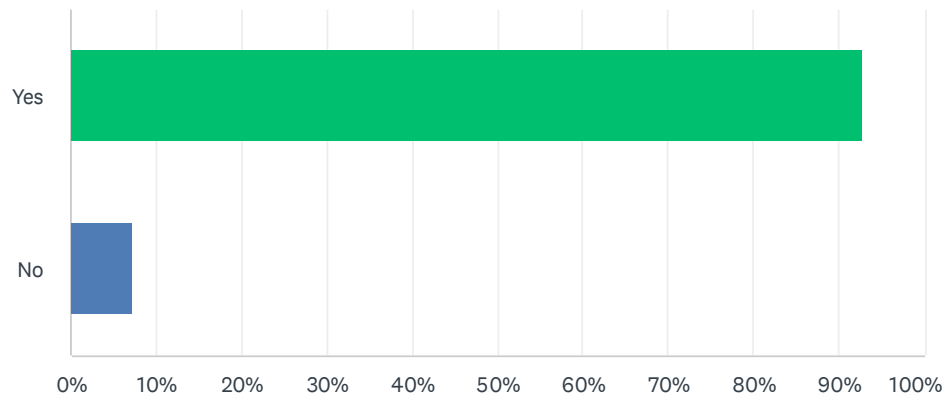
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	95.41%	104
No	4.59%	5
TOTAL		109

Q82 E5. Did the mode of delivery of this course (online, face-to-face or blended) provide the necessary flexibility or structure required for your learning style?

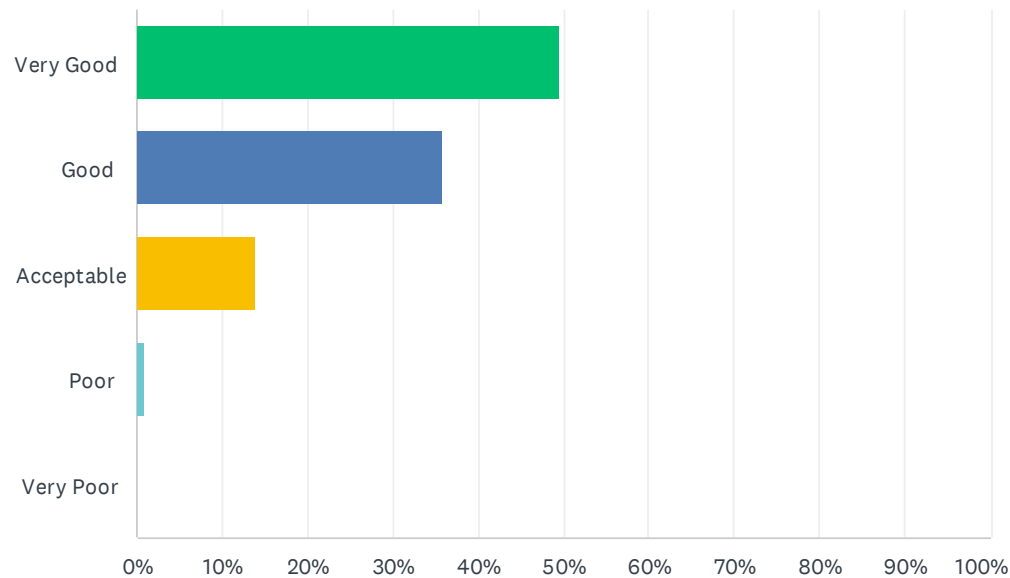
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	92.66%	101
No	7.34%	8
TOTAL		109

Q83 E6. How would you rate the level of engagement and interaction available with this specific mode of delivery (online, face to face or blended)?

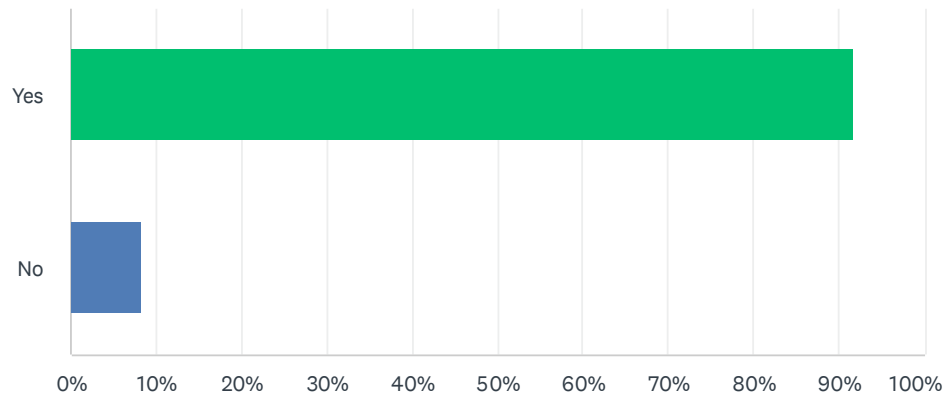
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Very Good	49.54%	54
Good	35.78%	39
Acceptable	13.76%	15
Poor	0.92%	1
Very Poor	0.00%	0
TOTAL		109

Q84 E7. Were there sufficient opportunities for participation, collaboration, and discussion?

Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	91.74%	100
No	8.26%	9
TOTAL		109

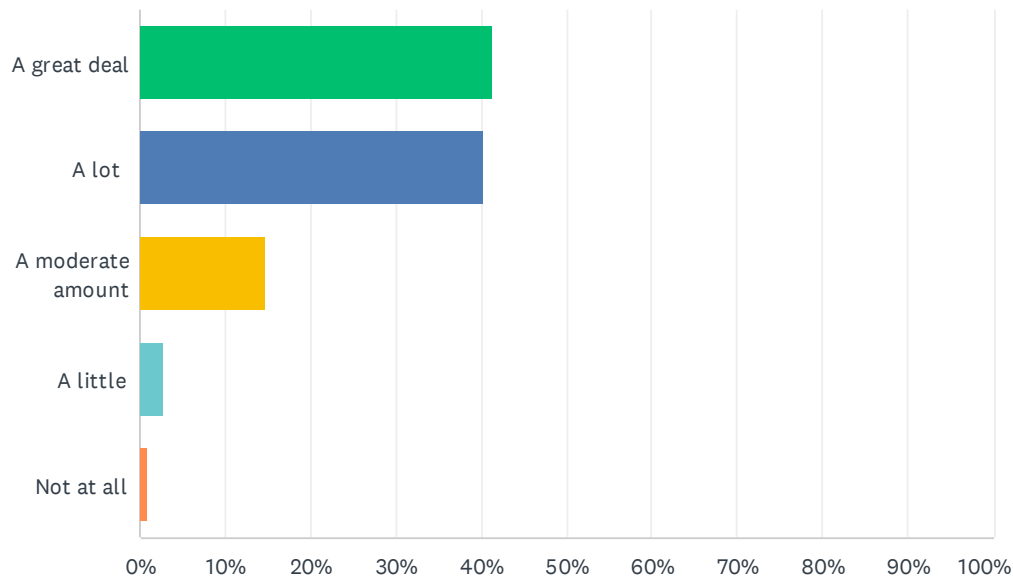
Q85 E8. If NO, what was missing?

Answered: 8 Skipped: 164

#	RESPONSES	DATE
1	Presentations took the entire time	7/22/2025 1:19 PM
2	Life interactions	7/22/2025 10:58 AM
3	Tem menos cursos em Português o que gera exclusão	7/18/2025 10:03 AM
4	interaction with other participants	7/18/2025 8:42 AM
5	contrainte liée au temps et agenda des cours trop chargé	7/17/2025 8:00 PM
6	It was recorded	7/16/2025 4:10 PM
7	It was a masterclass	7/15/2025 8:39 AM
8	N/A	7/7/2025 7:03 PM

Q86 E9. How well did the mode of delivery of the course (online, face-to-face or blended) allow for sufficient support and guidance throughout the training?

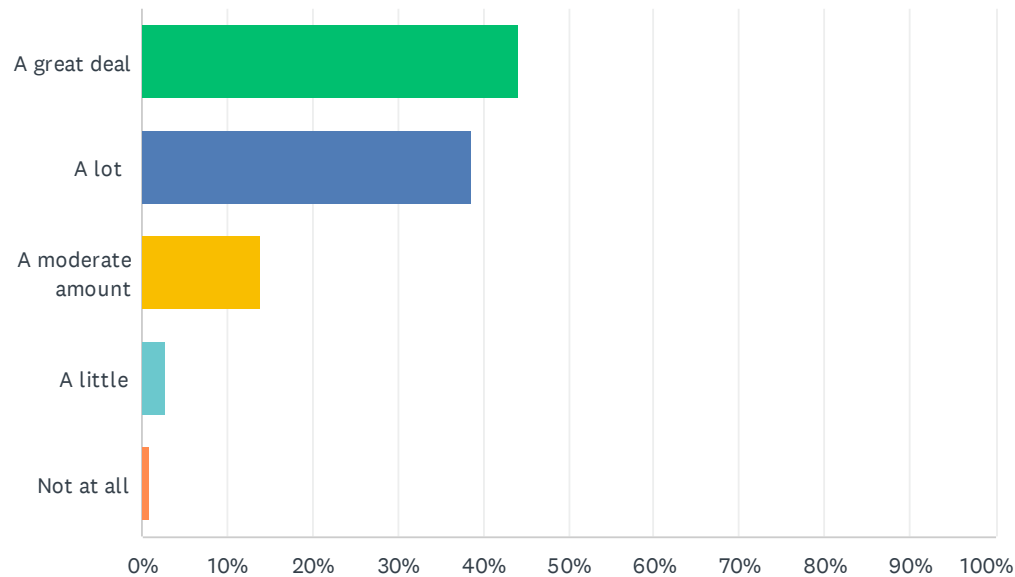
Answered: 109 Skipped: 63



ANSWER CHOICES		RESPONSES	
A great deal		41.28%	45
A lot		40.37%	44
A moderate amount		14.68%	16
A little		2.75%	3
Not at all		0.92%	1
TOTAL			109

Q87 E10. How well did the mode of delivery of this course (online, face-to-face or blended) support the achievement of the learning objectives?

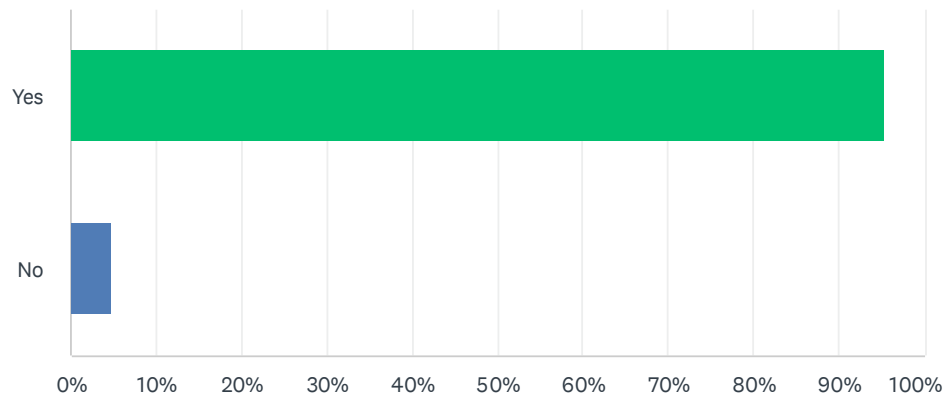
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
A great deal	44.04%	48
A lot	38.53%	42
A moderate amount	13.76%	15
A little	2.75%	3
Not at all	0.92%	1
TOTAL		109

Q88 E11. Did you feel that the mode of delivery (online, face to face or blended) enhanced your understanding and application of the course content?

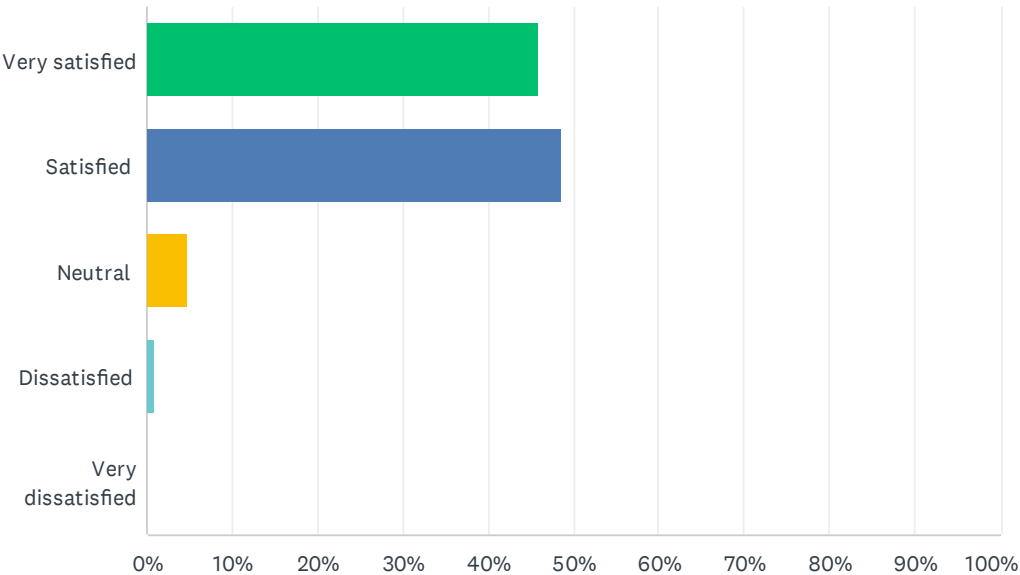
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	95.41%	104
No	4.59%	5
TOTAL		109

Q89 E12. Were you satisfied with the mode of delivery that was used for this course?

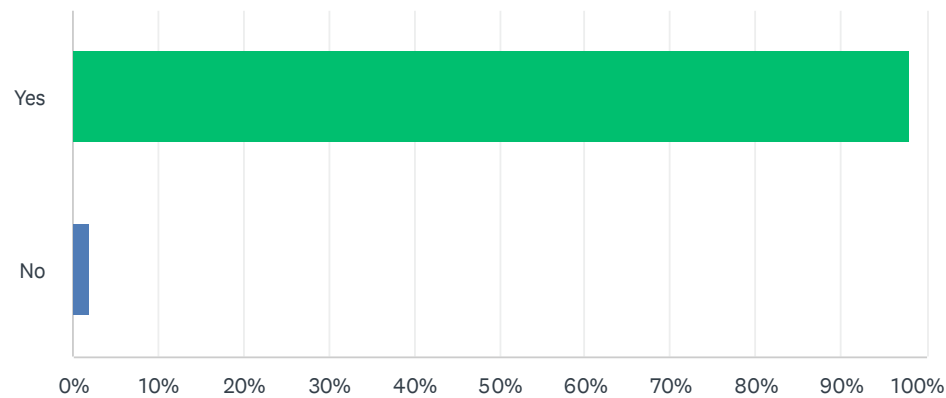
Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Very satisfied	45.87%	50
Satisfied	48.62%	53
Neutral	4.59%	5
Dissatisfied	0.92%	1
Very dissatisfied	0.00%	0
TOTAL		109

Q90 E13. Would you recommend following a ITCILO course with this specific mode of delivery to others?

Answered: 109 Skipped: 63



ANSWER CHOICES	RESPONSES	
Yes	98.17%	107
No	1.83%	2
TOTAL		109

Q91 E14. Do you have any suggestions or recommendations for improving the specific mode of delivery of your course to better reach and serve the target groups?

Answered: 62 Skipped: 110

#	RESPONSES	DATE
1	Not at the moment	7/23/2025 10:29 PM
2	my suggestions, it is better to communicate with facilitator or instructors in live session before the course completed.	7/23/2025 6:49 PM
3	Au cours des formations en présentielle, y intégrer des petites immersion professionnelles. Pour celles à distance, présenter des situations réelles proches des réalités des pays de la plupart des participants	7/23/2025 12:59 AM
4	Yes but too early to ask but will mention later and Thank you for all of your hard works. Peace.	7/22/2025 10:07 PM
5	No	7/22/2025 4:39 PM
6	L'un de mes grands regrets par rapport à ce cours est que j'avais l'impression que les intervenants travaillaient "en silo", chacun amenait de nouveaux concepts avec de nouveaux case studies, ce qui signifiait "sauter" d'un cas d'étude à l'autre hebdomadairement, chose que j'ai trouvée un peu "épuisant". Il aurait pu être plus judicieux de peut-être créer un cas d'étude qui nous accompagnerait tout le long de la formation, et d'explorer hebdomadairement au cours de la formation les différents concepts via ce cas d'étude et ainsi ajouter des éléments conceptuels au fil des semaines. Ou alors si créer un cas d'étude unique est trop compliqué, peut-être en créer deux. Et tenter d'illustrer les différents concepts de ce cas d'étude virtuel avec des informations tirées de cas d'étude réels peut-être ?	7/22/2025 3:07 PM
7	To further improve the delivery mode, I recommend: Increasing the use of interactive virtual simulations and scenario-based exercises, especially for technical topics such as actuarial modeling and social protection policy analysis. This would enhance practical understanding and engagement. Offering more flexible scheduling options for live sessions to accommodate participants from different time zones and with varying professional commitments. Enhancing the peer-to-peer networking opportunities through structured group activities and informal online meetups, fostering collaboration beyond formal sessions. Providing more multilingual support or subtitles in recorded materials to better serve diverse learners. Ensuring timely and personalized feedback mechanisms during the course to track individual progress and address learning gaps promptly. These improvements could make the learning experience more inclusive, practical, and engaging for a wider range of participants.	7/22/2025 3:04 PM
8	None, i had a good experience	7/22/2025 2:19 PM
9	Fast paced course,,instructors do not have time for class questions and interactions	7/22/2025 1:19 PM
10	No	7/22/2025 1:00 PM
11	RAS	7/22/2025 12:51 PM
12	Nous sommes dans une zone francophone, nous vous recommandons de faire le maximum possible des cours en français. Offrir des bourses de formation aux jeunes qui n'ont pas les moyens de payer certaines formations.	7/22/2025 11:49 AM
13	Sometimes it was hard to download the transcripts of some recordings	7/22/2025 10:58 AM
14	Offering subtitles or translated materials in local languages can help reach a broader audience.	7/20/2025 1:54 PM
15	تخصيص ورش للناطقين بالعربية تتعلق بكيفية فرض رأي المنظمات النقابية على صانعي القرار تنمية قدرة المنظمات النقابية على التفاوض وصناعة الحوار الاجتماعي الحقيقي	7/20/2025 12:11 PM
16	Expandir os cursos para mais linguas	7/18/2025 10:03 AM

2025 External Evaluation of the Training Activities of the ITCILO

17	I need face to face courses	7/18/2025 10:02 AM
18	Based on my experience, i think the course mode of delivery is very good - simple, easy to understand, not too rigid/flexible (which allow a fulltime employee like me to participate), and practical.	7/18/2025 8:42 AM
19	توسيع المشاركة الفعالة عبر اشراك اكبر عدد ممكن من العاملين في محال الضمان الاجتماعي في هذه الدورات	7/17/2025 10:26 PM
20	Dfg	7/17/2025 9:37 PM
21	aménagement du calendrier ou agenda de la formation.	7/17/2025 8:00 PM
22	It would be good if there are some scholarships to attend some of the courses face to face for example for individuals like me who is list advantaged	7/17/2025 2:25 PM
23	good as it is	7/17/2025 12:08 PM
24	RAS	7/17/2025 11:39 AM
25	Sufficient number of Fellowships are not available sometimes if some candidate want to attend a course and his/her organization is not financially sponsoring. Fellowships should also be granted on the basis of candidate education background and experience. Thanks	7/17/2025 10:00 AM
26	нет	7/17/2025 8:28 AM
27	Yes may be possible	7/16/2025 10:19 PM
28	Face to face training is more effective along with online webinar on Zoom platform.	7/16/2025 7:31 PM
29	Provide real life examples or data and statistics of the actual countries that participate in the course especially like small countries like Belize whenever possible.	7/16/2025 6:43 PM
30	Mode of delivery was great. The structure of the course would ave been more impactful in groupwork.	7/16/2025 6:03 PM
31	Though Turin is a great place to go to, if ITCILO were to offer region specific face- to- face courses, it may encourage participation from countries where the cost and logistics are a bit much to afford to go to Italy.	7/16/2025 5:18 PM
32	Yes, I have some recommendations for improving the delivery of the course to better reach and serve the target groups. Firstly, incorporating more flexible and accessible delivery methods such as online modules or mobile-friendly content can help reach learners who may have limited time or travel constraints. Secondly, including interactive elements like group discussions, practical exercises, and real-life case studies can increase engagement and understanding. Additionally, offering the course materials in multiple languages or dialects relevant to the target groups would improve accessibility and inclusiveness. Finally, regular feedback from participants can be collected to continuously adapt and improve the course delivery.	7/16/2025 4:22 PM
33	-	7/16/2025 4:10 PM
34	Tive dificuldade com a lingua ministrada no curso. sugeria que ministrassem cursos na lingua Portuguesa.	7/16/2025 3:52 PM
35	Faciliter aux participants les voyages à Turin pour suivre les formations en présentiel merci	7/16/2025 1:04 PM
36	more free course with certificate please as it will boost my confidence and add weight on my credentials	7/16/2025 1:01 PM
37	Dada a minha realidade financeira penso que deveria haver mais apoio aos cursos presenciais e também a liberdade de os profissionais, com interesse no aprendizado dos conteúdos, participarem nas bolsas de modo próprio.	7/16/2025 12:03 PM
38	una pequeña bibliografía de prelectura previa al inicio del curso	7/11/2025 8:11 PM
39	NONE	7/11/2025 7:03 PM
40	I recommend an increase in the amount of time allocated for face-to-face interaction within the blended model of delivery. Additionally, is it possible to have learners develop a project and pitch for budget support, to implement a relevant post-training concept?	7/11/2025 5:57 PM

2025 External Evaluation of the Training Activities of the ITCILO

41	The course was extremely intense and informative.	7/10/2025 12:12 AM
42	For inclusion and not biased participation, the course should have the option of online too.	7/10/2025 12:10 AM
43	Both face to face learning and online classes to be intensified	7/9/2025 8:10 PM
44	The mode of delivery is great, just that the course is too loaded. The course duration should be adjusted in the future to allow better assimilation of the content.	7/9/2025 3:44 PM
45	no	7/9/2025 2:18 PM
46	ارجوا التواصل معي لحضور دوراتكم التدريبية حيث انني استفدة من دوره السابقه في تورينو . ولكم جزيل الشكر	7/9/2025 1:05 PM
47	No further recommendation	7/8/2025 7:53 PM
48	Widen course content to cover different economic/country perspectives and contexts	7/8/2025 7:39 PM
49	Pour ma prochaine formations j'aimerais le faire en ligne mais j'ai des appréhensions face aux heures de la formation. Merci d'en tenir afin de permettre à ce qui suivent en ligne de pouvoir l'allier avec leur travail.	7/8/2025 5:45 PM
50	Everything was good	7/8/2025 9:33 AM
51	Yes. Those who complete any course after the due date of the course should be able to earn the same credentials as those who complete it on time. This is because, people's schedules can change sometimes which can cause a delay in the completion of the course on the due dates. I have noticed that those who don't complete the course on the due dates are given 'certificate of participation' while those who complete it on time are given 'certificate of achievement.' Everyone should obtain a certificate of achievement regardless of the time of completion. Thanks for your attention to this matter.	7/8/2025 8:27 AM
52	no	7/8/2025 5:03 AM
53	la formation est trop chère pour les candidats individuels. Il faut diminuer le cours de la formation ou donner des bourses à des candidats individuels et pas seulement aux Etats. Je sollicite une bourse pour m'accompagner dans processus d'obtention du diplôme de gestionnaire programme de protection solcial	7/7/2025 7:19 PM
54	N/A	7/7/2025 7:03 PM
55	I have a recommendation to add other languages such as arabic in order to reach the public in the MENA region.	7/7/2025 5:50 PM
56	No	7/7/2025 5:44 PM
57	None...improve on the times set for sessions and exams- was jam-packed, overall a learning curve for me.Much appreciated	7/7/2025 5:32 PM
58	Increased awareness of the courses to various target groups.	7/7/2025 5:25 PM
59	It's important to add kurdish language in order to know better	7/7/2025 4:49 PM
60	Developing countries including should be given chance more	7/7/2025 4:31 PM
61	Encourage more group work or discussion forums to promote peer exchange and practical learning from each other's experiences.	7/7/2025 4:07 PM
62	We need more free online courses	7/7/2025 4:03 PM