

Final report

ITCILO TRAINING EVALUATION 2023





Authors

Ksenija Frelj, Aleksandar Šušnjar,
Nik Heerens, Anthony Camilleri

Contributors

Kamarul Adha, Tina Cajnkar

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1 EXECUTIVE SUMMARY

The **purpose** of this evaluation is to assess the design, implementation, and quality of training activities carried out by the International Training Centre of the International Labour Organization (ITC) during the year 2022. The evaluation focuses on the relevance, validity, coherence, effectiveness, efficiency, impact and sustainability of its training activities. The evaluation also provides a comparative analysis of the different modalities of training offered by the ITC, namely face-to-face, blended and online.

In its approach, this evaluation aligns closely with the **ITC vision** to be the global centre of excellence for ILO constituents to source capacity development services on social justice for decent work and with the **ITC mission** to provide people across the world of work directly and via ILO constituents with access to digitally enhanced capacity development services to successfully manage their Future Work transitions.

The **Terms of Reference** of this evaluation are defined by the ITC, which each year commissions an external evaluation focused on the training activities that have been carried out in the previous year. Carried out from May to August 2023, the evaluation has focused on 50 sampled online, blended and face-to-face training activities and one diploma track that took place in 2022.

The **methodology** for this evaluation included quantitative and qualitative evaluation methods to provide conclusions and recommendations from the findings substantiated with statistical data and case studies (5) documenting good practice. 626 responses were collected from a participant's survey, and in-depth interviews were conducted with ITC's staff members (56), institutional partners (5), and participants (9).

The **evaluation criteria** are based on the OECD DAC evaluation principles: 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.

In regard to **relevance**, the ITC's training offer is closely aligned with the strategic documents of the ITC and of the ILO, especially in regard to the strategic objectives related to broadening outreach and ensuring that the training activities meet the needs and requirements of the ITC beneficiaries. The training activities conducted by the ITC are closely aligned with the needs of participants, which can be attributed to a pervasive culture of stakeholder interaction that exists at Centre combined with robust and standardised processes that programme teams apply to interact with their primary target group(s).

The **outreach** of the ITC has been growing strongly, in large part enabled by the Centre's successful shift towards an online learning modality during the COVID-19 pandemic restrictions. The ITC manages to ensure a high level of diversity in terms of gender, age, socio-economic background, geographical distribution organisation type, and thus successfully provides relevant training opportunities to a broad base of its beneficiaries.

An area of improvement lies into further alignment with the ITC and ILO strategic documents in terms of inclusion of "cross-cutting strategy drivers" - gender equality, diversity, Internal Labour Standards and social dialogue and tripartism - into the ITC training activities.

In regard to **coherence** of the ITC's training activities, it is clear that the core ILO values are deeply ingrained in the ITC's work culture and relations with stakeholders. The ITC closely cooperates with beneficiary organisations on designing and delivering tailor-made training activities, which ensures that these meet the specific requirements of the target group in question. The ITC also offers open courses that are more widely targeted. These two ways of approaching potential users puts different requirements on the programme teams involved, yet they manage to ensure that the way the training activities are targeted towards their potential users is fit for purpose. There is potential for further alignment of the overarching ILO values and goals with its training offer when it comes to the representation of those who are most disadvantaged and face serious obstacles to taking part in the ITC training activities. The most significant obstacle detected through this evaluation is the cost of participation, and the ITC would do well to explore ways of further alleviating this burden for disadvantaged target groups, in particular those from least developed countries (LDCs).

In regard to the **validity of the training design**, the findings demonstrate that the validity of the activity design is generally at a high level within the ITC's work structure and there are no major deficiencies within the process of course design and revision. The ITC course design achieves strong results in terms of teaching, cognitive and social presence, although improvements could be made on the level of social interaction between learners.

The high level of suitability of course design in relation to course objectives is primarily based on two elements: a reliable internal quality assurance system of the ITC and strong engagement of stakeholders in the course design process. The process of course design and revision is decentralised to such degree that there is a significant variety observable between different programme teams, which is a potential area of improvement. There is also much scope for more exchange of best practices and learning from experiences between teams.

In regard to **effectiveness**, the ITC is highly successful in providing its learners with a top-quality training experience which leads to enhanced levels of competences. Stakeholders' perceive the ITC as an organisation whose brand guarantees a high level of quality and the confidence in the ITC as a training provider is therefore at a very high level. ILO's primary constituents strongly benefit from the outcomes of the ITC training activities. An element of training activities that is highly valued by participants, clients and ITC staff alike but often considered underdeveloped in course planning and delivery is (social) interaction between learners, which adds to effectiveness of the training offer in terms of networking, intercultural competences, comparative reflections, etc.

When considering the effectiveness of different training modalities (face-to-face, blended or online), it is overwhelmingly acknowledged that the blended modality is the optimal and preferred option in almost all instances and most promising in capturing benefits of both face-to-face and online training.

In regard to **effectiveness of management arrangements**, the ITC has a well-defined internal structure in which different roles and responsibilities are clearly assigned. A marked characteristic of the ITC structure is a high level of decentralisation - the programme teams have strong autonomy and almost full responsibility and ownership over the training activities they deliver. This structure has certain benefits and certain disadvantages. On the one hand, a high level of autonomy and responsibility at the programme team level fosters flexibility, avoids the "one size fits all" model and enables the programme teams to tailor their training activities to the specific needs and requirements of their target groups. On the other hand, this highly decentralised structure has also produced a certain level of fragmentation, with low levels of collaboration and exchange of practices and lessons learned between the programme teams. The central support services of the ITC could also have a more thorough facilitating role in relation to individual programme teams: there are transversal areas where pooling of expertise and resources would be beneficial - including, but not limited to, course design and revision process and course marketing.

In regard to **efficiency**, although the evaluation could not delve deeper into financial indicators of the ITC, all findings point to the ITC being in a strong financial position with no immediate threats to its financial stability. In terms of participation fees, the general perspective among participants and beneficiaries is that these are relatively high, especially for those from low-income countries, but there is also a widely shared belief that the ITC provides good value for invested funds. This leads to the conclusion that the ITC uses the resources at its disposal to ensure a high level of human and technical learning resources, facilitating a high-quality learning experience.

A potential area of improvement is related to the decentralised structure of the ITC, which has its manifestation on the financial side, as each programme is expected to be financially sustainable. This produces a certain level of redundancy, with different programmes duplicating efforts and repeating processes that have already been successfully undertaken by other programme teams.

In regard to **impact**, participants rate their learning experience very highly and their feedback points to strong course applicability and practical orientation across different programmes with a significant (self-assessed) increase in job performance and competences. The evaluation team also found an impressive number of practical examples where the skills and competences developed through the ITC training activities have been used in contributing to personal, organisational, or societal goals of course participants and/or beneficiary organisations. However, In order to have a more reliable insight into the long-term impact of its training activities, the ITC would do well to establish a more structural mechanism for follow-up monitoring

and for keeping in contact with former course participants (alumni).

In regard to **sustainability**, there is an impressive level of knowledge and competences that participants acquire through the ITC training activities and they seem to be highly motivated to share this with their immediate environment. The dissemination and training of trainers are therefore valued elements that are part of some of the training activities and could potentially be expanded. Participants also appear to be highly motivated to continue their learning journey, with an overwhelming majority interested in future ITC training activities and many of them continuing to use the learning resources even after course completion. In this regard, the provision of additional learning resources is a highly commendable practice of certain programmes that should be implemented across the board.

Based on the findings of this external evaluation the results of the related Key Performance Indicators for the year 2023 are as follows:

DIMENSION	TECHNICAL PERFORMANCE		
High-level indicator of organizational performance	Baseline (2022)	Target 2022-23 (Cumulative figure for the 2022-23 biennium)	Results (2023)
Immediate Outcome 2	The Centre has further increased its service <u>impact</u>		
Outcome indicator 2.A: Percentage of participants in training activities who agreed or strongly agreed that the courses were relevant to their needs.	95 per cent ----- Source: External evaluation survey	75 per cent	96,9 per cent ----- Source: External evaluation survey
Outcome indicator 2.B: Percentage of participants in training activities who agreed or strongly agreed that the courses translated theory into practice	90 per cent ----- Source: External evaluation survey	75 per cent	93,8 per cent ----- Source: External evaluation survey
Outcome indicator 2.C: Percentage of participants in training activities who agreed or strongly agreed that they can apply the knowledge in their work setting.	94 per cent ----- Source: External evaluation survey	75 per cent	93,6 per cent ----- Source: External evaluation survey
Outcome indicator 2.D: Percentage of participants in training activities who provided concrete knowledge application examples	52 per cent ----- Source: External evaluation survey.	50 per cent ----- The original target of 60% (P&B 2022-23) has been re-adjusted in line with the changes that took place to the assessment method since 2021	75.4 per cent ----- Source: External evaluation survey.

Table 1: Key performance indicators

Based on the data from the survey, the ITC has amply surpassed the targets of its key performance indicators and shown even higher scores than were obtained in 2022, when they were already impressive. Nevertheless, there is still scope for some improvement, which is outlined in seven key recommendations.

Key Recommendations

Recommendation 1: Foster stronger communication and collaboration between program teams

ITC would benefit from an institutionalised framework for sharing best practices, lessons learned and knowledge exchange across different programmes of the ITC. This approach will enable the Centre to capitalise on existing expertise and past experiences, thereby ensuring consistent quality and fostering continuous improvement, enhancing operational efficiency, optimising resource allocation, and promoting innovation.

Suggestions for achieving this include:

- Actively encourage informal exchange between staff of different program teams;
- Enable small-scale structural integration between the teams, e.g. short exchange periods on the level of (support) G staff;
- Create institutional databases of reusable learning resources, templates and techniques, backed up by strong discovery tools which allow these learning resources to be easily searched for and accessed by all staff of the Centre;
- Organise periodic dissemination and exchange of best practice events which would be dedicated to proper self-reflection and sharing.

In addition to encouraging and facilitating communication between the program teams, the ITC should also strengthen and streamline collaboration within delivery of training activities. This will facilitate the delivery of more interdisciplinary training activities that combine diverse areas of expertise, where applicable and congruent with learners' needs. Whilst acknowledging the Centre's internal procedures for allocating financial resource and ensuring accountability, the ITC is urged to explore ways for alleviating potential barriers stemming from this system that could hamper collaborations between program teams is.

Recommendation 2: Implement systematic staff professional development opportunities, especially around teaching/tutoring/facilitation competences

A more systematic approach to staff professional development, especially when it comes to enhancing the skills necessary for developing training activities and tutoring, would contribute to the ITC's core functions. Such staff professional development opportunities should be periodic, needs-based (i.e. developed in close consultation with the ITC), accessible, and relevant for different staff profiles. Creation of an internal trainer-skills framework supported by a badging system would be one way to manage this.

In addition, an inclusion of specific questions related to the performance of different resource persons in the end-of-activity participants' survey, would enable easier identification of specific weaknesses and strengths in the training process and the development of evidence-based personalised improvement plans.

Recommendation 3: Develop more comprehensive mechanisms for guiding the process of training activity design and revision

Quality of the ITC training provision can be enhanced through a streamlined and more in-depth support structure for the process of training activity design and revision. Whilst fully acknowledging the advantages of high levels of autonomy and responsibility at the program level, the facilitating role of the ITC's central support services can be expanded by offering comprehensive guidance and assistance at all stages of development, implementation, and enhancement of training activities.

This can be achieved through enhanced availability of ITC-wide templates and guidelines for training activity design, which would standardise:

- Alignment between learning objectives, training methods and planned workload of participants, based on the learning outcome methodology in line with international educational norms;
- Inclusion of learning objectives related to fostering interpersonal connection and to "soft" or transversal skills (e.g. intercultural competences, communication skills, teamwork) in all training

activities, just as it is already the case with content-specific learning objectives;

- Operationalise of learning objectives described under point b, through maintaining a sufficient level of learner interaction in all training activities (regardless of the mode of delivery) e.g. by enhancing the utilization of e-Campus forums for active course-related discussions, peer learning, informal tutor-facilitated interactions;
- Meaningful integration of markers' perspectives and wider adoption of corresponding marker system (ILS, gender or SD/T);
- Inclusion of training of trainers elements and/or dissemination strategies in training activities whenever this is possible in order to encourage participants to share knowledge, fostering practical skill application.

Revisiting the idea of an institutionalised learning approach, such as the Turin Learning Approach which was used by the ITC in previous years, serves as a valuable guard-rail for quality assurance, while creating distinctive quality-branding for the centre.

Recommendation 4: Convert all face to face courses to a Blended Modality

Our evaluation as well as previous evaluations have pointed out the overwhelming advantages of blended methodologies. Given this, as well as the commodification of online technologies, and the main-streaming of the ITC's online e-Campus throughout the Centre, it is recommended to stop offering pure face-to-face training activities, and to include some element of blended learning in all courses.

The ratio of online vs face to face should be different according to the design needs of the course, but we cannot imagine a scenario where the blended dimension does not improve the overall training.

Recommendation 5: Establish opportunities for ongoing interaction beyond the course completion among participants and with the ITC


ITC already markets many of its open courses to graduates of other courses. Extending this practice by setting up a platform, such as an alumni network, which would foster continuous engagement post course completion, long-term networking, and knowledge/experience exchange among past participants, would be advantageous to the ITC and its beneficiaries. This structure could then be further used in collecting long-term feedback from past participants and collect evidence of longer-term impact on the individual level and in relation to their organisations and wider environmental level. Ultimately, such an initiative would help maintain a valuable community that contributes to the programs' growth and participants' professional development.

Recommendation 6: Improve methods for monitoring inclusion and diversity and increase outreach of the training offer

ITC currently does not factor access of disadvantaged and under-represented groups into its overall evaluation methodologies. We recommend that this is gradually introduced as a KPI to better help meet the overall social mission of the ILO. In order to increase the level of inclusion and diversity, the ITC should firstly implement a more granular data collection process that captures detailed information on its participants – including socio-economic background and various other factors (in addition to gender and country/region) that can potentially contribute to vulnerability or under-representation of certain groups of participants. This will enable the ITC to gain deeper insights and identify specific barriers to access. Secondly, the ITC should use these insights to develop strategies for eliminating or reducing these barriers to a maximal possible degree, e.g. through setting up a clear, transparent and well targeted policy of fee waivers and scholarships which would strengthen the position of those individuals and organisations that currently face difficulties in accessing the ITC courses due to costs involved.

Recommendation 7: Accelerate and Mainstream the publication of online open courses and open access learning resources

A notably valuable instrument for enhancing both inclusivity and outreach is the ITC's offering of free online courses, which are excellently received by all ITC stakeholders. Given the success of the programme, it is logical to accelerate its rollout throughout the institution and to make the process by which courses are



published more streamlined and transparent. To this end, the ITC is recommended to upscale and diversify the range of free online courses. In these (and other) online courses, the asynchronous format should be strengthened, in order to deliver the full range of distance learning benefits to participants and to limit technical barriers.

In addition, it is recommended to consider standardised protocols whereby all newly created content at the ITC is evaluated for inclusion into an 'open access' publicly available repository.

2 BACKGROUND

In recent years, the International Training Centre of the International Labour Organization (ITC) has experienced a significant transformation by fully embracing online distance learning as part of its training provision. This shift was initially triggered by the COVID-19 pandemic in 2020. It has since continued as learners increasingly demand accessible, technology-driven learning services that allow them to co-create their educational experiences. The ITC has adapted to this changing landscape by utilising various distance learning and online collaboration tools such as eCampus, virtual reality, and webinars.

The year 2022 presented new challenges for the ITC as it operated in a dynamic and uncertain environment. Technological advancements continue to open opportunities for learning service providers to expand their reach and offer immersive experiences while streamlining costs. However, economic measures following the COVID-19 pandemic and geopolitical instabilities may lead to reduced financial support for development initiatives, putting pressure on training activities. Additionally, environmental concerns influence the demand for capacity development services that require global travel and on-campus activities as sustainability has become a key consideration. As a result, the role of distance learning activities remains crucial in the ITC's service portfolio.

Nevertheless, face-to-face training activities and a growing interest in blended learning options at the ITC has been resurgent in 2022 alongside the increased prominence of online learning in the last years. Partners' preferences and feedback have played a significant role in shaping this trend. While fully online distance learning provided much needed flexibility during the COVID-19 pandemic, many learners expressed a desire to return to in-person interactions and experiential learning opportunities.

The demand for face-to-face and blended training activities can be attributed to learners' desire for a more diverse and balanced approach to their educational journey. After an extended period of relying solely on online modalities, there is a recognition of the benefits of in-person engagements, such as networking opportunities, real-time interactions with trainers and peers, and the immersive learning environment that traditional classrooms provide.

The ITC acknowledges the importance of meeting these evolving preferences and ensuring its training offers remain adaptable and responsive to various learning styles. In response to the increasing interest in blended training activities, the ITC aims to combine the best of both worlds – harnessing the advantages of face-to-face interactions while leveraging the benefits of online tools and resources.

To ensure the Centre's sustainability, all learning activities' quality assurance is paramount. As part of its overall quality assurance system, the ITC obtains an annual external evaluation. The primary objective of this external evaluation, looking back at 2022, is to assess the relevance, effectiveness, efficiency, impact, and sustainability of all three training modalities and diploma track. The external evaluation will also further explore the comparative effectiveness and efficiency of the different training modalities, identify good practices and lessons learned, and provide recommendations for enhancing and further developing the ITC's training offer.

The evaluation process will adhere to the criteria, methods, and procedures outlined in the Terms of Reference (ToR), as detailed in Annex A. The insights gained from this external evaluation is intended to serve as valuable evidence for the ITC's leadership and management, assisting them in making informed decisions about the future direction and improvements of the Centre's training activities.

3 PURPOSE & SCOPE

This external evaluation aims to assess the design, implementation, and quality of training activities carried out by the International Training Centre of the International Labour Organization (ITC) during the year 2022. The evaluation focuses on the relevance, validity, coherence, effectiveness, efficiency, impact and sustainability of the Centre's training activities. The evaluation also provides a comparative analysis of the different modalities of training offered by the ITC, namely face-to-face, blended and online.

This evaluation aligns with the ITC's vision to be the global centre of excellence for ILO constituents to source capacity development services on social justice for decent work and with the ITC's mission to provide people across the world of work directly and via ILO constituents with access to digitally enhanced capacity

development services to successfully manage their Future Work transitions.

The external evaluation was undertaken from May to August 2023 and concentrated on 50 sampled training activities and a diploma programme conducted by the ITC in 2022. The evaluation criteria were based on the OECD DAC evaluation principles, encompassing 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.

This evaluation provides valuable insights into the design, implementation, and quality of the ITC's training activities in 2022. Recommendations stemming from this evaluation are intended to aid the ITC in further improving its training initiatives and fulfilling its mandate of promoting Decent Work and Social Justice through sustainable capacity-building support.

4 METHODOLOGIES

The methodology for this external evaluation included quantitative and qualitative evaluation methods to provide conclusions and recommendations from the findings substantiated with statistical data, complemented with five case studies documenting good practice.

The external evaluation of the Centre's training activities employed three critical methodologies: desk research, interviews with key informants, and an online survey. These methodologies were carefully designed to gather a wide range of data and insights to address specific evaluation questions and comprehensively assess the organization's performance.

Desk research involved analysing documented information related to training activities. We had access to material from 50 training activities in three different modalities (20 face-to-face, 10 blended, and 20 distance learning training activities), selected by the ITC. Furthermore, we were asked to evaluate the result of one diploma track. Available materials included information that guided staff and stakeholders and records of training activities that were designed, planned, offered, and delivered. The analysis of these documents was triangulated with data from other methods to produce valid evidence and evaluation findings.

To collect primary data on participants' experiences, an online survey was administered to participants who had attended the Centre's training activities from the provided sample in the past year. A total of 626 individual responses were collected through this survey. The survey focused on specific evaluation questions and was carefully designed to be user-friendly and prevent misinterpretation. SurveyMonkey was used as the online survey platform, enabling customisation, response tracking, and real-time reporting. The survey data underwent thorough cleaning and analysis using a mixed methods approach, incorporating both quantitative and qualitative insights.

In-depth Interviews with key informants were conducted to obtain first-hand insights from ITC staff members (56 people in total), and ITC institutional partners and clients (6 in total). These semi-structured interviews addressed a range of evaluation questions and were based on an interview guide. Most interviews were in-person during a site visit, supplemented with online interviews where necessary. The Chatham House rules were followed, and the interviewers ensured that all relevant data points were covered.

In addition, focus group discussions were conducted with former training participants to explore the findings from the online survey further and delve into tangible and intangible changes resulting from the training activities. These discussions involved participants from different learning modalities (9 in total) and were facilitated using Zoom.

By employing this mix of methodologies, the evaluation team aimed to obtain a comprehensive understanding of the Centre's training activities, addressing specific evaluation questions and generating valuable insights for improvement and decision-making.

Our approach to the external evaluation is summarised in Figure 1:

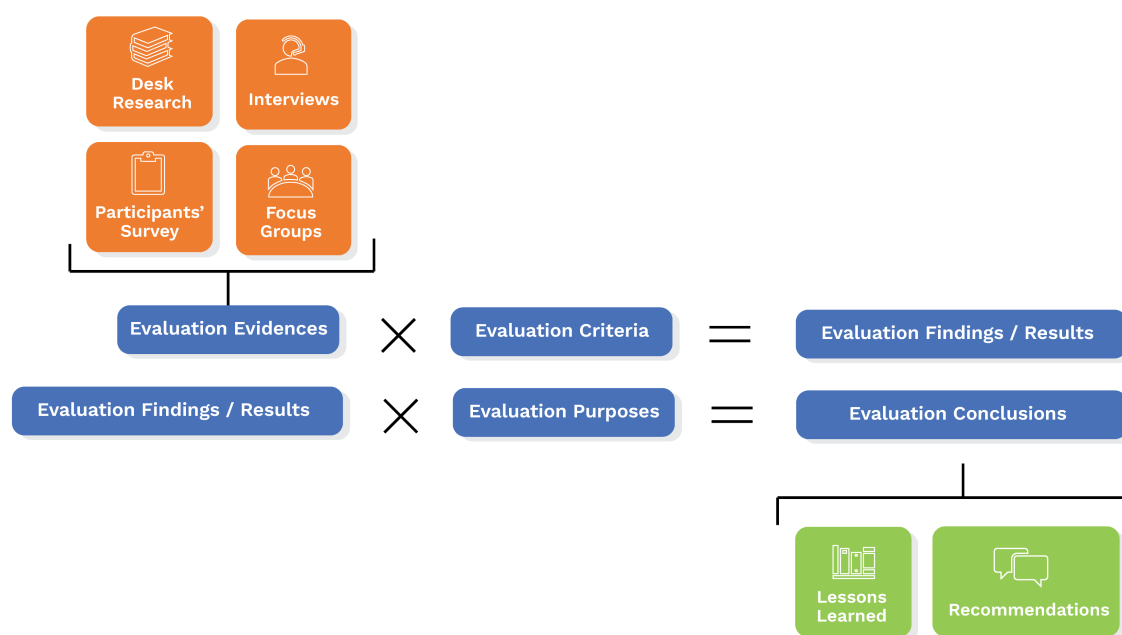


Figure 1: Evaluation approach

As illustrated in the figure above, our evaluation process incorporated a variety of data sources, including desk research, interviews, participant survey and focus groups and, when compared with the evaluation criteria, it allowed the evaluation team to make an evaluation judgement and produce evaluation findings of several categories (good practices, conformities, opportunities for improvement, risks, non-conformities). The set of these findings constitutes the evaluation results which, when compared with the evaluation purposes, enabled the evaluation team to make another evaluation judgement and produce the evaluation conclusions. This iterative process also yielded lessons learned, and recommendations intended to guide further improvements in the training activities of the ITC.

5 REVIEW OF IMPLEMENTATION

This section delves further into the comprehensive approach used to collect and analyse quantitative and qualitative data within the scope of the ITC's training initiatives, as summarised in the preceding section. With a consistent commitment to improvement, this external evaluation strives to adopt a longitudinal approach by taking into account the two previous external evaluation report by comparing the participants statistics (ITC outreach) and results of the analysis of participants feedback, most notably in section dealing with relevance (6.1), effectiveness (6.4), impact (6.7) and modes of delivered by comparative analysis (6.10). This offers further insights into the evaluation questions guiding this evaluation, although it is crucial to emphasise that this year's evaluation was broader in scope, including online, face-to-face and blended training activities, while 2021 and 2022 evaluation focused only on online trainings, which impacts the comparative analysis. However, in the interest of strengthening comparability,, we have aligned this evaluation as much as possible with the methods that have been consistently applied in previous years, which in itself attests to the ITC's dedication to rigorous and sustained evaluations.

5.1 QUANTITATIVE DATA COLLECTION AND ANALYSIS

We conducted a participant survey to gather insights into participants' perceptions and experiences with the selected sample of 50 training activities conducted in 2022 (see Annex C for the full list of courses and their enrolment numbers).

The survey comprises five sections. Section A collects relevant information in relation to participants' demographics. In Section B, we assess the validity of the training design in supporting a meaningful learning

experience using the Community of Inquiry (Col) framework by Garrison, Anderson, and Archer (2000). This model emphasises the interaction of three core elements: social presence, cognitive presence, and teaching presence, together fostering effective learning within a learning community. To measure participants' learning experiences based on the Col model, we adapted a self-rating instrument developed by Teng, Chen, and Leo (2012) for higher education. Section B of the survey thus includes questions based on this instrument, tailored to the training context.

Given the critical role of learner support to avoid drop-outs and failure (Zawacki-Richter & Naidu, 2016), Section C of the survey covers the dimension of learning support and technical support, based on Lee et al.'s (2012) survey on students' perceptions of support and course satisfaction.

Section D addresses issues related to different delivery modes, ranging from on-campus (face to face), blended learning to fully online. Balancing access, quality, and costs (the "Golden Triangle" of learning) is crucial to effectively reach and serve the target groups. The survey explores participants' perceived demands for different modes of delivery, synchronous and asynchronous interaction, considering the longer-term impact and potential scaling-up of the ITC's different types of training activities.

Finally, Section E evaluates the outcomes of the training activities, their application to the work context of participants, and their overall course satisfaction.

The online participant survey was distributed to 6,925 individuals enrolled in one or more of the 50 training activities (and diploma track) listed in Table 1 of Annex C. The training activities were selected by the ITC to represent diverse training topics, delivery modes, languages, and costs. Between June 20th to July 11th, 2023, we received 626 responses, resulting in an overall response rate of 9%. The gender distribution includes 363 male respondents (57.9%) and 261 female respondents (41.7%), with one participant indicating "other" (0.1%) and one not revealing their gender (0.1%).

5.2 QUALITATIVE DATA COLLECTION AND ANALYSIS

5.2.1 Seventeen semi-structured interviews with ITC staff

A total of 56 ITC staff members actively participated in the semi-structured interviews (see Annex B). The objective of these staff interviews was to gain valuable insights into the effectiveness of training activities from the perspective of the people responsible for the design, delivery, facilitation, support and quality of the Centre's training activities. The interview protocol (see Annex G) was thoughtfully designed to achieve this, incorporating three distinct sets of questions:

The first set of questions focused on a micro-level evaluation, assessing the quality of individual training activities using the Plan-Do-Check-Act (PDCA) cycle. This allowed interviewees to share their experiences in training design and implementation.

The second set of questions shifted to a meso- and macro-level evaluation, providing a broader perspective aligned with the ITC's strategic plans and the ILO's goals. These questions aimed to assess staff perceptions regarding technical, management, and financial aspects of training activities.

Through a third set of questions, interviewees were encouraged to share success stories, valuable lessons, challenges they faced, and suggestions for improvement. Their responses contributed to cross-validating the other information sources and shaping the external evaluators' final recommendations.

The majority of ITC staff interviews were conducted during the evaluation team's on-site visit to the Centre in Turin between 3 and 5 July 2023. Follow-up discussions were held via Zoom the following week. To ensure accuracy and thoroughness, all interviews were recorded and transcribed. Subsequently, a thematic analysis was carried out, capturing commonalities and divergences among staff perspectives and experiences. This comprehensive analysis enabled the generation of informative and accurate evaluation outcomes for this final report, shedding light on the strengths and areas for improvement in the ITC's training activities.

5.2.2 Six semi-structured interviews with institutional partners and clients

To ensure triangulation, six semi-structured interviews were conducted with six institutional partners and clients of the ITC, these were ILO Cameroon, ILO Iraq, Greece's Mediation and Arbitration Service (OMED), The European Trade Union Confederation (ETUC), Business Europe and the World Bank (via written

correspondence). The external evaluation specifically focused on assessing the overall satisfaction with the ITC, the impact of the ITC's performance on their training participants, and potential areas for improvement. As a result, these six institutional partners, who have been actively engaged in one or more (tailored) ITC training activities, were strategically selected for the interviews.

Based on the initial ITC staff interviews, a set of open-ended questions was carefully designed to capture the interviewees' perspectives and experiences with the ITC's training activities. The interviews aimed to achieve three key objectives: validating data gathered through staff interviews, participant survey and course information; assessing the impact of training activities on partner organizations and clients; and gathering valuable stories for potential case studies. The recorded and transcribed interviews underwent thematic analysis to identify commonalities and variations between ITC staff and external partner perspectives. This approach provided valuable insights and reliable evaluation outcomes, enhancing our understanding of the ITC's effectiveness in contributing to capacity building and fostering successful partnerships.

5.2.3 Three focus group discussions with former training participants

As part of further triangulation, focus group discussions were conducted with former training participants to capture their perceptions and experiences with the ITC's training activities. The discussions were aimed to validate ITC staff perceptions, clarify feedback from end-of-course evaluations and the participant survey, assess the impact of training on participants' (professional) lives, and gather meaningful stories for potential case studies. Thematic analysis of the recorded and transcribed discussions ensured informative and accurate evaluation outcomes for the final report.

5.2.4 Five case studies

The interviews and focus group discussions yielded valuable insights, resulting in the creation of five compelling case studies. These case studies showcase the positive impacts of the ITC's comprehensive training activities. They highlight the transformative journey of participants and institutional partners, demonstrating how acquiring new knowledge and skills through the ITC's training activities has led to positive changes in their working experiences and institutional cultures. Additionally, the case studies provide valuable recommendations based on participants' and partners' experiences, offering actionable insights to enhance the training initiatives further.

5.2.5 A systematic analysis of the instructional design of 50 training activities in various modalities

The evaluation also incorporates a systematic evaluation approach, carried out by the evaluation team, to assess the effectiveness of the instructional design in the selected sample of 50 training activities and one diploma track. The analytical framework for this exercise encompasses theory-driven criteria, addressing three fundamental elements of compelling educational experiences: cognitive presence, teaching presence, and social presence. Additionally, a list of distinctive instructional features was identified to indicate the successful attainment of these three elements in each training activity.

The evaluation process involved gathering and reviewing all relevant documents for each of the 50 training activities that were made available by the ITC, such as activity flyers, handbooks, final reports, and previous participant satisfaction results. A comprehensive analysis of each training activity's e-Campus site was conducted, thoroughly assessing the training design, technical features and all available learning activities and materials.

6 FINDINGS

This chapter presents the main findings of the external evaluation in accordance with the OECD DAC evaluation criteria. The evaluation criteria encompass the relevance (including outreach) of the sampled training activities to the needs of beneficiaries, (and where applicable, the financial support provided by institutional sponsors to facilitate their participation); the coherence of the activities; their efficiency; effectiveness; impact and sustainability.

For each criterion, a set of more specific evaluation questions (EQs) has been formulated by the ITC (16 in total). These evaluation questions are addressed within their respective sections, providing a comprehensive analysis of each of the evaluated criteria.

6.1 RELEVANCE AND OUTREACH

EQ1. How well did the activity operationalise the 2022-25 strategic plan and the 2022-23 program & Budget of the Centre, and the higher level ILO 2022-25 Strategic Plan and 2022-23 program and Budget?

The ITC's mission and, in fact, its *raison d'être*, are closely aligned with key elements in the ILO 2022-25 Strategic Plan and especially with the ILO 2022-23 Programme and Budget where it is emphasised that a close alignment is maintained between ILO programs and training programs delivered through the ITC. The ITC is thereby given an important role in the implementation of the ILO capacity development strategy at the individual, organizational and system level and in relation to all eight of the ILO Policy Outcomes. Additionally, the ITC's capacities and potential in terms of learning innovation and further development of online and blended approaches to training are likewise explicitly stated in the ILO strategic plan.

The ITC's own Strategic Plan (2022-2025) and proposed Program and Budget further detail its responsibilities by operationalising these into specific goals, such as: broadening and diversifying the portfolio of training offers; reaching higher numbers of participants; piloting new modes of learning; promoting cross-cutting topics aligned with the ILO strategy and policy outcomes and prominently including them in the ITC's training offer.

The fulfilment of these higher-level strategic goals for the ITC will depend on its:

- i. relevance of the content taught for beneficiaries,
- ii. outreach to all constituents and target groups are benefiting from ITC trainings;
- iii. effectiveness of the content delivered (to be analysed in section 6.4)

Consequently, *relevance* is here conceptualised in terms of the extent to which the objectives of the activity are consistent with beneficiaries' requirements and partners' and donors' policies, while *outreach* consists of two dimensions: qualitative - which groups of beneficiaries have been reached and quantitative - how many beneficiaries have been reached.

Relevance

The ILO's Strategic Plan for 2022-25 is in line with strategic and operational goals outlined above. The ITC's primary stakeholders or beneficiaries are the ILO constituents: workers' organizations, employers' organizations, and ministries responsible for labour policies. Based on the fundamental value of tripartism that the ITC shares with the ILO as a whole, specific attention is also dedicated to interactions between these groups. In addition to these primary target groups, the ITC further conducts training activities for other organizations active in the domain of labour policies and their implementation, as well as for ILO staff in various ILO field offices. The latter are also an important partner in designing the training activities for other beneficiaries, as they provide direct insight into the needs of local or regional beneficiaries.

The ITC's training program is heavily demand-based, driven by requests from ILO constituents and institutional clients and tailored to meet specific needs. Tailor-made training activities additionally contribute to the development of capacities and content that feed into open courses. Demand-based training is closely aligned with the ILO's objectives in specific countries/regions, as outlined in the ILO's Strategic Plan. New

activities are usually initiated based on requests from beneficiary organisations, and the process of training development generally involves a needs assessment of potential participants. While open courses need to be approved approximately a year in advance, tailored training activities tend to be more flexible (comments from staff interviews) in development. The ratio between open and tailored training activities varies across programmatic clusters.

In order to assess the extent of relevance, a combination of responses from the participant survey and interviews described in sections 4 and 5 was used.

In the participant survey, participants from the 50 sample training activities were asked whether they agree that the course was relevant to their needs and the responses are depicted in Table 2.

Strongly agree	307	59,15%
Agree	196	37,76%
Neither agree nor disagree	14	2,70%
Disagree	2	0,39%
Strongly disagree	0	0,00%
M = 4.56, n = 519		

Table 2. Survey statement E1.1: *the course was relevant to my needs* (Source: participants survey 2023)

As can be seen in the table, 96.91% of responding participants strongly agreed or agreed with the statement that '*The course was relevant to my needs*', while none strongly disagreed and only 0.39 % disagreed. These results demonstrate a clear pattern in line with previous years' evaluations: in 2021, 95.4% of the respondents strongly agreed or agreed, while in 2022, 94.9% strongly agreed or agreed. It should hereby be noted that in 2021 and 2022 the external evaluation focused exclusively on online training activities, but the results remain consistent. A Similar pattern can be observed on the level of respondents' answers mean, which was 4.45 in 2022, while in the current evaluation it is 4.56. This clearly signals that the ITC is on the right track when it comes to meeting the needs of its training activity participants.

Taking into account that the ITC needs to meet the needs and requirements of a variety of organizations (their constituents, beneficiaries etc.), it is especially worthwhile to emphasise that these encouraging results were equally based on input from people who work for different types of organizations. The survey respondents were grouped according to organization type into: trade union organization, ministry of labour, employer organization, government /public institution, non-governmental / civil society organization, private enterprise, intergovernmental organizational training / academic institution, training / academic institution, International Labour Organization, UN organization (other than the ILO) and unemployed. None of the responses, when categorised according to organization type, deviate significantly from the overall average, which points to the ITC training activities being highly relevant for their range of participants.

Focus groups with former course participants, as well as interviews with representatives of the ITC's beneficiary organizations (such as ILO field offices, employers' organizations and workers' organizations) corroborate this finding. All interviewees expressed general satisfaction with the relevance of the ITC's training activities for their own operations, organizational activities, policy development or capacity building. Interviewees unambiguously acknowledged and recognised the ITC's internal (expertise) and external capacities (partnerships) in the domain that is relevant to them. The only doubts that were expressed in clear terms by some of the interviewed organizations and focus group participants were in relation to a perceived imperfect suitability of purely online delivery to meet their specific needs. These doubts primarily referred to cases in which online courses were considered perfectly suitable for acquiring technical competences, but were lacking an opportunity to network and/or develop soft skills (such as those based on personal interaction, non-verbal communication etc.) that are equally important for their organizational needs.

The external evaluation also included an analysis of all 50 training activities in the sample, encompassing an examination of each available 'ITC marker' (including the gender marker, the social dialogue and tripartism marker, and the International Labour Standards (ILS) marker). This rigorous assessment delved into the incorporation and treatment of the ITC's key markers in the training activities. Through this comprehensive review, a deeper understanding of the integration and impact of these markers within the training curriculum has been gained, shedding light on the Centre's commitment to inclusivity, social dialogue, and adherence to labour standards.

Displayed below in Tables 3 and 4 is the breakdown of primary domains categorised by technical programs, alongside the cumulative count of courses catering to individual domains. Notably, a significant proportion of

courses are centred around themes like Decent Work and Sustainable Development, Enterprise Development, Strengthening Workers' Organizations, and Skills Development and Vocational Training.

Main Area	No. of courses
Decent work and sustainable development	6
Employment and labour market policies	1
Enterprise development	5
Gender, equality and diversity	2
International labour standards	2
Labour administration and labour inspection	1
Labour market statistics and analysis	1
Learning methodologies and technologies	3
Procurement management	3
Project and program cycle management	4
Skills development and vocational training	5
Social dialogue and tripartism	2
Social protection	2
Strengthening employers' organizations	1
Strengthening workers' organizations	7
Unacceptable forms of work	1
N/A diploma track	1
	50

Table 3: Division of the sampled courses per main area (Source: ITCILO course sample)

Main Area per Technical Programme	No of Main Area
ACTEMP	4
Strengthening employers' organizations	4
ACTRAV	7
Strengthening workers' organizations	7
DEVINVEST	6
Decent work and sustainable development	4
Procurement management	2
EPAP	6
Employment and labour market policies	1
Labour market statistics and analysis	1
Skills development and vocational training	4
ILSGEN	6
Decent work and sustainable development	1
Gender, equality and diversity	2
International labour standards	2
Unacceptable forms of work	1
LIP	4
Learning methodologies and technologies	3
Skills development and vocational training	1
ODPS	6
Procurement management	1
Project and program cycle management	4
(blank)	1
SEE	6
Decent work and sustainable development	1
Enterprise development	5
SPGT	6
Labour administration and labour inspection	1
Social dialogue and tripartism	2
Social protection	2
(blank)	1
(blank)	2
Strengthening employers' organizations	2

Table 4: Division of the specific technical programme and which main area their sampled courses addressed (Source: ITCILO course sample)

Recognizing the crucial importance of embracing inclusivity and diversity, the ITC has taken a significant stride in integrating a gender marker into its process of designing activities. This pivotal approach ensures

that every course developed resonates with gender-sensitive perspectives, thereby contributing to a more equitable and comprehensive learning experience. Drawing from the ITC gender marker agenda (Source: ITC/ILO Gender Marker GNDP/SC/25.11.2010), it is evident that the vast majority of the training activities align with the agenda's principles and incorporate gender-sensitive elements.

Among a total of 50 training activities, only 7 training activities were assigned a Gender Marker value of 0, indicating that these activities lack any consideration of gender issues. Moreover, 30 training activities were assigned a value of 1, indicating that some efforts have been made to address gender issues. However, it appears that often, the activity design tends to lean toward a mere procedural inclusion without meaningful integration of gender activities. This is particularly noteworthy given that achieving a score of 3 requires balanced gender representation among resource persons or the incorporation of gender-sensitive materials and case studies. Remarkably, only 3 out of the 50 training activities managed to reach this code 3 level.

	ACTEMP	ACTRAV	DEVINVEST	EPAP	ILSGEN	LIP	ODPS	SEE	SPGT	Grand Total
0	1		3	2			1			7
1	2	2	3	3	4	4	3	6	4	30
2		7		1			1		1	9
3	1				2					3
N/A							1		1	2
Grand Total	4	9	6	6	6	4	6	6	6	53

Table 5: Gender marker value of the sampled training activities (Source: ITCILO course sample)

A core principle underpinning the Decent Work Agenda is the firm commitment of the Center to advocate for tripartism, social dialogue, and International Labour Standards (ILS). The incorporation of these elements, along with their evaluation through dedicated markers, is crucial. The Social Dialogue and Tripartism (SD/T) marker system is designed to assess the promotion of social dialogue and tripartism, allowing the Centre to monitor Indicator C.2 established by P&B and track the ITC's efforts in advancing this agenda through its training and learning initiatives. Among the 50 training activities, four were identified as having a tripartite focus. Regarding the SD/T marker, 15 training activities were assigned a value of 0, indicating a lack of reference to or integration of social dialogue and tripartism in the activity design. Only four training activities were assigned code of 3, signifying the integration of this agenda as a principal objective.

Row Labels	ACTEMP	ACTRAV	DEVINVEST	EPAP	ILSGEN	LIP	ODPS	SEE	SPGT	Grand Total
0	1		3	3		3	4		1	15
1	3	1	3	3	3	1	1	5	1	20
2		6			3			1	1	10
3		2							2	4
N/A							1		1	2
Grand Total	4	9	6	6	6	4	6	6	6	53

Table 6: ST/D marker assessment of the sampled training activities (Source: ITCILO course sample)

Just like the other markers, the ILS (International Labour Standards) marker was introduced to monitor the advancement of International Labour standards, which is regarded as the "DNA of the Organization." Among these markers, 12 training activities were assigned the value of 0, indicating a lack of reference or introduction to this agenda. Furthermore, 24 training activities were assigned a code of 1, indicating a limited reference to ILS. In contrast, 10 training activities were given a code of 2, reflecting the integration of ILS within the activity design. Only 3 training activities achieved a code of 3, positioning ILS as the primary objective in their training agenda. Similar to the gender marker, based on the sampled training activities, there appears to be a trend of including the minimal requirements to fulfil the criteria.

	ACTEMP	ACTRAV	DEVINVEST	EPAP	ILSGEN	LIP	ODPS	SEE	SPGT	Grand Total
0			3	3		3	3			12
1	4	3	3	3	2	1	2	6	2	24
2		6			1				3	10
3					3					3
N/A							1		1	2
Grand Total	4	9	6	6	6	4	6	6	6	53

Table 7: ILS marker assessment of the sampled training activities (Source: ITCILO course sample)

Overall, the evaluation of markers across the ITC's training activities has revealed a nuanced landscape of implementation. While a valuable effort has been made to incorporate markers related to gender sensitivity,

social dialogue & tripartism, and International Labour Standards (ILS), further analysis uncovers several instances where these markers are included more as checkboxes than as integral components of course design. This indicates an opportunity for further alignment between the markers and the broader objectives of the Centre, ensuring that these resonate more closely with the specific criteria outlined in code 3. This approach not only promotes a higher level of engagement with the markers' principles but also encourages a broader adoption of these principles throughout the design process. As the ITC continues on its mission to provide impactful and inclusive training, the insights from this external evaluation can serve as a foundation for refining the integration of these markers in the ITC's training activities, ultimately enhancing the quality, relevance of its training activities, resulting in a more impactful and inclusive learning experience for participants.

Within the evaluation question related to the Relevance (EQ1), there is a noticeable emphasis on alignment and coherence with the ITC's mandate. This aspect holds particular significance for many of the ITC staff we interviewed, who indicated they viewed it as a critical element underpinning all their endeavours, ensuring that activities are closely aligned with the ILO's mission. It is evident that the ITC's existence is intrinsically linked to the ILO, not just in terms of financial support but also in terms of technical guidance and overall direction. Consequently, the training activities designed and implemented by the programs have to be deeply rooted in this alignment.

Outreach

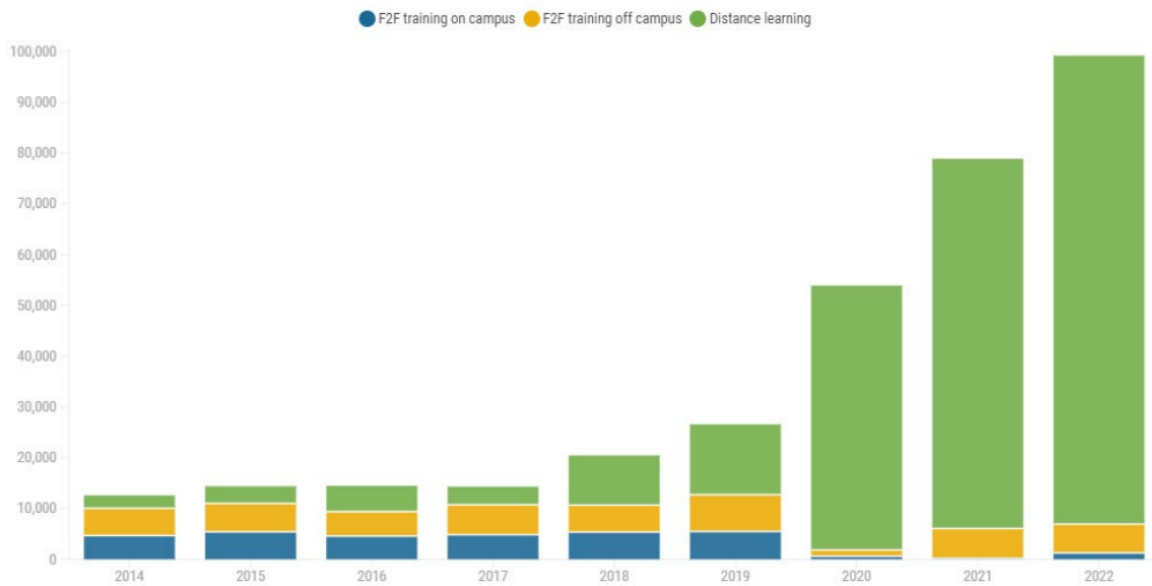
The ITC continues to expand its base of beneficiaries and attracts more participants for its training activities each year, with total participant numbers in 2022 nearing 100.000. Most of this increase is due to the strong growth in the number of distance learners, which comprised around 92.000 participants in 2022 (see Figure 2). The ITC demonstrated particular success in terms of outreach by providing a limited number of free online courses which attract a high number of participants. This is a commendable initiative taken by the ITC and, judging from the participant numbers in these courses as well as the feedback received during the focus groups, widely welcomed. A successful example of this is the ODPS course *Introduction to Project Cycle Management* which had 7000 participants enrolled in 2022. It has been suggested that the ITC could build further on this initiative and upscale and diversify its range of free online courses - as well as other 'open access' learning materials - as this would serve as an excellent way to increase engagement with and outreach to a substantially larger audience and potentially reach target groups that are currently under-represented in ITC's other training activities. Learning opportunities that are catered to the areas covered by ITC and relevant for the main ILO target groups are not widely available and thus the potential impact of more freely available content on skill development cannot be overstated.

The following commentary is reflective of insights gathered through focus group discussions and it was a constant comment: By adapting the course fees to align with the varying economic conditions of different regions, the ITC can promote an ethos of inclusivity, enabling wider access to education, facilitating capacity development, and nurturing sustainable growth in underserved communities. More free online courses, but also for example a clear, transparent and well targeted policy of fee waivers and scholarships which would strengthen the position of those individuals and organisations that currently face difficulties in accessing the ITC courses due to costs involved.

The expansion of distance training activities puts the ITC well on track to greatly surpass the ITC Strategic Plan 2022-2025 target of 50.000 learners per year. Simultaneously, face-to-face activities have seen a resurgence in enrolment as well (Figure 2), with face-to-face training activities conducted on campus recovering after the COVID-19 restrictions in previous years to 1247 participants in 2022 and off-campus face-to-face training activities staying on a similar level to 2021 with 5682 participants in 2022. Although the demand for face-to-face training is demonstrably growing again, these numbers remain at approximately 50% of the pre-COVID 19 face-to-face enrolment numbers.

Enrolments in Training Activities

Distance learners and face-to-face trainees (2014-22)



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

Figure 2: Number of participants by type of training modality (ToR, Appendix A). (2022) Source: ITCILO 2022 statistics

Specific combinations of face-to-face and distance learning are clearly the long-term orientation of ITC, with online learning enabling a wider outreach and blended learning capturing benefits of both online and face-to-face modes.

	ACTEMP	ACTRAV	DEVINVEST	EPAP	ILSGEN	LIP	ODPS	SEE	SPGT	(blank)	Grand Total
AFRICA		2	1	1	1	1		3	1		10
AMERICAS			1		1			1			3
ARAB STATES		1		1					2		4
ASIA		1			3						4
EUROPE	1	2	1		1	1				2	8
INTERREGIONAL	1	1	3	4		2	5	2	2		20
N/A							1				1
Grand Total	2	7	6	6	6	4	6	6	5	2	50

Table 8: Target regions of the sampled training activities without diploma track (Source ITCILO course sample)

As evident from the table provided above, the planned geographical targets of the courses are clearly depicted.

Participants demographics

Gender and age

In 2022, 39% of the ITC course participants were female, while 61% were male. As can be seen in the figure below, the number of female participants is, on the other hand, growing strongly:

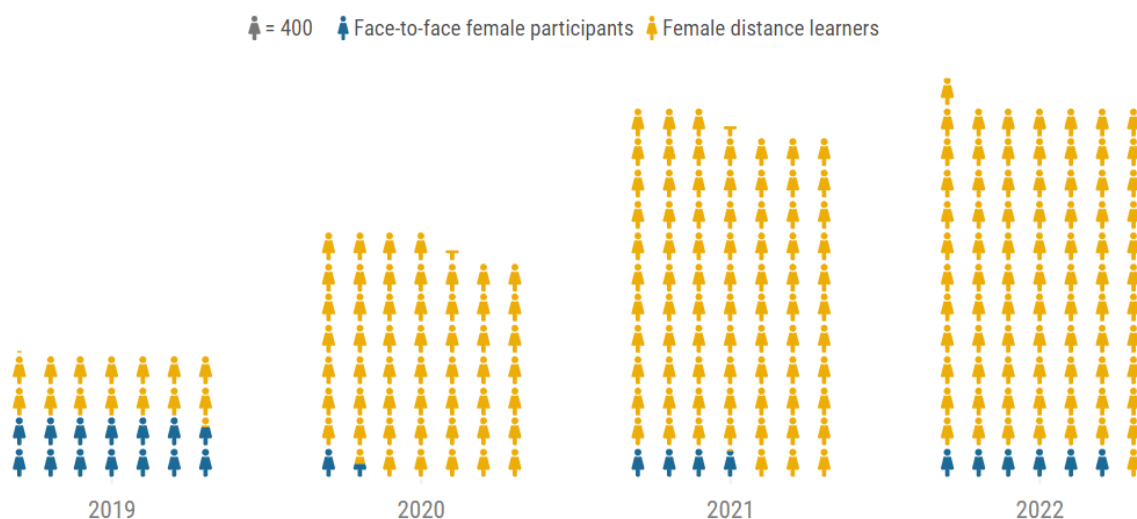


Figure 3: Number of female training participants (2022) Source: ITCILO 2022 statistics

However, in relative terms, this year's numbers contribute to an already well-established trend of steadily decreasing female share in course participants' numbers (from 45% in 2018), demonstrating that the increase in overall participants' numbers has not been equal between genders.

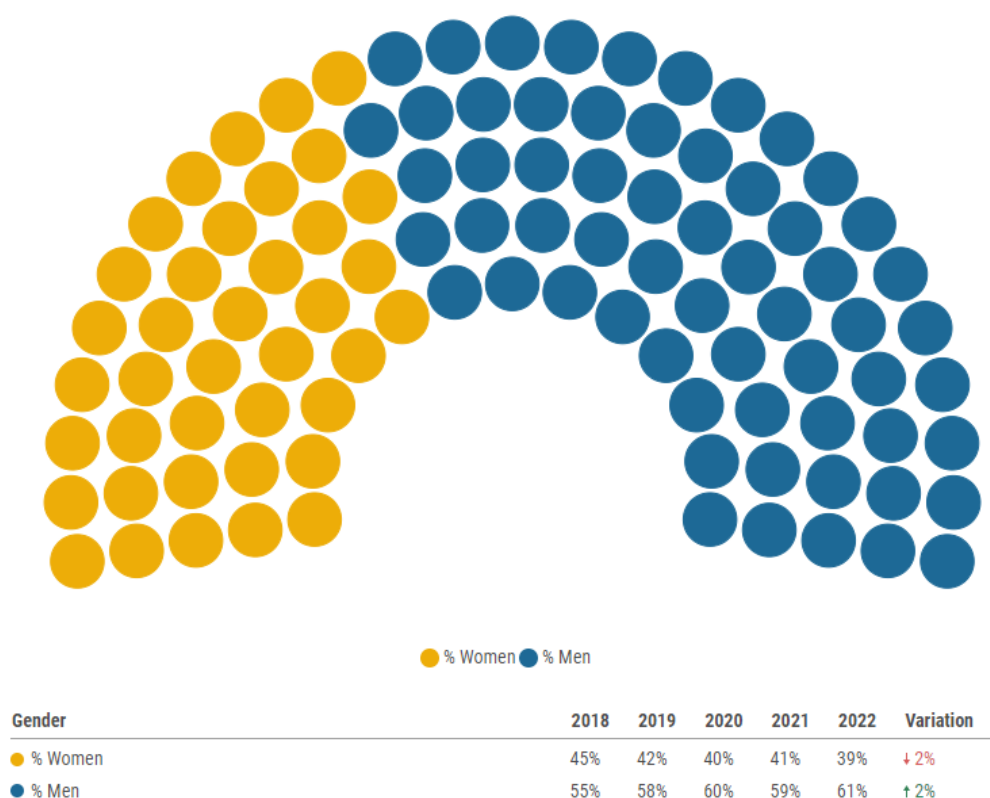


Figure 4: ITC training participants by gender (2022) Source: ITCILO 2022 statistics

An encouraging finding based on the course participants' surveying is that, although female participants do have a slightly lower assessment of course applicability ($n=215$, $M=4.42$ compared to $n=302$, $M=4.48$ for male participants) and course relevance ($n=215$, $M=4.51$ compared to $n=302$, $M=4.60$ for male participants) these differences are not significant and the findings clearly demonstrate an impressively high level of course applicability and relevance for both female and male participants.

Looking at the age of the ITC training participants in 2022, almost 70% of ITC course participants in 2022

belonged to age groups between 25-44 year, likely due to the fact that in these years, persons are becoming established professionals but are still in early or middle stages of their careers. This is followed by the 45-54 age group (around 15%) and 18-24 age group (around 10%).

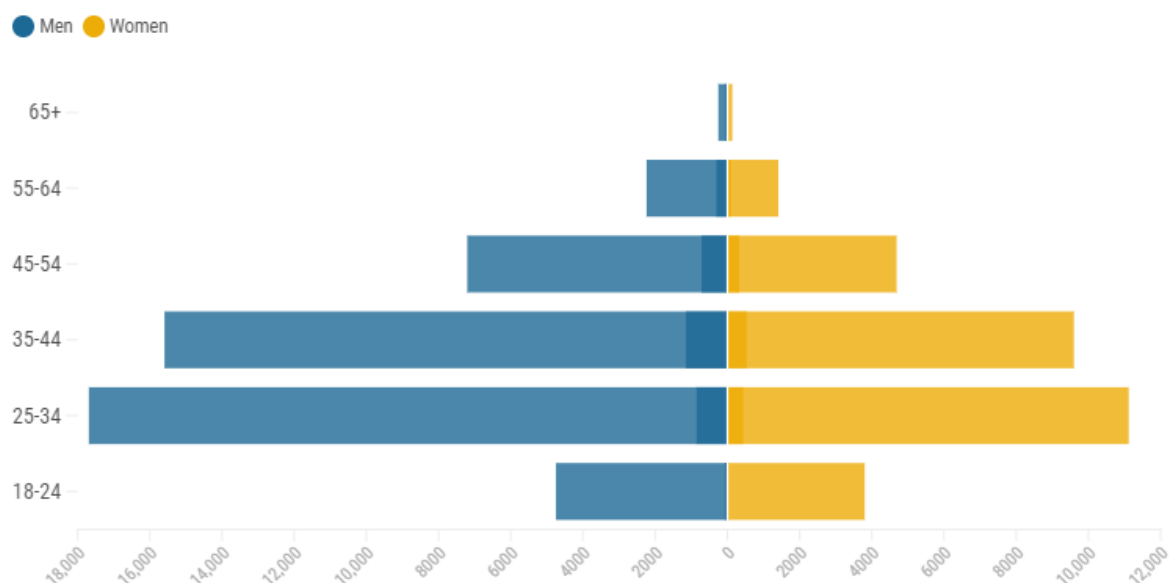


Figure 5: ITC training participants by age (2022) Source: ITCILO 2022 statistics

Geographical distribution

As opposed to age and gender for which comprehensive, population-wide data was available, the only data source that was available to us for capturing trends in geographical distribution and socioeconomic background of course participants was the survey, which was conducted on a sample of former course participants.

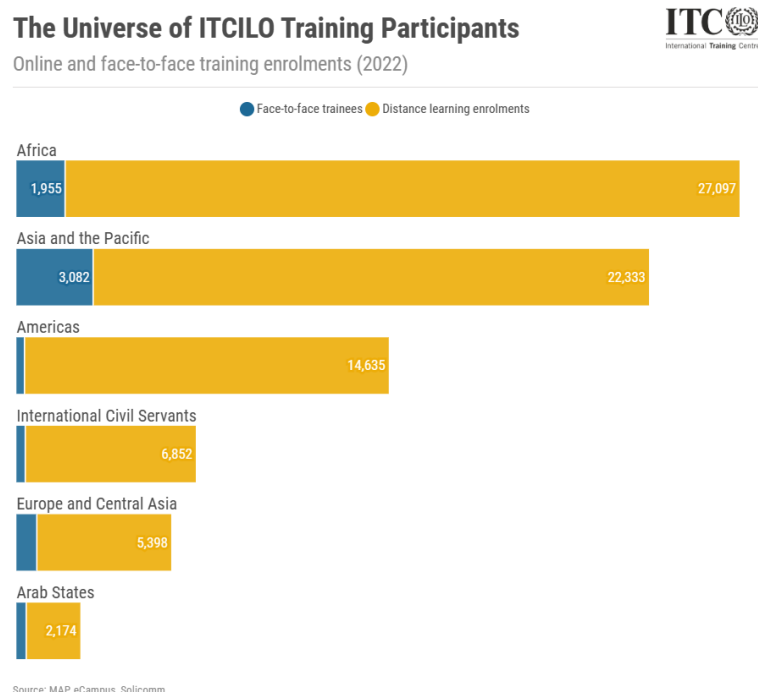


Figure 6: ITC training participants by continent (2022) Source: ITCILO 2022 statistics

As it regards geographical distribution, in 2022 we have once again seen the substantial outreach that the ITC has on the African continent. Since the 2020 external evaluation it has persisted as the most important target area in terms of participant numbers. This is thus also reflected in the participant survey undertaken for this external evaluation, as the majority of respondents are based in African countries (see Table 10).

Continent	2021		2022	
	n	%	n	%
Africa	415	52.4	377	60.1
Asia	183	24.0	134	21.4
South America*	107	13.5	10	1.6
Oceania	8	0.8	10	1.6
North America	6	0.8	30	4.8
NA's	19	2.4		

Table 9: Course participants (survey respondents) by continent

The majority of respondents in Africa came from Egypt (62) and Cameroon (59), in Asia from Bangladesh (15) and Pakistan (14), in Europe from Italy (10), France (8) and Switzerland (8), in North America from United States (5), Jamaica (4) and Belize (3), in South America from Brazil (3) and Peru (3) and in Oceania from Fiji (3), Papua New Guinea (2) and East Timor (2). More detailed data is visible in the tables below.

*For the South American region, we cross-referenced the data with the 2021 evaluation, despite the previous year's evaluation referring to it as Latin America. Due to the data not being equivalent, we refrained from making further comparisons in this regard.

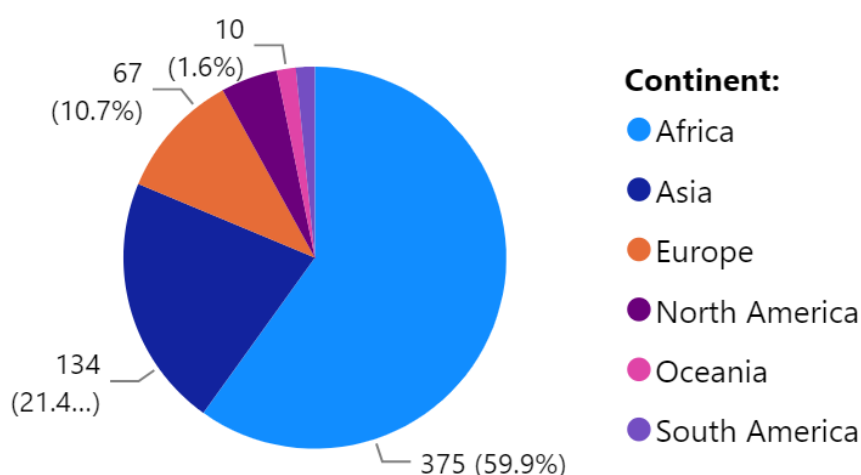


Figure 7: Respondents by continent (Source: Survey 2023)

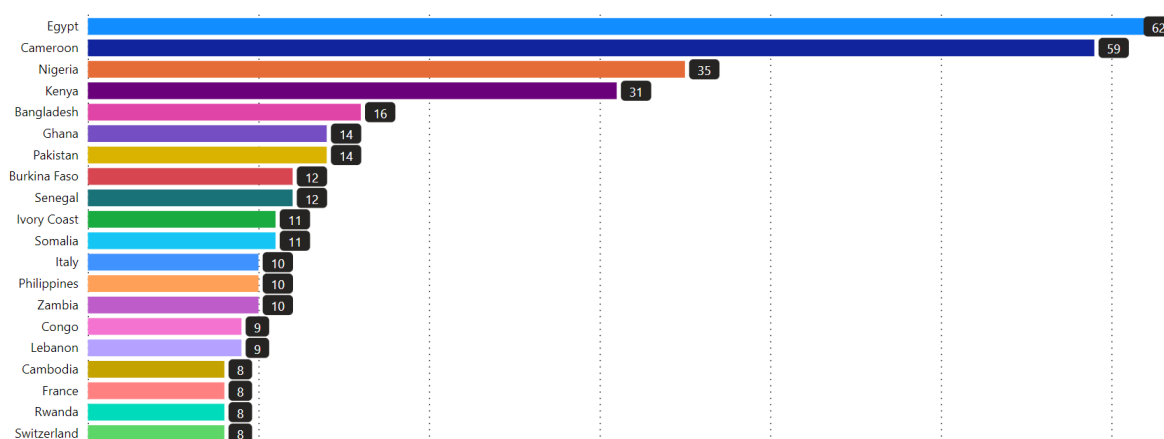


Figure 8: Respondents by country (Source: Survey 2023)

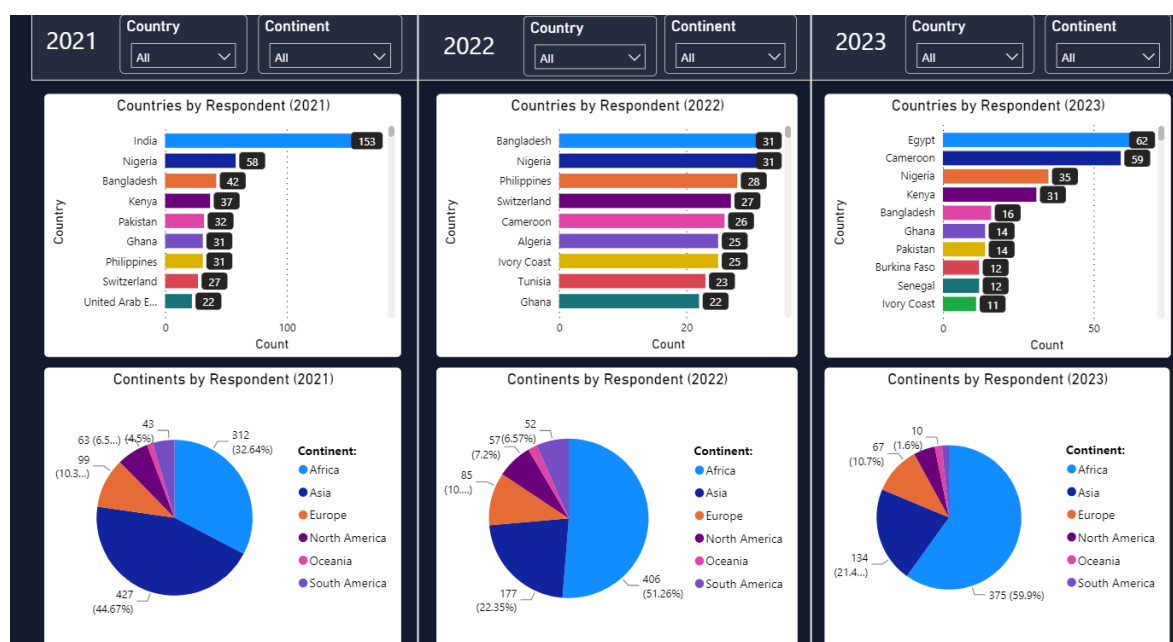


Figure 9: Comparison of course respondents over the years (Source: Survey 2023)

Social and economic background

This year's participant survey also tracked for the first time economic background of respondents by using their relative yearly household income as an indicator. The respondents were asked to self-assess their household income in relative to the average in their country. The distribution based on the responses was fairly equal: around 37% of respondents believe they are about the same as average, around 28% believe they are higher or much higher than the average, while around 25% believe they are lower or much lower than the average. This signals that the ITC manages to reach different income groups relatively equally and that there is no significant barrier detected for those who self-identify as lower or much lower than the average when it comes to household income. However, since this is the first year that this type of data is collected, it will be important to monitor this aspect in the following years as well.

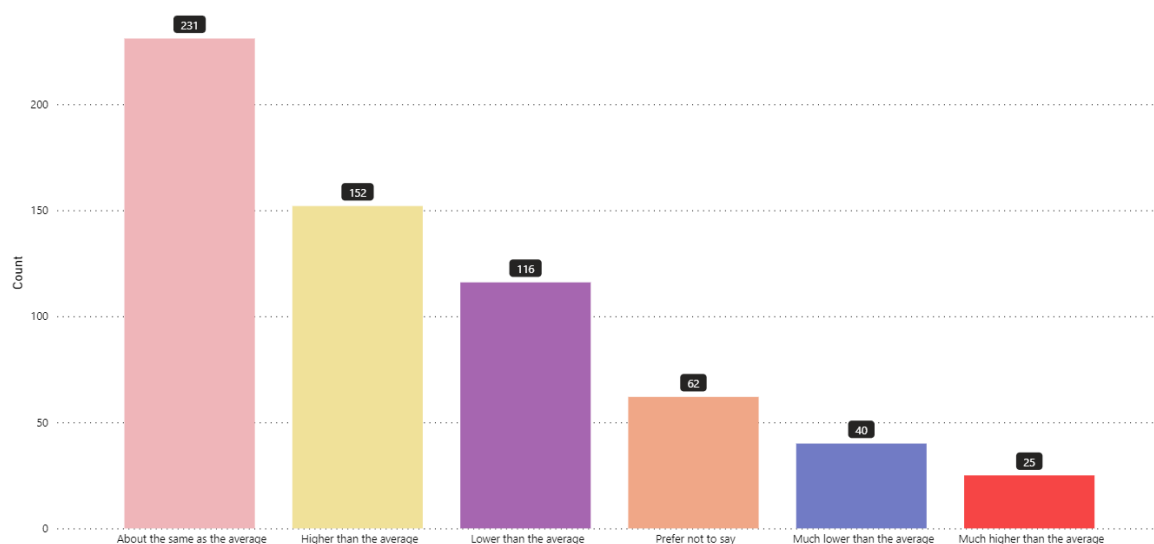


Figure 10: Respondents per self-assessed relative income (n=626) (Source: Survey 2023)

Also for the first time, this year's survey asked participants to indicate if they self-identified as being part of an under-represented or vulnerable group (within their national context). This kind of demographic data is not habitually captured within the ITC and the outcomes of the survey are therefore only an indication of the diversity amongst participants of ITC training activities. Nevertheless, it is worth noting that 14.5% of respondents self-identified as a member of under-represented or vulnerable group (including categories as

diverse as ethnic minority, disability, refugee background, etc.) At least based on the limited sample size of the participant survey, this could be seen as an indication that the ITC manages to successfully reach participants in different conditions, relative to their societal context. However, without a more detailed data collection process that captures nuanced information about participants' socio-economic backgrounds and other factors which may impede access and participation, it remains unfeasible to achieve a complete insight and understanding of all potential demographic-specific barriers that may still be present.

6.2 COHERENCE OF THE ITC ILO ACTIVITIES

EQ 2. How well does the intervention fit? To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?

This section assesses the extent to which the ITC's training activities are coherent with the overall ILO mandate, and the needs, expectations and requirements of participants and partners. The assessment results in this section are directly informed by the participants' and institutional partners' perspectives collected through the mixed methods outlined under Section 5.

In terms of identifying compatibility of the ITC's training activities with the ILO mandate and its core constituents, it is evident that there exists a considerable degree of diversity between the technical programmes within the Centre. The work of the technical programs heavily relies on demands from the (specific) ILO constituents they serve. Whereas some program teams conduct yearly needs assessments of their core constituents, others decide on their training catalogue mostly on their own. Equally, some of the teams use a market research approach rather than a traditional constituent needs analysis, with enrolment rates as key indicator of relevance, arguing that the ITC outreach extends further than the primary constituents.

In general, tailor-made training activities serve as a platform for developing capacities and content, which then contribute to open training activities. Demand-based training holds immense importance for the ITC and involves close collaboration with the ILO to align with their specific goals in various countries and regions. The ITC Strategic Plan guides the Centre's objectives in specific areas. In some cases, countries or regions require customised training activities based on country program outcomes (CPOs), which are agreed upon with the ILO's support. The delivery process of tailored training activities involves effective communication with beneficiaries to understand their needs. Beneficiary requests primarily come directly to the relevant program team or through country offices.

New training activities can be initiated based on the program officers/manager's initiative - in particular open training activities - or as per beneficiary requests. The ratio of open to tailored training activities varies depending on the technical program and also on its internal cluster. The ILO strategy incorporates country level agreements (via CPOs), direct demands from constituents/organizations, and feedback received directly from participants in other training activities to address further needs. New training activities can be proposed through a "request" or an "idea," and all training typically originates from an "idea" or more concrete requests as a starting point. The agenda for open training activities is determined a year in advance, while tailored training activities are typically based on specific requests, either existing or newly developed. The tailoring process involves interactive collaboration with the requesting organization and representative potential participants, and a standard training needs analysis is often conducted for each new course. Training activities make up approximately 60% of the ITC ILOs service portfolio, with add-ons being developed based on new developments and changes within the ILO's focus areas. The relevance of training activities is the most crucial factor driving changes, replacements, and course development. Evaluation results provide concrete feedback, contributing to decision-making regarding course improvements.

The effort made by the ITC, to develop training activities aligned closely with the ever-changing needs of its constituents, partner institutions, and clients, is evident. The focus on staying updated with new trends and topics showcases a proactive approach to ensure the relevance and effectiveness of their training activities. During the evaluation process, we observed that the ITC maintains regular and direct communication with clients and constituents through various channels. This ongoing interaction not only fosters a deeper understanding of their needs but also allows for continuous feedback and validation of assumptions. This

approach serves as a reliable means to gauge the demand for specific training activities without solely relying on formal surveys. ITC's emphasis on seeking partnerships with specialists and relevant entities further bolsters the credibility of its training offerings. This collaborative approach ensures that the training activities are designed to align precisely with its mandate and the evolving landscape of the field.

It is evident that ITC prides itself in providing inclusive and equitable learning opportunities to individuals from diverse backgrounds worldwide. Understanding the unique characteristics and challenges faced by participants is crucial for tailoring ITCs training programs effectively and ensuring that no one is left behind.

For this purpose it is essential the ITC has a thorough understanding of participants' diverse backgrounds and the potential impact this has on learning outcomes. However, the kind of demographic data the ITC collects about its participants is limited to gender, age, professional background and geography. It does not include information about the socio-economic background, specific learner support needs (e.g in case of disability) and various characteristics of potentially under-represented groups, even though it is clear that these kinds of information about participants would allow the ITC to gain deeper insights into the diverse (support) needs and experiences of learners, which will, in turn, inform the development of more targeted, inclusive, accessible and impactful learning experiences.

6.3 VALIDITY OF THE ACTIVITY DESIGN

EQ3. Does the training result imply that the activities' design was logical and realistic?

EQ4. Did the end-of-activity evaluation and (where applicable) the follow-up activity evaluation effectively measure results and progress?

This section will assess the extent to which the design of the training activities was logical, coherent, and effective. In relation to these, the participant survey measured three aspects of learner perceptions and experiences, which are i) design and organization of the training activities; ii) facilitation of the training and learning processes; iii) social and cognitive presence in the training activities.

Here, we will present and discuss the findings of each aspect of learning perceptions in turn.

As a good example of it, the "[Turin Learning Approach](#)" represents a best practice example of the ITC ILO in enhancing the learning experience and ensuring the effectiveness of capacity development. This approach, rooted in the three pillars of the ITC's learning strategy—relevance, quality, and impact—emphasises customer-oriented activities, learner-centred methods, diverse learning environments, and flexibility in design. It underscores the importance of quality through blended learning approaches, accessible learning resources, state-of-the-art learning environments, and expert facilitators. The Turin Learning Approach focuses on creating impact by embedding competencies, promoting networks, and establishing a continuous feedback loop for improvement. This comprehensive methodology demonstrates the ITC's commitment to advancing decent work and sustainable development through continuous and relevant learning opportunities.

Each technical programme within the organization employs distinct approaches to course design. These methodologies are tailored to the specific requirements and objectives of each programme, reflecting the unique nature of the subject matter, beneficiaries' needs and the learning outcomes sought. These variations in design strategies ensure that training activities are optimised for their respective domains, accommodating diverse learning needs and effectively addressing the specific challenges and opportunities presented by each technical area.

Currently we see difference in designing training activities:

To determine if the training results imply the logical and realistic design of activities, one would need to assess how well the training outcomes align with the objectives, the effectiveness of the learning methods used, and whether the training meets the needs of the beneficiaries and aligns with international educational norms. See section 6.2.4.

Nevertheless, it is important to underscore the significant potential for resource optimization through the

systematic integration of best practices across the entire institution. By establishing standardised processes and practices based on successful models, ITC can realize several benefits. Implementing best practices within an institution offers a range of valuable benefits. These include greater operational efficiency as staff can navigate tasks with clarity, reducing decision-making time. Consistency in quality is ensured as standardised processes lead to reliable, high-quality outcomes across various functions. Redundancy is minimised, streamlining workflows and identifying duplicative processes, ultimately saving resources. By applying established best practices, ITC would potentially be able to allocate resources more strategically, optimising both human and financial assets. Based on our interviews, evidently collaboration between teams and units could be smoother and more effective, fostering a culture of shared knowledge and cooperation. For staff members, access to standardised processes accelerates onboarding and eases the learning curve for newcomers. Furthermore, adopting proven methods minimises resource wastage that can result from unsuccessful experiments or approaches. This will lead to more optimal resource utilization and cost-effectiveness. The consistent application of best practices establishes a foundation for continuous improvement, enabling the assessment and refinement of processes over time. By eliminating redundant or inefficient processes, ITC could redirect more resources toward innovative initiatives, research, and development, nurturing a culture of innovation. Additionally, standardised practices provide scalability, allowing the ITC to adapt to changing needs without compromising quality or efficiency.

Looking at the end-of-activity evaluation serves as a valuable source of information, highlighting weaknesses and areas that need improvement. However, the course evaluation online platform currently in use is considered somewhat obsolete, and efforts are underway to update and improve it and integrate it within the eCampus platform. In addition to the (obligatory) end-of-activity evaluation, certain training activities incorporate additional feedback mechanisms during the course duration, facilitating immediate adjustments. However, it is important to note that not all training activities follow the same approach, as different training activities may require different feedback methods based on their unique characteristics and needs. Open-ended questions in the evaluation are generally found to be more valuable than quantitative ones, as they provide deeper insights and meaningful feedback. However, numerical data is still useful for benchmarking purposes. The programme team responsible for a course has the flexibility to add its own specific questions to the evaluation process. While this allows for customization, some ITC staff indicated to find the process cumbersome due to the constraints of the existing system. Individual course managers are tasked with analysing the feedback, but they sometimes face challenges in interpreting the outcomes and understanding their implications.

In response to the perceived shortcomings of the end-of-activity evaluation, some teams even conduct secondary end-of-activity participants' survey for more in-depth feedback from participants in addition to the standard evaluations, allowing participants to further express themselves and provide more detailed feedback on the sessions - what they liked, and what could be improved.

While the ITC's mandate is to deliver high-quality training and promote decent work, programme managers also have other priorities to consider. It is a delicate balance between meeting the ITC's needs and ensuring the team functions effectively, which is a significant part of the evaluation criteria.

On the other hand, it has been observed that in recent times, participants in online courses appear to be more proactive in providing (informal and unprompted) feedback and engaging more critically with their course, demonstrating a growing sense of empowerment. This trend may be attributed to increased use of communication channels like emails and instant messaging apps that facilitate direct communication with the participants.

Gathering feedback from participants in face-to-face (f2f) training activities is relatively easier, with higher response rates, compared to online courses where obtaining 100% feedback can be more challenging. The responsible programme team tends to include additional questions in the evaluation, but this process relies on an existing database of possible questions and is considered cumbersome.

While the end-of-activity evaluation is useful for reporting purposes, there have been limited experiments with sharing the feedback results directly with the participants. According to the staff interviews, such experiments were conducted for only one course, although in general sharing results with respondents to evaluations would be considered good practise in any evaluation context.

Overall, the course evaluation system is acknowledged to have some shortcomings, but it remains a valuable tool for improving training activities and gaining insights into participants' experiences and needs. We welcome ongoing efforts to modernise and enhance the system to better meet the evolving requirements of

course evaluation and feedback collection.

With regard to the end-of-activity evaluation results themselves, the responsibility is distributed between the ITC QA office and program teams. The ITC QA office is very explicit about not wanting to impose specific monitoring load on the programme teams, but rather fosters a sense of authentic responsibility from their side by providing guidelines, support and troubleshooting and by highlighting low response rates or missing mandatory question.

Each programme team develops and administers its own course end-of-activity participants' survey as well as conducting its own analyses. The QA office subsequently provides an annual summary of compiled end-of-activity participants' survey outcomes.

The inclusion of specific feedback in the end-of-activity evaluation in relation to individual resource persons is a subject of debate within the ITC. While some see it as necessary, others disagree, leading to it not being a mandatory question. Some programmes may choose to include it based on their needs. (Note: The phrasing of these questions may impact the responses received). In certain cases, specific questions may be required or prohibited by sponsors/donors, and their input shapes the content of the questionnaire.

From our perspective, evidently the course organisers prioritise feedback from participants to improve their training programs continually. It is positive that the end-of-activity survey acknowledges the importance of understanding and addressing any potential challenges related to the course. For example, by including a specific question addressing the participants' workload. Furthermore, the existence of an ongoing working group dedicated to end-of-activity participants' survey content and design highlights the commitment to optimising the end-of-activity participants' survey process. This group collaboratively works to ensure the end-of-activity participants' survey's effectiveness in gathering meaningful insights and aligning with the course's objectives.

The ITC's openness in sharing end-of-activity participants' survey results with donors - where applicable - reflects a commitment to transparency and accountability. By sharing this information, the course organisers demonstrate their responsiveness to the donor's expectations and interests.

One noteworthy aspect is the active utilization of feedback from participants to revise and enhance the course for subsequent iterations. This iterative process allows for continuous improvement and ensures that the course remains relevant and responsive to the participants' needs. The effort invested in revising the database of questions for the end-of-activity survey is commendable. The working group's ongoing efforts to develop a comprehensive database that includes a variety of question types demonstrate a commitment to gathering diverse and valuable feedback from participants.

Lastly, the practice of sharing quality assurance (QA) results with the consultants and individuals involved in course delivery is commendable. This approach fosters a culture of learning and improvement, as it enables the course organisers to identify areas for enhancement and make informed decisions to enhance future course deliveries. Overall, the course organisers' dedication to collecting and using feedback reflects their commitment to delivering high-quality and relevant training programs. It highlights their receptiveness to input from participants and stakeholders and their continuous efforts to refine and optimise their offerings.

In conclusion, the end-of-activity evaluation is valuable for the ITC as a whole, but it does not always serve the needs of the technical programme specifically. The data obtained through the end-of-activity evaluation only provides limited insights for activity managers, whereby the most helpful part of the end-of-activity participants' survey are the open-ended questions, which generally offer valuable feedback. Activity managers often feel the need to conduct a secondary evaluation instead. Additionally, they may conduct debriefing sessions, based on email communication or through individually organised action plans. Notably, the first question in the end-of-activity participants' survey related to preliminary information "Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?" consistently receives low responses, prompting them to consider changing the question. Ultimately, some programme managers decided to abandon the metric itself due to its lack of effectiveness.

The proposal to enhance the end-of-activity satisfaction survey with targeted questions evaluating the quality of individual resource persons is motivated by the goal of refining the teaching process for continuous improvement. This enhancement recognises that the quality of teaching is a pivotal factor in the overall learning experience. The inclusion of targeted questions in participant evaluations of tutors' performance brings precision to the feedback process. This allows participants to offer specific insights on teaching methods, communication, and engagement, benefiting tutors in refining their approaches. Through analysing various resource persons, the ITC identifies teaching strengths and areas needing enhancement, leading to tailored improvements in course delivery. Individual resource persons benefit from personalised feedback to build on strengths and address weaknesses, promoting self-assessment and growth. This learner-centred

tactic underscores the ITC's dedication to an optimal learning experience. By utilising evaluation data related to the different resource persons involved in a training activity, informed decisions can be made regarding assignments, training, and resource allocation, ensuring (external) resource persons are well-suited to specific training activities. This effort cultivates a culture of continuous improvement, where tutors, programme managers, and instructional designers collaborate to enhance teaching methods, fostering professional development and innovation.

In summary, enhancing the end-of-activity satisfaction survey to include resource person-specific evaluation questions aligns with the ITC's commitment to excellence in education. This data-driven approach empowers both the resource persons themselves and ITC to make informed enhancements in teaching methods, leading to an improved and more impactful learning experience for participants.

Some comments from the staff interviews based about the end of activity evaluation:

"I have not reviewed the last evaluations in the past 5-6 activities because I have first-hand experience with what worked well and what did not in my training sessions. Additionally, not many participants complete the evaluations anymore, making it challenging to obtain a comprehensive picture of the course's effectiveness. In the past, we used to receive evaluations from all participants, but now, only a fraction of them take the time to fill it out, whether it is an online or face-to-face course."

"I still share the evaluations with donors and stakeholders as they want to gauge the course's performance, but I do not scrutinise the results as thoroughly as before. The decreasing response rate has been a concern, and participants often give low ratings for the question regarding their previous knowledge about the activity. This might be due to various reasons, such as the preliminary information not reaching them on time or not understanding the question's intent."

"Addressing this issue is challenging as there's not much we can do if the preliminary information doesn't reach the participants. We send the information again before the course starts, but sometimes it's too close to the course date for participants to prepare fully. Additionally, some respondents interpret the question differently, confusing their prior knowledge about the topic with their understanding of the course's content. This discrepancy might affect the reliability of this particular question's results."

"Despite these challenges, we continue to strive for participant feedback and make improvements based on the evaluations we receive, even though the response rate may not be as high as we'd hope."

Teaching, social, and cognitive presence in ITC training activities

To assess participants' learning experiences in ITC's training activities, an instrument was utilised to measure three dimensions of the Community of Inquiry (CoI) framework: teaching presence, social presence, and cognitive presence. An educational Community of Inquiry is described as a collaborative group of individuals engaging in purposeful critical discourse and reflection to construct personal meaning and foster mutual understanding. This process of meaningful learning is facilitated through three interdependent elements:

1. Teaching presence: involves designing, facilitating, and guiding cognitive and social processes to achieve personally meaningful and educationally valuable learning outcomes.
2. Social presence: refers to participants' ability to identify with the learning community, communicate purposefully in a trusting environment, and develop interpersonal relationships by expressing their personalities.
3. Cognitive presence: represents the extent to which learners can construct and confirm meaning through sustained reflection and discourse.

Using a 5-point scale (1 = strongly disagree, 5 = strongly agree, and not applicable), the three dimensions with their respective sub-dimensions were measured. The data from 596 responses with complete ratings on the Community of Inquiry dimensions were analysed. The scales were not applicable to self-guided distance learning courses, where participants only interacted with presented learning material but not with tutors, training facilitators, or other participants. The results indicate that ITC's course designers and facilitators successfully delivered highly engaging, interactive, and supportive training activities, providing opportunities for rich and profound learning experiences. The average ratings were 4.38 for teaching presence, 4.13 for

social presence, and 4.29 for cognitive presence, with slightly lower scores compared to the previous evaluation.

	M	SD
Teaching presence	4.38	
<i>Design and organization</i>		
The tutor(s) clearly communicated important course goals.	4.42	0.85
The tutor(s) provided clear instructions on how to participate in course learning activities.	4.51	1.00
The integration of online and face-to-face activities in the blended course helped me complete the learning activities.	4.27	0.21
<i>Facilitation</i>		
The tutor(s)/facilitator(s) provided clear instructions on course obligations and assessment methods.	4.40	0.79
The tutor(s)/facilitator(s) clearly communicated important due dates/time frames for learning activities.	4.46	0.89
The tutor(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.	4.46	0.85
The tutor(s)/facilitator(s) maintained high levels of engagement and active participation among course participants.	4.40	0.72
The tutor(s) facilitated the development of a sense of community among course participants.	4.29	0.52
The tutor(s)/facilitator(s) were helpful in guiding the course participants towards understanding the topic.	4.44	0.82
<i>Direct instruction</i>		
The tutor(s) helped to focus the discussion on relevant issues in a way that helped me to learn.	4.35	0.64
The pace and clarity of the presentations delivered by the tutor(s)/facilitator(s) was right for me to understand the key points.	4.30	0.60
The tutor(s) provided feedback in a timely fashion.	4.18	0.39
The assessment/examination within this course (e.g. tests, reports, portfolios, papers...) is connected to and reflective of the learning activities in the course.	4.33	0.61
Social presence	4.13	
<i>Affective expression</i>		
Getting to know other course participants gave me a sense of belonging in the course.	4.26	0.38
The online learning platform/system provided adequate tools for social interaction between participants.	4.00	0.09
<i>Open communication</i>		
I felt comfortable conversing through the tools provided in the online learning platform.	4.12	0.27
I felt comfortable participating in the course discussions and interacting with other course participants.	4.24	0.38
<i>Group cohesion</i>		
I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	3.97	0.00
I felt that my point of view was acknowledged by other course participants.	4.08	0.23
Online discussions with other course participants help me to develop a sense of collaboration.	4.27	0.41
Cognitive presence	4.29	
<i>Triggering event</i>		
Problems posed by other course participants increased my interest in course issues.	4.27	0.40
The talks and presentations on this course were thought-provoking.	4.14	0.30
I felt motivated to explore content-related questions.	4.40	0.68
<i>Exploration</i>		
I utilised a variety of information sources to explore problems or assignments posed in this course.	4.27	0.47
Brainstorming and finding relevant information helped me resolve content-related questions.	4.20	0.24
Discussions were valuable in helping me appreciate different perspectives.	4.34	0.52
<i>Integration</i>		
I was able to combine information learned from different talks to answer questions raised in course activities.	4.33	0.56
Learning activities helped me construct explanations/solutions for the problem I had.	4.34	0.59
I was able to reflect on course content and discussions to understand fundamental concepts in this course.	4.34	0.60

Table 10: Ratings of complete responses on the Community of Inquiry Scale (n=596)

Results of the systematic analysis of 50 training activities

Analysis of teaching social and cognitive presence based on course participants' feedback (presented in the previous section) is complemented by an analysis of course structure materials and conducted directly by the reviewers. The purpose of this exercise is to include more perspectives in the process of triangulation (evaluation experts' analysis in addition to course participants' feedback) and to broaden the evidence base (direct insight into course materials in addition to course participants' opinions), thereby arriving at more comprehensive and reliable conclusions.

For this exercise, specific criteria per each category (cognitive, teaching and social presence) were developed, with fundamental success factors in mind:

Cognitive presence	Learning objectives are clearly presented to course participants before the start of the course
	Course planning ensures that the course participants' workload is aligned with learning objectives.
	Course assessment methods are aligned with course learning objectives and accurately assess learning achievements
	Course assessment methods are available both before and after the activity
	Course participants are provided with a clear course timetable, including an activity timetable, mandatory tasks & obligations and assessment methods used in the course.
	Course participants are provided with a tool to check their own learning progress.
	Course participants are provided with additional resources and/or further learning opportunities
Teaching presence	Course planning ensures that course participants receive sufficient feedback from their tutors (both summative and formative).
	Course planning ensures that course participants receive and have access to sufficient support throughout the course duration in terms of using available learning resources.
	Course includes synchronous teaching seminars and/or webinars
Social presence	Course includes facilitated collaborative modes of learning
	Course provides opportunities for informal exchange between course participants

Table 11: Criteria chart

50 ITC training activities and courses of one diploma track were studied and assessed against these indicators. In some cases (5 training activities), almost no content information was available on a specific training activity – these are counted under the column *Insufficient evidence* for all indicators. Certain indicators (such as those on assessment, feedback provision and learning progress) were also not applicable to shorter training activities, for example single workshops. In such cases, these training activities were not included in the analysis per each indicator, but are instead grouped under *not applicable* category.

Results of systematic course analysis

		YES	PARTIAL	NO	Insufficient evidence
Cognitive presence	Learning objectives are clearly presented to course participants before the start of the course	44 91.67%	1 2.08%	3 6.25%	7
	Course planning ensures that the course participants' workload is aligned with learning objective	38 92.68%	2 4.88%	1 2.44%	14
	Course assessment methods are aligned with course learning objectives and an accurate measure learning achievements	26 76.47%	1 2.94%	7 20.59%	21
	Course assessment methods are available both before and after the activity	36 72.00%	3 6.00%	11 22.00%	5
	Course participants are provided with a clear course schedule, including an activity timetable, mandatory tasks & obligations and assessment methods used in the course	37 84.09%	5 11.36%	2 4.55%	11
	Course participants are provided with a tool to check their own learning progress	35 85.37%	2 4.88%	4 9.76%	14
	Course participants are provided with additional resources and/or further learning opportunities	33 71.74%	2 4.35%	11 23.91%	9
Teaching presence	Course planning ensures that course participants receive sufficient feedback from their tutors (both summative and formative)	19 59.38%	5 15.63%	8 25.00%	23
	Course planning ensures that course participants receive and have access to sufficient support throughout the course duration in terms of using available learning resources	23 69.70%	1 3.03%	9 27.27%	22
	Course includes synchronous teaching seminars and/or webinars	38 86.36%	0 0.00%	6 13.64%	11
Social presence	Course includes facilitated collaborative modes of learning	33 80.49%	1 2.44%	7 17.07%	14
	Course provides opportunities for informal exchange between course participants	31 77.50%	6 15.00%	3 7.50%	15

Table 12: Results of systemic course analysis

Cognitive presence

Seven criteria in this category aimed to verify the degree to which training activity participants are informed beforehand about objectives of their learning experience, how these objectives are aligned with their workload and assessment methods, how the activity design facilitates learning progression and how the activity design guides the learner through different stages, including further learning opportunities.

		YES	PARTIAL	NO	Insufficient evidence
Cognitive presence	Learning objectives are clearly presented to course participants before the start of the course	44 91.67%	1 2.08%	3 6.25%	7
	Course planning ensures that the course participants' workload is aligned with learning objective	38 92.68%	2 4.88%	1 2.44%	14
	Course assessment methods are aligned with course learning objectives and an accurate measure learning achievements	26 76.47%	1 2.94%	7 20.59%	21
	Course assessment methods are available both before and after the activity	36 72.00%	3 6.00%	11 22.00%	5
	Course participants are provided with a clear course schedule, including an activity timetable, mandatory tasks & obligations and assessment methods used in the course	37 84.09%	5 11.36%	2 4.55%	11
	Course participants are provided with a tool to check their own learning progress	35 85.37%	2 4.88%	4 9.76%	14
	Course participants are provided with additional resources and/or further learning opportunities	33 71.74%	2 4.35%	11 23.91%	9

Table 13: Results of cognitive presence analysis

As can be inferred from the table, ITC training activities scored fairly high on almost all indicators – even the lowest rated indicators still have 70-75% training activities clearly meeting the criteria of these indicators. Most training activities (91.7%) provide information to prospective course participants at a high level. Course descriptions are available across the board, and they typically contain highly relevant and useful information such as course learning objectives, content, schedule and certification process. ITC also performs well in ensuring that course participants' workload matches the learning objectives, with 92.7% training activities deemed successful in this element of course planning.

When it comes to assessment methods, the ratings are a bit lower, but still relatively high. For approximately 3/4 of the analysed training activities the assessment methods are aligned with the learning objectives, while pre- and post-assessment is available in 72% of the cases.

The most important tool for tracking and facilitating learning progression is the ITC e-Campus. This digital platform allows for creating a highly structured learning environment which effectively guides the participants through the training activity. However, it is noted that these e-Campus capabilities are exploited to varying degrees: while the majority of training activities (around 85%) use the e-Campus to create a highly detailed and rich learning environment, some training activities (not only face 2 face activities, because the communications and distribution was conducted via e-mail) have only basic information and a limited part of the total course materials in the e-Campus.

Most (71.7%) of the analysed training activities also do an admirable job of providing course participants with further learning opportunities, mainly through two channels: individual coaching (where available) and additional learning resources in the e-Campus. Nevertheless, the reviewers note that these opportunities are being used unequally between different training activities: while some training activities make full use of this potential, others have only few or no additional learning opportunities included.

Teaching presence

Three criteria in this category aimed to verify the level of support that the ITC course participants receive from their tutors and facilitators, in as far this can be determined through an analysis of course materials.

Teaching presence	Course planning ensures that course participants receive sufficient feedback from their tutors (both summative and formative)	19 59.38%	5 15.63%	8 25.00%	23
	Course planning ensures that course participants receive and have access to sufficient support throughout the course duration in terms of using available learning resources	23 69.70%	1 3.03%	9 27.27%	22
	Course includes synchronous teaching seminars and/or webinars	38 86.36%	0 0.00%	6 13.64%	11

Table 14: Results of teaching presence analysis

When analysing instances of feedback (summative and formative) that the course participants received, the reviewers could not find clear evidence of structured feedback mechanisms in a significant number of training activities (around 40% in total). Use of individual coaching, which is an example of a highly beneficial course element, is the only structured feedback tool included in some of the materials available for our analysis. It is likely that other, potentially informal, mechanisms exist, but this was not evident from the

course materials themselves.

Another useful tool that is available through the ITC e-Campus is the possibility to provide participants with the necessary support in their learning progression. Although this element was not evident in all training activities, a majority (69.7%) of them has clear channels for participants to submit their questions and receive timely support.

A synchronous dimension of the learning process was generally sufficiently represented, as a large majority (86.4%) of training activities demonstrably had live sessions included in their course plan. Due to high diversity between evaluated activities (including online, blended and face-to-face provision) the ratio of synchronous vs. asynchronous dimensions varied, which is to be expected.

Social presence

Two criteria in this category aimed to assess the level to which the ITC course participants experienced collaborative learning within their training activities and felt part of the learning community - both of which are proven contributors to a positive learning experience.

Social presence	Course includes facilitated collaborative modes of learning	33 80.49%	1 2.44%	7 17.07%	14
	Course provides opportunities for informal exchange between course participants	31 77.50%	6 15.00%	3 7.50%	15

Table 15: Results of social presence analysis

Most of the training activities (80.5%) clearly included collaborative modes of learning in their course plan. The exact degree of prominence of collaborative learning within the training activity, as well as the level of cooperation needed to complete tasks, varied significantly - from simple group discussions to joint assessments. This is to be expected taking into account different modes of delivery, duration and learning objectives of individual training activities.

The majority of training activities (77.5%) also provided participants with opportunities for informal contact, mainly through the e-Campus forum (almost all training activities) or networking opportunities (face-to-face training activities). However, high variance was observed here in terms of use of e-Campus forum functionality: while some forums were highly active with multiple posts and responses from many participants, other forums were mainly inactive.

In the training activities examined, the Forums showed limited activity and were primarily utilised for self-introductions by participants and basic updates from resource persons. However, given the feedback received in end-of-activity evaluations, which frequently highlight a dearth of participant interactions—especially in online courses—there is a suggestion to consider recommending that the ITC explore strategies to enhance the engagement of Forums. This could involve encouraging more dynamic course-related discussions, fostering peer learning, facilitating the exchange of experiences, and promoting informal interactions among participants.

Expanding the implementation of community management within course forums involves appointing designated community managers who facilitate discussions, ensure respectful communication, and stimulate engagement. Clear guidelines for forum usage should be established, and participants can be encouraged to lead discussions on relevant topics. Incorporating interactive formats like live Q&A sessions and case study discussions diversifies interactions. Small group discussions foster deeper connections, while time zone considerations ensure inclusivity. Expert engagement and peer-led activities enhance participation. Regular check-ins, feedback loops, and moderation maintain the quality of discussions. Utilizing social learning tools and recognising active participants can create a vibrant online learning community, addressing concerns about limited interaction and enhancing the overall learning experience.

Since this evaluation includes course of different modalities, it is also relevant to compare how different modalities fare in relation to cognitive, teaching and social presence indicators. For this purpose, average results were calculated per different groups of courses, using a 0-2 scale in which 2 = criterion met, 1 = criterion partially met and 0 = criterion not met Overall, this analysis points to the most significant weakness of online courses being the social presence dimension, while for face-to-face courses a notable weakness is the teaching presence. However, the analysis also supports the conclusion that blended learning successfully combines the best elements of both the face-to-face option (blended modality even scored slightly higher on the social presence indicators) and the online option (two modalities are comparable when it comes to

teaching presence).

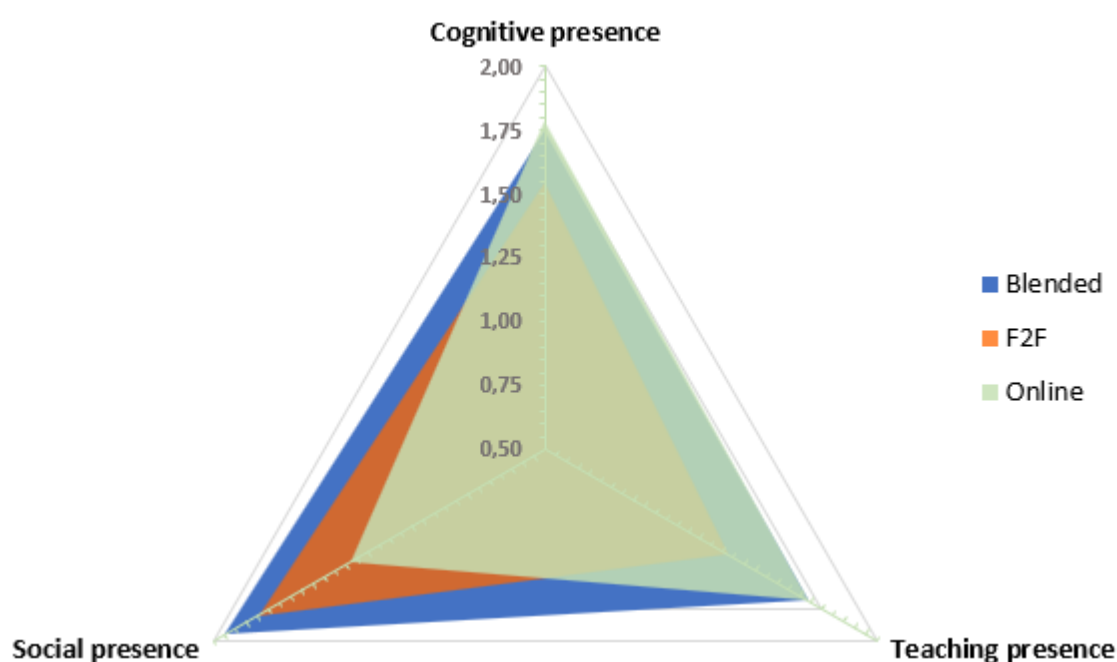


Figure 11: Cognitive, teaching and social presence indicators per course modality

6.4 EFFECTIVENESS

EQ5. What results have been achieved/what progress have learners made since implementing the activities?

EQ6. Which gaps remain, and how could these be addressed through follow-up activities?

EQ7. To what extent have the activities and the used tools been effective instruments to strengthen the capacity of ILO constituents and other ILO development partners?

EQ8. Are there any differential results across groups?

This section, in line with the guiding evaluation questions, aims to provide insight about whether ITC's training succeeds in producing the intended results and outcomes, primarily as it regards developing learners' skills and competences. Due to this focus, this section has strong interlinks with Section 6.7 Impact, since both are based on measuring after-effects of the ITC training activities. This section will however focus on the *direct* effects of the training activities, i.e. whether these have successfully achieved their direct goals.

In assessing the level of effectiveness of the ITC training activities, three methods of data and information analysis were used (see sections 4 and 5 for more details): the predominantly quantitative method of surveying course participants and the qualitative methods of focus groups and interviews with course participants, and ILO constituents and other beneficiaries. This mixed method approach was selected with the aim of triangulating the answer to a complex question of direct effect of ITC training activities for different target groups and perspectives.

Based on the sample within the scope of this external evaluation, the ITC training activities generally manage to achieve the intended effects. As will be further elaborated and supported in this section, the evidence collected within this evaluation clearly points to course participants achieving the intended learning objectives, as evidenced by a (self)reported increase in their competence levels. Furthermore, course participants have often found the competences acquired and developed through ITC training activities relevant, applicable and beneficial for their professional activities, career advancement and/or specialisation

in a specific domain. This success can in large part be contributed to the close proximity of ITC to their primary stakeholders (ILO constituents, other organizations active in the field of labour policies and their implementation), the individual professionals involved in developing and implementing the training activity and the support of robust quality assurance mechanism, through which ITC ensures that feedback is continuously collected, analysed and reacted upon.

Survey responses

When asked to evaluate the level of quality of the training activity as a whole, 95.6% of the respondents rated it as “very good” or “good”, only 4.4% rated it as “acceptable”, while none of the respondents opted for the “poor” or “very poor” rating. The average response (on a scale of 1 – very poor to 5 – very good) was 4.57.

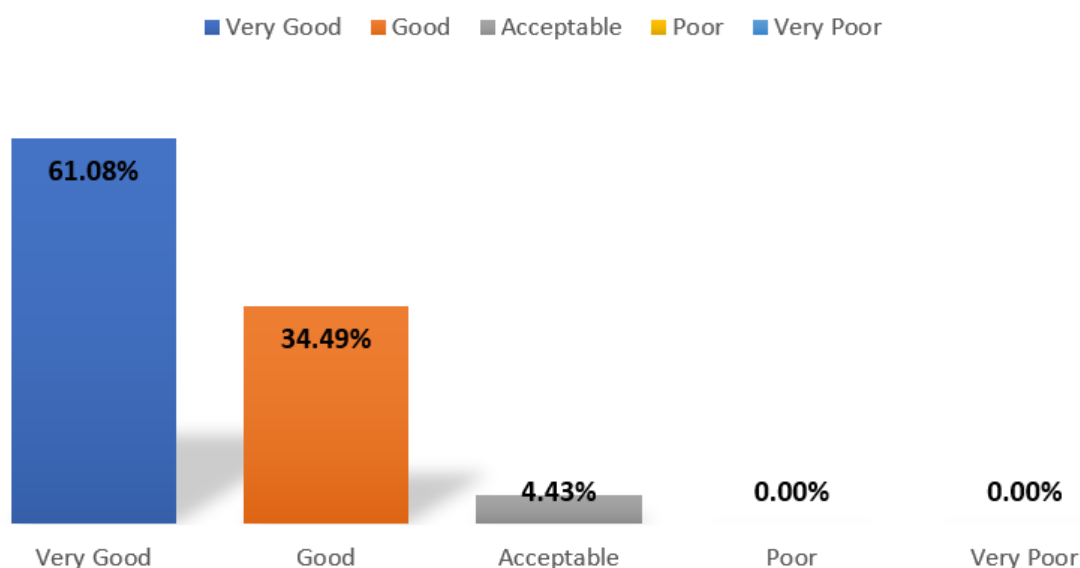


Figure 12: Survey responses - E4: “The training as whole was:” (n=519)

These findings are a marked improvement compared to last year’s external evaluation (which was focused only on the online training offer) where 78% rated their training activity as “very good” or “good”, with the average response being 4.12.

Similarly, the course participants who responded to the survey were highly positive about the effectiveness of the training format: 92.3% rated it as “very good” or “good”, 7.5% rated it as “acceptable” and only 0.2% found it “poor” or “very poor”. The average response (on a scale of 1 – very poor to 5 – very good) was 4.39 for this question. This is another instance of improvement compared with last year’s results, where 72% of the participants found the training format “very good” or “good”, with an average response of 4.01.

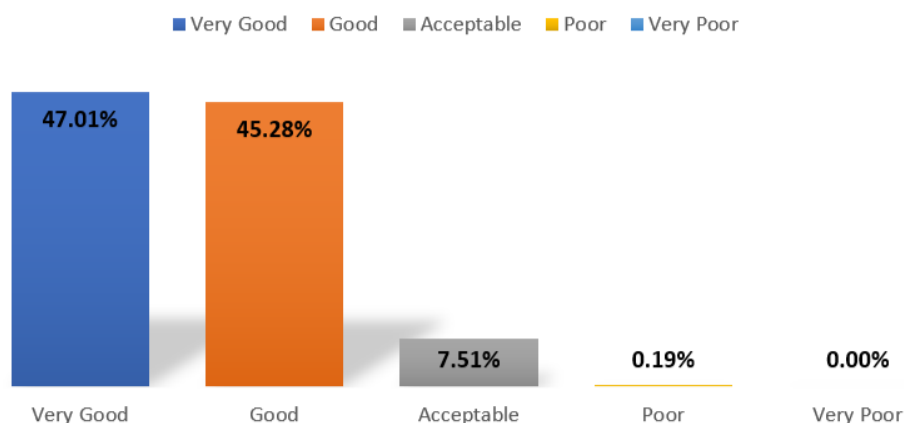


Figure 13: Survey responses - E5: "The effectiveness of the training format was...." (n=519)

It must be extremely encouraging for ITC's efforts that 99.2% of the surveyed participants would recommend the ITC training activity they took part in to their colleagues, that 84% of participants intends to take another course at ITC and that a further 14% is thinking of doing that.

Going into more details of the content of the training activities, the respondents were overwhelmingly positive about:

1. Course relevance: 96.9% agreed or strongly agreed that the training activity they took part in was relevant for their needs
2. Practical examples: 93.8% agreed or strongly agreed that the training activity provided many examples that translated theory into practice
3. Potential of knowledge application: 93.6% agreed or strongly agreed that the knowledge obtained within an ITC training activity can be applied in their (professional) context
4. Realisation of knowledge application: 90.0% agreed or strongly agreed that they have already applied the knowledge or skills obtained through an ITC training activity
5. Motivation for further learning: 96.3% agreed or strongly agreed that the ITC training activity they took motivated them for further development of their competences.

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Average response
The course was relevant to my needs.	59.15%	37.76%	2.70%	0.39%	0.00%	4.56
The course provided many examples that translated theory into practice.	49.52%	44.32%	5.78%	0.39%	0.00%	4.43
I can apply the knowledge created in this course to my work setting or other non-course related activities.	50.48%	43.16%	5.20%	1.16%	0.00%	4.43
I have already applied knowledge/skills I obtained in this course to my work setting or other non-course related activities.	40.08%	49.90%	7.51%	2.50%	0.00%	4.28
The course contributed to my motivation for further development of my competences in the field.	56.65%	39.69%	3.28%	0.39%	0.00%	4.53

Table 16: Survey responses – Section E1 (n=520)

These results are also congruent with positive participants' feedback within the 2022 ITC external evaluation, while the trend of growing participants' confidence in effectiveness of the ITC training activities is also maintained:

Statement	Average response (2022)	Average response (2023)	Change
The course was relevant to my needs.	4.45	4.56	+0.11
The course provided many examples that translated theory into practice.	4.32	4.43	+0.11
I can apply the knowledge created in this course to my work setting or other non-course related activities.	4.38	4.43	+0.05

Table 17: Survey responses comparison – Section E1

Moreover, this year's survey analysis shows no significant difference between different groups that are beneficiaries of the ITC training activities when it comes to course relevance. The average response (on a scale from 1 – strongly disagree with the statement to 5 – strongly agree with the statement) was approximately the same among all groups - it ranged between 4.51 and 4.62.

Stakeholder group	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Average response
Business and employers' organizations	44	28	5	0	0	4.51
Governmental and intergovernmental organizations (including Ministries of Labour) and other public institutions	113	70	5	1	0	4.56
Non-governmental or civic sector organizations	46	26	1	0	0	4.62
ILO and other UN organizations	22	17	0	0	0	4.56
Trade unions	39	28	0	1	0	4.54
Training or academic institutions	15	5	2	0	0	4.59
Others	22	17	1	0	0	4.53

Table 18: Survey responses per group – Section E1.1: "The course was relevant for my needs" (n=508)

A similar situation can be observed with course applicability with no significant differences between groups, although the range of average responses was comparatively higher here – between 4.28 and 4.55. Overall, however, these findings show that ITC does a good job ensuring relevance and applicability across different fields and in line with diverse needs and requirements.

Stakeholder group	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Average response
Business and employers' organizations	37	35	4	1	0	4.40
Governmental and intergovernmental organizations (including Ministries of Labour) and other public institutions	93	82	13	1	0	4.41
Non-governmental or civic sector organizations	45	24	3	1	0	4.55
ILO and other UN organizations	11	28	0	0	0	4.28
Trade unions	37	28	2	1	0	4.49
Training or academic institutions	13	7	1	1	0	4.45
Others	21	16	3	0	0	4.45

Table 19: Survey responses per group – Section E1.1: "I can apply the knowledge created in this course to my work setting or other non-course related activities" (n= 508)

Strong positive feedback on the course relevance and applicability is not surprising considering the strengths of ITC outlined in more detail in Section 6.1. More detailed written feedback provided in the surveys open questions illustrate that the close contact that ITC has with its beneficiaries is successfully transferred to the course design and implementation level, meaning that not only were the learning objectives determined in an effective and fit-for-purpose manner, but these learning objectives have been successfully translated into

a relevant learning experience for course participants.

This finding is further supported by participants' responses on questions related to perceived improvement of their competences and their job performance following completion of an ITC training activity: 75% of the respondents noted a large or very large improvement in their competences, while 71.5% perceive a large or very large improvement in their job performance.

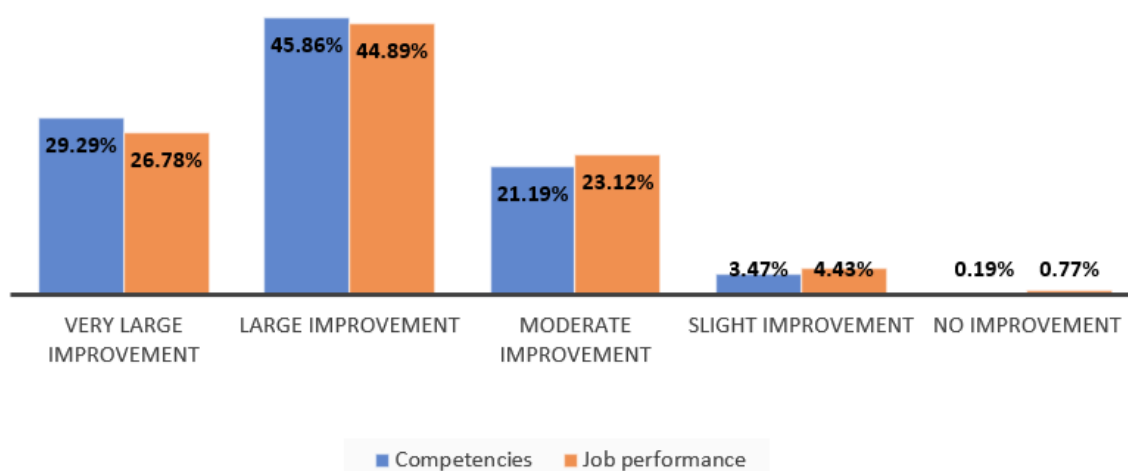


Figure 14: Survey responses – E2: “To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?” (n=519)

What is particularly impressive in this regard is that 472 out of 519 respondents who completed this section of the survey, submitted a specific example of the way in which the training activity itself has been of practical use for them. The fact that such an overwhelming number of participants readily submitted a practical example when prompted to answer an open text question is another demonstration of the beneficial effects ITC training activities succeed in producing.

Another important contributing factor to the effectiveness of training activities is the extent to which participants are provided with suitable learning and technical resources that facilitate their learning achievement. In this regard, 88.5% of the participants agreed or strongly agreed with the statement that they were provided with all the necessary learning resources for completing the course successfully, while the average response (on a scale from 1 – strongly disagree to 5 – strongly agree) was 4.35.

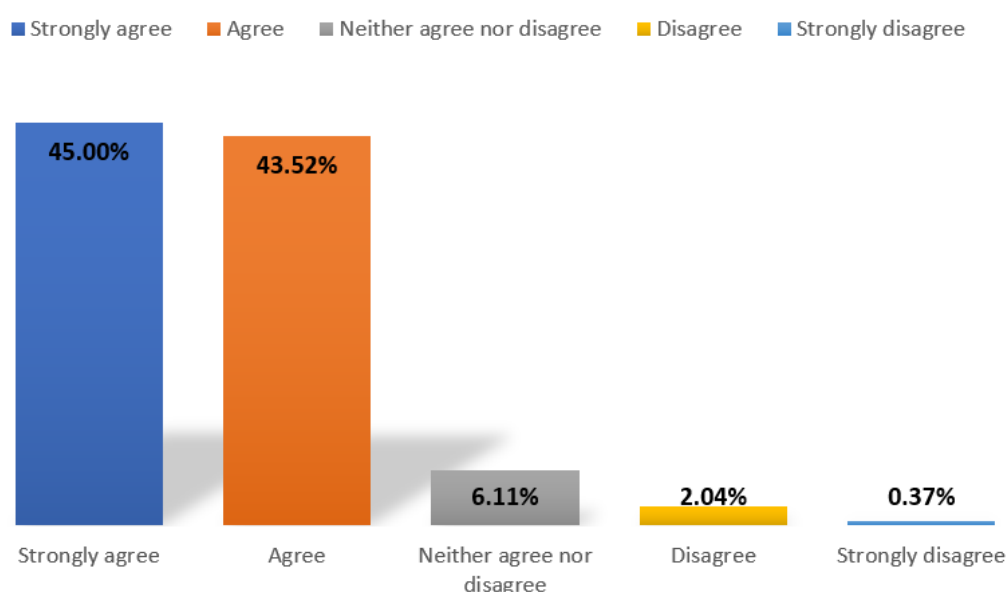


Figure 15: Survey responses – C1.3: “I was provided with all the necessary learning resources (e.g. literature,

tools, software...) for completing the course successfully" (n=540)

On the other hand, when it comes to technical resources, a significant number of respondents indicated they had faced technical issues during their ITC training activity.

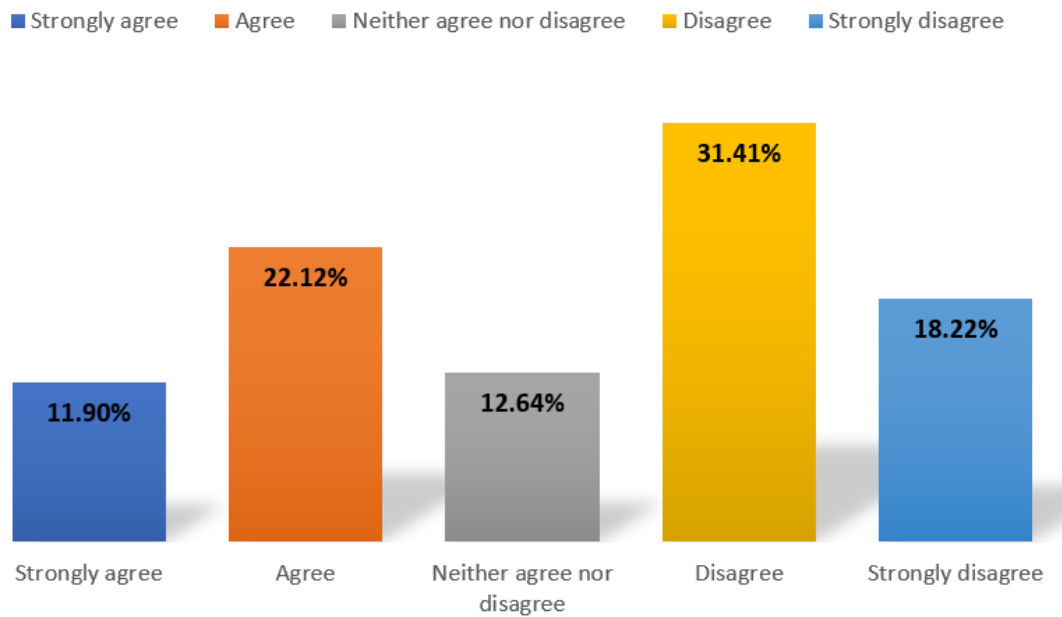


Figure 16: Survey responses – C2.2: "I had many technical issues in this course." (n=538)

The average response to the statement 'I had many technical issues in this course' was 3.23.(on a scale from 1 – strongly agree to 5 – strongly disagree). As has already been observed in previous external evaluations, the distribution of responses on this question was not equal across different continents. Participants from Africa and Asia encountered technical issues much more often than their counterparts from other continents:

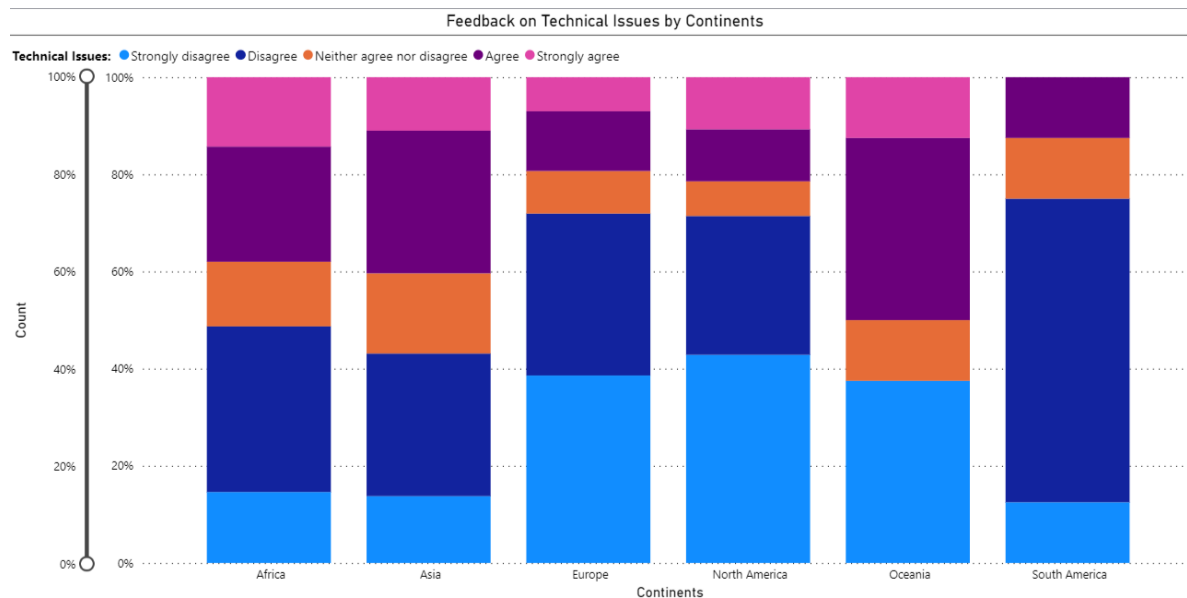


Figure 17: Feedback on question: "I had many technical issues on this course" distributed by continent

However, although a substantial proportion of participants seem to have encountered technical difficulties, they were overall very positive about the manner in which ITC supported them in resolving these issues: 75.5% of the respondents (n=538) agreed or strongly agreed that a reply to requests for technical support was provided in a timely manner, with the average response for this statement being 4.10 (on a scale from 1

– strongly disagree to 5 – strongly agree).

Finally, the participants' feedback on their general level of satisfaction further supports the judgement that ITC is highly effective in delivering its training activities: 81.1% of respondents reported that their satisfaction increased after completing an ITC training activity, while a much smaller proportion of 18.3% reported it remained the same (n=519). Of all the respondents to the survey, only 3 participants (0.6%) mentioned their satisfaction decreased after the training activity.

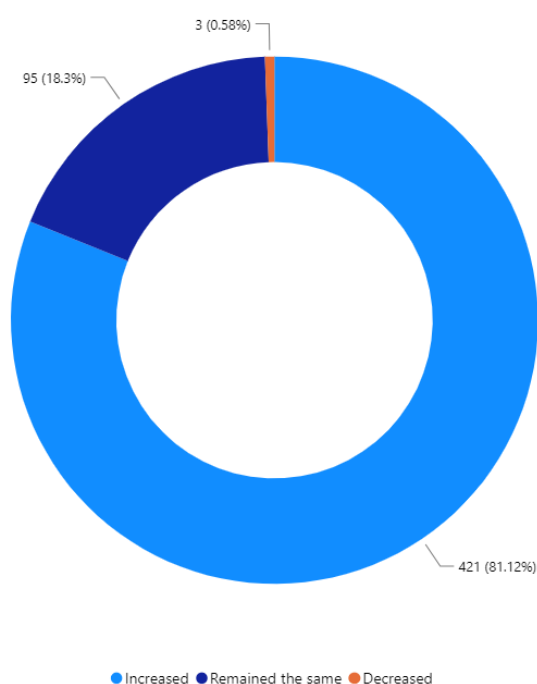


Figure 18: The rate of satisfaction for the survey question: E6. Upon reflecting on the course now, compared to your immediate post-course completion, would you say your level of satisfaction with the course has increased, decreased, or remained the same?

Another positive finding is that this level of satisfaction with the outcomes of training activities was relatively equal when respondents are categorised according to their professional background: 76.6% (n=77) of business and employers' organizations; 83.1% (n=189) of participants from governmental and intergovernmental organizations (including Ministries of Labour) and other public institutions; 82.2% (n=73) from non-governmental or civic sector organizations; 76.9% (n=39) from ILO and other UN organizations; 85.3% (n=68) from trade unions; and 81.9% (n=22) from training or academic institutions reported increased levels of satisfaction after completing an ITC training activity. That no significant gap in overall satisfaction can be found between participants from different professional categories is a highly encouraging finding.

Further more, we should comment that the ITC e-campus is a valuable and high-quality tool with substantial potential for enhancing the learning experience of course participants. The e-campus can enable more efficient delivery of learning resources to course participants, tracking of learners' progress, better preparation of learners, continuous or more frequent (self-)assessment, learner engagement with more diverse learning materials (e.g. multimedia, interactive tools, external resources...) and use of learning analytics. Apart from very specific scenarios in which practicalities preclude it, there is no good reason not to harness all the potential of the e-campus platform also for those training activities that are being done fully face-to-face. This potential is also clearly recognised by course participants as they expressed a strong preference for blended modality (see Section 6.10).

Interviews with course participants (focus groups)

Findings from the focus groups largely corroborated the survey findings and provided some relevant additional insights and perspectives on several key issues such as: motivation of participants for taking a specific training activity, overall expectations, perceived quality of the training activities, their accessibility,

and benefits and disadvantaged of different modalities (online, blended and face to face). In general, the input from focus groups participants was remarkably uniform, with different interviewees emphasising similar aspects of their learning experience, both in positive and negative terms.

From these structured conversations with former (and perhaps also prospective) participants of ITC training activities, it was clear that ITC enjoys a high reputation. In the words of one of the focus groups participants: "ITC is an established brand and a symbol of quality, with ITC quality of the product is guaranteed". This participant further compared her experience with ITC online courses with those of established and reputable e-learning providers such as MIT, Preston and Stanford. Other participants expressed opinions in a similar vein – for all of them ITC is a prestigious organization whose reliability, quality and relevance are beyond doubt. Furthermore, these expectations on the side of course participants were successfully met by ITC: when the focus group participants were asked to reflect on whether the learning objectives of their training activities were achieved, they unequivocally stated that this is indeed the case.

Feedback from the focus groups also illustrated in more detail how former participants are applying the competences acquired or upgraded through ITC training activities. All of the focus group participants confirmed that the ITC training activity they had completed was relevant for their current work, their personal development and/or their further career prospects. A particularly salient example of this was provided by a course participant from Southern Africa who had completed the 'Creating Adequate and Effective Social Security and Protection for All Workers: Strengthening the Role of Workers' Organisations' online training activity and stated:

"(ITC training was) useful for influencing the Social Security Authority in my country to consider social protection services for those in the informal economy, who are particularly vulnerable when it comes to workers' protection. This has led to the development of a document that will actually help us to take care of those in the informal economy also. (Furthermore,) experience gained has also been shared with similar organizations in neighbouring countries."

All focus group participants also expressed a desire to enrol in other ITC training activities in the future (and at least one of them already has arrangements in place for taking their next course), which is an indication of a highly perceived quality and usefulness of the training activities and is consistent with the quantitative findings of the survey. However, most of the focus group participants also signalled that access to new training activities will most likely be complicated for them. Although free online courses were mentioned as a good practice by all of the focus group participants - and most of them had already benefited from these - the rest of the ITC offer is considered to be relatively expensive and presenting a barrier, especially for participants from low-income countries. One focus group participant emphasised that it is especially difficult for workers and workers' organizations to secure funding, while it is expected that they participate on an equal footing with employers' and governmental representatives. Another interviewee suggested that there should be different fee rates for participants from different backgrounds and organizations, in order to be more inclusive and foster stronger participation from LDCs and specific under-represented fields.

The occurrence of technical issues as an hindrance to successful participation in training activities was raised in the focus groups as well, in particular (but not exclusively) by participants from Africa. They suggested that ITC's online courses should include more asynchronous content, since this would allow participants to process learning resources when technical issues (especially internet connectivity) are resolved, whereas synchronous engagements can often be interrupted by such issues. Other participants, especially from Asia, indicated that substantial differences between their time-zone(s) and those of other participants - as well as resource persons in Turin - presented another challenge for engaging with synchronous content.

One element that all participants pointed out as a clear weakness in the online courses they had taken was a low level or lack of learner interaction. Although all the focus group participants were highly positive about the opportunities and further future potential that online learning provides, they felt that the main thing that was not successfully replicated in comparison to face to face training activities was learner interaction and the positive outcomes this brings (networking, exchange of cultural perspectives, social bonding etc.). Two suggestions that were made in this regard were expansion of the blended format (i.e. included a face to face element to online courses) and implementation of additional modules in online courses with a primary focus on fostering learner interaction.

The suggestion of implementing additional learner interaction modules in online courses is well worth

exploring for ITC. It is congruent with the findings of the systematic course analysis (Section 6.2) where we also recognise that learner interaction tools are currently used inconsistently across different (online) training activities, even though the need and potential for (increased) learner interaction is evident across all of them.

On the other hand, an expansion of the blended offer and the additional costs connected to this likely runs counter to the goal of making training activities more accessible. In other words, there is a standard trade-off between accessibility and outreach on one hand, and suitability of the learning experience for participants. In this regard, both quantitative and qualitative indications strongly point to the blended mode being the optimal one and this will be further addressed in Section 10.

Interviews with beneficiaries and ITC staff

As a part of this evaluation, interviews were organised with six representatives of beneficiary organizations: two ILO field offices (in Cameroon and Iraq), an employers' organization (BUSINESSEUROPE), a workers' organization (ETUC), Greek organization for Mediation & Arbitration and the World Bank. ITC delivered training activities for all of these organizations in 2022.

Overall feedback from the beneficiaries was highly positive – they emphasised that, in addition to developing the learning objectives in close cooperation with beneficiary organizations, the ITC is highly effective in ensuring that these learning objectives are met. Like the input from course participants, beneficiaries' input suggests that the ITC is a highly reputable training provider whose name and brand signal high quality to prospective partners and users.

An example of this high level of trust that the stakeholders place in ITC is the fact that the World Bank chose to have the ITC deliver the capacity building course “Emergency Procurement”, although they have the in-house capacity to deliver such a course. These expectations were met, as the World Bank was highly satisfied with the delivery and professionalism of the trainers. Similar sentiment was expressed by a regional expert involved with the ILO office in Cameroon who stated that them as organisers as well as participants themselves (70 participants) were confident that the participants upgraded and developed their skills through the course “*Académie sur l'entrepreneuriat*”. Regional ILO office in Iraq echoed this and stated that the course “*Training of Trainers: Building Modern and Effective Labour Inspection Systems*” was highly relevant, and both the learning objectives and materials were developed in close consultations with the ILO field office. Interestingly, the regional expert that was interviewed also mentioned that due to high costs, they have assessed other options, i.e. soliciting the services of other comparable training providers, but will likely remain with the ITC due to the guaranteed quality and relevance of their training activities. Representative of the Greek organization for Mediation & Arbitration signalled out the comparative perspective and intercultural dimension as the greatest strengths of the ITC, in terms of making the training relevant and effective. Interviews with workers' and employers' representatives clearly demonstrated that the ITC plays a significant role in the international dimension of tripartite functioning, with both workers and employers considering it a highly reputable, reliable, and successful provider of training.

Potential points of improvement signalled by the beneficiaries were mainly related to two points. First is accessibility, meaning that any initiative that would increase the possibility of diverse participants to engage with ITC training activities would be highly welcome. Second is a recurring issue from course participants survey and focus groups, which is a need for more networking, soft skills and community building, or as one interviewee termed it: “development of social capital”.

We recognize the potential to establish and enhance opportunities for ongoing networking among participants and with the ITC is rooted in the understanding that learning extends beyond the confines of a specific course duration. Building a formal alumni network and facilitating continuous interaction between alumni can create a dynamic platform for participants to maintain connections, exchange insights, and foster collaborations. This approach not only nurtures a sense of belonging and camaraderie but also amplifies the impact of the ITC's educational offerings, supporting a community of professionals who can contribute to each other's growth and collectively advance the goals of decent work and sustainable development.

However, the finding that all the relevant sources of feedback perceive the ITC as highly effective in delivering the planned learning objectives is best explained by two (intertwined) characteristics of the ITC:

1. Its robust internal quality assurance system, but also the quality culture and commitment to enhancement noted across different programme teams

2. Its proximity and sensitivity to the needs of the beneficiary organizations and individual learners

These elements of ITC functioning ensure that there are multiple channels of feedback and that this feedback is acted upon in implementing improvements. Through interviews with different ITC programme teams, the evaluation team noted there are strong feedback collection and processing mechanisms at the ITC, which are divided into central and programme level. The ITC course evaluation end-of-activity participants' survey is semi-standardised, meaning that the core questions are the same across all programmes, while the programme teams then have a possibility of either using only these standard questions, or adding their own distinct questions to the end-of-activity participants' survey, which is a possibility that some of the programme teams do use. In addition to these regular participants' end-of-activity participants' surveys, individual training activities or programme teams use other feedback collection methods fit for their purposes, such as short Q&A sessions, open-ended questions during the course and informal/free feedback from participants. One interviewee even pointed out that the benefit of online or blended training activities is that there are more channels through which feedback can be provided (in the e-campus) and if the course itself lasts long enough, this enables the tutor to react quickly and make modifications to the course as it is running, in order to better fulfil its learning objectives.

Interviews with ITC staff also demonstrated that teams have different way of collecting and analysing input from relevant sources, but they all fulfil the fundamental functioning of ensuring course relevance and effectiveness. For example, some teams are in close direct contact with the ILO constituents who are their primary beneficiaries (e.g. workers' or employers' organizations) and they co-develop training courses, discuss about future opportunities and exchange perspectives on the effectiveness of the training. Other teams have a more market-driven approach targeted to mass audience, where tools such as market analytics and market research are conducted. Such teams do not necessarily have a clear view of their primary beneficiaries in advance. Although these two cases exemplify disparate ways of functioning (other programmes typically fall somewhere in between), it is crucial to emphasise that they both fulfil the same function within the program – ensuring high quality and relevance of the training activities.

One member of ILO staff stated: *"I believe the learning objectives were adequately defined, but there was a need for clearer details on the methods intended to achieve these objectives, particularly in relation to the broader scope. Sometimes, the learning trajectory can be unclear due to the broad nature of these objectives. It's valuable to understand the planned strategies and the resource persons involved, as this aids better preparation and capacity development. While I appreciate that ITC's training activities are typically one to two weeks long and not comprehensive master's programmes, staying well-informed is crucial to effectively engage. The introduction of a pre-course phase has been beneficial but enhancing it with thorough pre-planning and detailed coverage information would be valuable."*

Another specificity of the ITC functioning is the high autonomy of individual programme teams and subsequently decentralised responsibility and strong ownership of individual programme teams over the training activities they deliver. Overall, this way of functioning is fit for ITC's goals and for the level of diversity among ITC's beneficiaries. Strong ownership and responsibility of the programme teams has demonstrably led to an active quality and enhancement culture, meaning that programme teams continuously work on improving their training offer, in close collaboration with their stakeholders and (prospective) users. However, this model does show some weaknesses as well. Diffusion of good practices among programme teams is slow or non-existent, even though multiple teams can (and often do) face similar obstacles and challenges. Furthermore, the potential synergies in expertise and perspectives of multiple programme teams are rarely exploited to a satisfactory degree: there are only a few examples of joint training activities between different programme teams. This issue will be explored in more detail in Section 6.5, although it does also affect the effectiveness of learning arrangements analysed in this section.

6.5 EFFECTIVENESS OF MANAGEMENT ARRANGEMENTS:

EQ9. Were the roles and responsibilities of Centre officials, including program management, who were responsible for the implementation of the activities clearly defined and understood?

EQ10. Were the current arrangements for implementing the activities effective?

EQ11. Were the activities coordinated across technical programs?

The assessment of the effectiveness of the current implementation arrangements reveals several key points. Flexibility is observed as a high-level attribute, with course adjustments prompted by course evaluations, external evaluations, and established quality standards. When initiating a new course, it typically starts as a concept initiated based on stakeholder needs or market demand. This concept then undergoes further development and quality assurance at different instances (programme team coordination, exchange with the ITC QA office, ITC Director of Training) before being finally approved and included in the ITC training offer. The ITC also has a strong culture of continuous enhancement: participant feedback plays a crucial role in refining training activities, often leading to changes and adaptations, including mid-term evaluations and tailored storyboards.. In addition, repeated participation is seen as a positive indicator of satisfaction, particularly for face-to-face learning.

Course development cycles involve multiple iterations, with costs saved through repeating already established training activities. Tailored training activities typically take 8-10 months to develop and are often custom-made for specific partners or projects. Funding certainty is a prerequisite for course development, and planning is aimed at 4-5 months in advance. Collaborations with external institutions and coaching sessions enhance course content and participant experience.

Essential tool for course design and revision is the checklist provided by the ITC QA office - this document aims to ensure that all ITC courses meet the basic standard, although there are perceived challenges due to the standardisation of the document - some interviewees expressed the need to move away from one-size-fits-all solutions. Alignment between learning objectives and fundamental course elements, as an essential element of high quality course design, is at a satisfactory level in general (see Section 6.2). Pre- and post-assessment tests are employed to evaluate training activities, while continuous assessment and learning analytics primarily focus on participants. However, the ITC is lacking a formal and structured instructional design training. Although ad hoc help requests complement staff development efforts and can partly compensate for this, the ITC would benefit from a more structured approach to capacity building in instructional design. This is especially important when considering the current environment in which quick adaptations are essential for different modalities to function in a manner which plays to the strengths of each specific modality. As presented in Section 6.10, the demand and preference for face-to-face trainings is gaining prominence, while many activities are transitioning to online modality to increase outreach and cost efficiency. The emphasis remains on achieving a balance between time and quality, with ongoing improvements driven by participant feedback and iterative course development.

As it regards the overall organisational structure of the ITC, it is clear that there is a strong principle of decentralisation and subsidiarity with programme teams functioning in a highly autonomous manner. The ITC would benefit from strengthening the central support services while acknowledging and fully respecting the benefits of decentralisation. As recognised by the ITC, the crucial goal is to strike a balance between autonomy and standardised quality enhancement processes across the institution. While a substantial level of decentralisation has its advantages, evidently a more structured and coordinated approach is required to ensure consistency, efficiency, and optimal outcomes, while remaining a high level of programme team autonomy and ownership over the final result. Indeed, the current decentralised approach has granted programme teams the autonomy to innovate and adapt to specific needs which serves ITC well. However, as the institution grows, a balance is needed between programme autonomy and alignment with overarching goals - central support services in its guiding and supportive role can bridge this gap without infringing on the level of autonomy. By centralising support, standard best practices can be established, preventing redundancy, promoting efficiency, and contributing to dissemination of successful models across the institution. There is a significant potential for synergistic division of tasks in this regard: while programme-level innovation is prevalent and extremely valuable, the central support aids in scaling successes institution-wide, ensuring sustainability. Central support would in ideal scenario thus optimise processes, resource allocation, and human resources, resulting in cost savings and effective resource utilization. Such a supportive role would in turn ensure consistent course development, quality assurance, and reputation maintenance. In summary, centralising support unifies diverse efforts toward strategic alignment, efficiency, and impactful growth.

This evaluation also focused on whether activities were coordinated across technical programs. Responses suggest that learning from others' experiences played a significant role, particularly in the development of free courses. Communication channels for knowledge exchange include contact with colleagues working on

Quality Assurance and Data Analysis within the Office of the Director of Training. The concept of a community of practice was also mentioned by interviewees. Collaboration with the Director of Training aided in shaping promotion strategies. However, direct collaboration with other departments in developing new training activities, including free courses, primarily occurs through central service personnel (QA, IT, analytics) rather than direct department-to-department interaction. Unfortunately, recent years have seen a decline in peer learning between programs, with sharing more focused on successes rather than challenges. In terms of peer learning, the process of gathering insights and sharing best practices is a key aspect. However, it seems that the current framework for such knowledge sharing might need refinement. As it stands, the primary avenue for sharing best practices is through sessions organized by or in collaboration with the Learning Innovation Platform (LIP) and the Office of the Director of Training (TDIR) via Human Resources (HRS).

On the e-campus platform, communities of practice have been established. What began as an e-campus facilitation has evolved to encompass areas like digital inclusion, quality assurance, and more. These communities provide a structured yet informal space for colleagues to exchange insights. Informal information exchange remains a consistent practice, allowing colleagues to share insights more freely. In addition, the Human Resources Development (HRD) department has introduced the idea of informal luncheons among colleagues. These lunches provide an avenue for sharing perspectives and experiences. For instance, if a program has a noteworthy initiative to showcase, they might organize such a lunch session. HRD takes an active role in fostering knowledge sharing by regularly reaching out to departments to gauge their willingness to share insights and best practices. This proactive approach helps to keep the flow of knowledge alive within the organization. Another notable platform for knowledge dissemination is the Learning Innovation Day at ITC. This event serves as an opportunity to showcase innovative approaches and best practices across various programs, further contributing to the culture of shared learning.

These structured sessions play an important role in disseminating valuable insights, but an upscaled, more impactful model is needed. Moreover, informal conversations serve as a natural conduit for the exchange of information, and any potential opportunities for this should be stimulated. Colleagues should be encouraged to engage in casual discussions, fostering knowledge transfer in more relaxed settings, such as around the coffee machine or during breaks. Interviews conducted pointed to the programme managers' meetings being recognised as a valuable platform for discussing strategic and governance issues, sharing concerns, monitoring progress, and exchanging perspectives. Innovation days and informal lunch sessions also serve as avenues for sharing practices between programs. However, interviewees feel that more sharing, especially of good practices and solutions to challenges, would be beneficial. Community of practice platforms, although positive, lack facilitation and could potentially benefit from structured engagement. The suggestion of annual seminars or exchanges on centre-wide relevant topics is also mentioned, although logistical challenges such as travel and busy workloads need to be considered. Overall, the need for more flexible and effective information exchange between programs is emphasised throughout the responses.

Cross-programme course development appears to have become more challenging than in the past. The reasons behind this change are not obvious, though financial targets and individual responsibilities may play a role. Institutional mechanisms for promoting cross-collaboration are lacking, apart from occasional cross-contributions as experts. While some collaboration in program delivery exists, it is observed to be less frequent now. Interviewees express support for increased collaboration and sharing between units in course delivery.

In the past, there was a period when regular sessions were dedicated to sharing experiences among departments. Unfortunately, this practice is not actively maintained now - it appears to rely on the initiatives of individual departments that want to showcase specific successes or share experiences. While lunchtime sessions with external speakers were a feature at one point, they are not currently in operation. However, it is worth noting that an annual seminar is still part of the knowledge-sharing landscape.

High workload experienced by each department sometimes hinders the emphasis on cross-programme collaboration and peer learning. Despite this challenge, efforts have been made to create platforms for knowledge sharing. For example,

In conclusion, while there are ongoing efforts to promote the exchange of best practices and insights, there seems to be room for improvement in creating a more structured and comprehensive mechanism for peer learning and knowledge sharing between programs.

Navigating the currents of organizational challenges and aspirations, the voices within the institution shed light on intricate dynamics. As one colleague expresses, *"It feels like we are rowing against a much bigger tide, and it's challenging. Sometimes we ask for more visibility, but then we're told we're too visible. It's confusing, and I'm not sure how to handle it."*

The intricacies of promotion strategy come to the forefront as another colleague adds, *"I'd like to add something about the promotion aspect. The current policy for promotion allows you to reach out only to your former participants. Consequently, you end up promoting training activities to the same group of individuals repeatedly. Over time, this approach may lead to a decline in response rates, and you may face challenges in filling course seats. While activity managers do their best to promote training activities through ILO Offices, not all colleagues in the field are equally proactive. As a result, they might need to conduct additional research to find contacts for promotion. However, it's essential to consider the balance between promoting training activities and avoiding excessive outreach, which can be seen as spamming and may not align with the center's promotion policy."*

The complexity of collaboration within the institution emerges as another colleague reflects, *"On the topic of challenges and cooperation between units, I must add that one of the difficulties we face is the competition among units. Each unit has its own targets to achieve, which makes collaboration less incentivized. While it's theoretically possible to work together, there isn't enough institutional support for it. We are all focused on reaching or surpassing our individual targets."*

Further insights highlight the strain on technical programs, as the lack of dedicated support services impacts quality. As outlined by one colleague, *"Another issue is the lack of support for technical programs. For example, when it comes to promotion or bidding, each unit is responsible for managing all aspects of an activity. We don't have dedicated support services within the centre because every unit has its own priorities. This affects the quality of our programs since we may not have expertise in marketing or communication, yet we are expected to handle these tasks. Our colleagues in the communication department are also busy with their own activities, so they can't provide much assistance to the technical programs. This situation significantly impacts the quality of our work."* In this mixture of experiences and observations, the challenges and aspirations of the institution come to light.

Enhancing collaboration among various ITC programs, while also simplifying financial processes, is recommended to facilitate the creation of interdisciplinary training activities that integrate diverse expertise. This approach aligns with learners' requirements, ensuring course relevance and addressing multifaceted learning needs.

As heard in the staff interviews: *"We actively collaborate across various programs, sharing substantial content and sessions, albeit at times in high volumes. This is undertaken with enthusiasm and a hope for enhanced exchange among programs, even fostering joint presentations. Efforts to engage more centre-based speakers are also being made, with particular emphasis on the potential presented by joint training activities. However, the existing organizational culture appears to inhibit such collaborations between programs and individuals, despite recognising the value they can offer. Distinct operational cultures and hierarchical priorities occasionally hinder such cross-programme cooperation, making it less of a natural inclination. Although promising, the actual implementation of joint programs encounters challenges. Notably, a recent experience involved two programs jointly developing a course but faced constraints due to the allocation of resources and hierarchical priorities. Despite this, successful instances of cross-programme collaboration have been observed, such as uniting with the ILO's gender and multi-programme teams for specialized training activities."*

6.6 EFFICIENCY

EQ12. Have the resources invested into the delivery of the activities been used most efficiently? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?

EQ13. What time and cost efficiency measures could have been introduced without impeding the achievement of results?

For the purposes of this evaluation, efficiency was defined as a measure of how economically and timely resources/inputs (funds, expertise, time, etc.) were converted to results. Quantifying the exact expenses linked with formulating and executing distinct training activities under the project's purview is inherently complex. Nevertheless, our analysis of the 50 assessed training activities discloses an encouraging financial trajectory: all proceeds generated not only offset their immediate expenditures but also yielded surplus earnings in 2022. This outcome concurs with prior evaluation outcomes, emphasising the notable efficacy of ITC's online training endeavours, characterized by a clear-cut inputs-and-outputs structure.

We conducted an analysis by computing the ratio between CFC and revenue. By leveraging the revenue data and establishing a correlation between CFC, we derived a corresponding share that represents their relationship. Using this derived share, we formulated a simplified version of Return on Sales (ROS) to create a visual representation that effectively maps the profitability of different technical programs within the BCG matrix. This approach allowed us to categorise and understand the programs' positions in terms of their revenue-generation and cost-efficiency. Bare in mind that data bellow measures only the sampled activities which might not be accurately representative of the overall status of the team and can not be taken as a sign of overall yearly performance.

2022	Average of HOL per		Sum of CFC	Sum of Revenue	Ratio of Revenue for CFC	ROS estimate on the ratio
	DOT	No Trainings				
ACTEMP	4	4	43.110	95.305	45,23	5
ACTRAV	7	7	60.968	340.254	17,92	2
DEVINVEST	8	6	266.388	409.191	65,10	7
EPAP	6	6	249.070	333.962	74,58	8
ILSGEN	7	6	298.594	532.222	56,17	6
LIP	6	4	114.491	153.261	74,70	8
ODPS	7	6	312.736	620.047	50,44	6
SEE	10	6	191.962	374.618	51,24	6
SPGT	7	5	181.642	290.690	62,49	7

Table 20: Ratio between CFC and revenue per technical program (sampled activities)

To elaborate further on this we have used a modified version of the BCG Matrix, also known as the Boston Consulting Group Matrix, is a strategic management tool used to evaluate and categorise a company's portfolio of products or business units based on their market growth rate and relative market share. This matrix provides a visual representation of the different technical programs within ITC and helps guide resource allocation and strategic decision-making. It provides a simplified view of a company's portfolio, allowing management to prioritise resources based on the stage of each product or business unit in its lifecycle. It assists in identifying areas that need investment, areas generating substantial profits, and areas that may require divestment or redirection of resources.

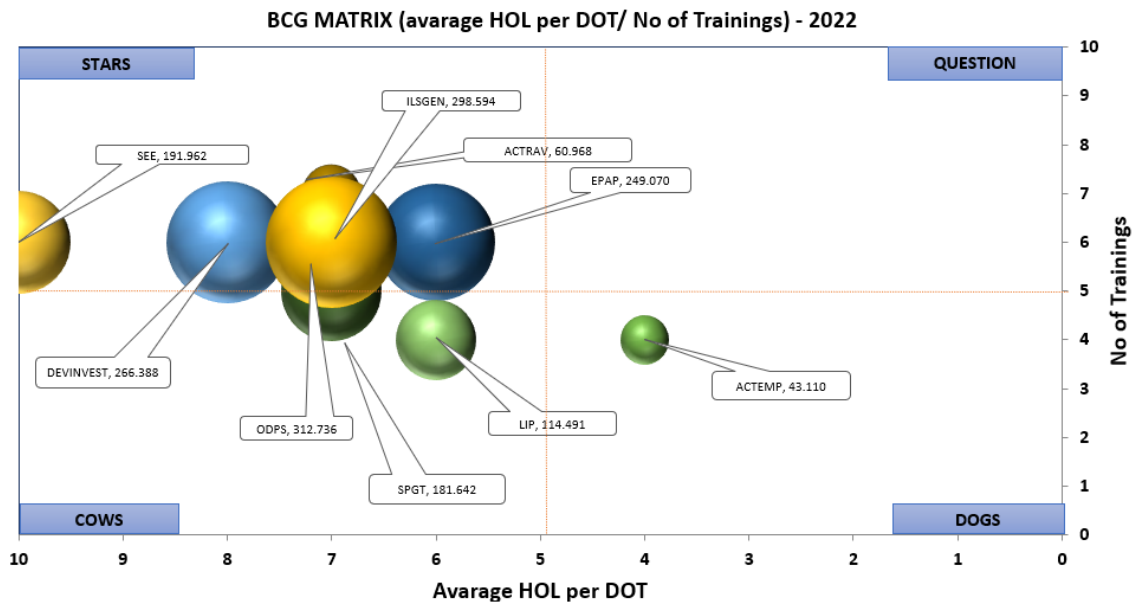


Figure 19: Average HOL per DOT in regards to number of Trainings.

The primary matrix showcases the ratio between hours spent on learning (HOL) and the days allocated for training (DOT). Subsequently, by calculating the average hours per training day, it quantifies the efficiency of time utilization for the training process. Incorporating, the average hours per day for ACTRAV was 4 HOL per DOT, while SEE extensively filled the days reaching 10 HOL per DOT in average. Please note that the connection between HoL and DoT is notably subjective and based on provided limited data, entailing a multitude of factors contingent on course design and modality. While there's a conceivable link to efficiency, particularly in terms of the time invested by teams in activity organization, the relationship might not be sufficiently explanatory when it comes to participants' learning time.

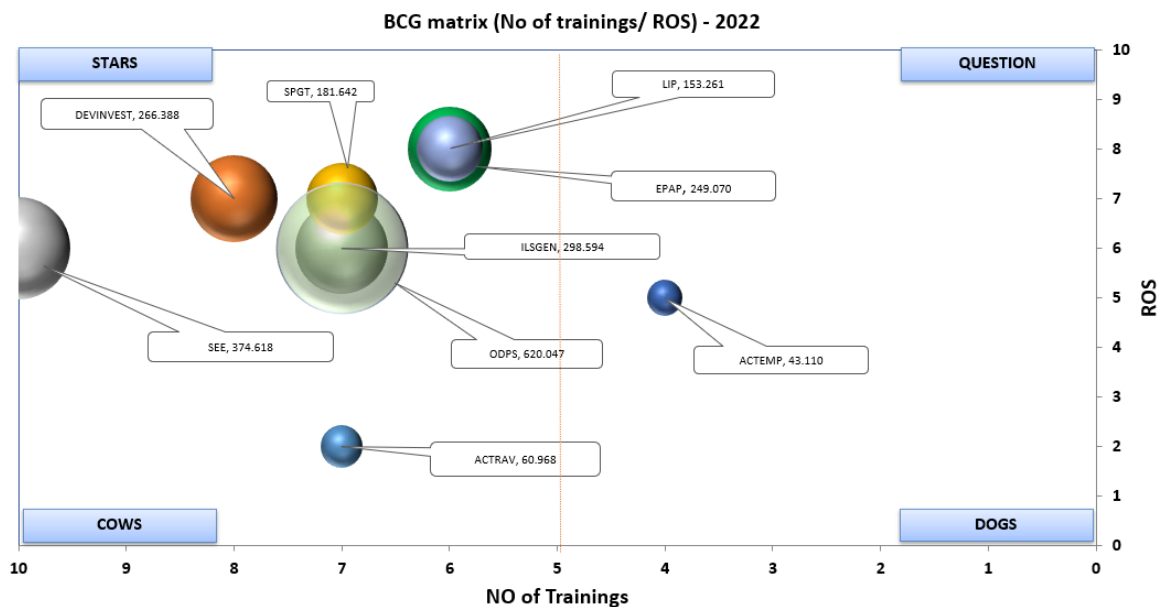


Figure 20: Correlation between HOL and ROS

The second matrix illustrates the correlation between the utilised average Hours of Learning (HOL) and the estimated Return on Sales (ROS). This simplified representation offers insight into efficiency. Additionally, the size of the corresponding bubble signifies the CFC.

This section extremely correlates also with the section 6.5 and the overall efficiency.

Furthermore, a shared perception prevails that online training activities are more financially efficient than their face-to-face counterparts due to savings in travel and lodging expenditures. Certain technical programmes view online training as a convenient method to attain the (CFC) and thus exhibit a preference

for conducting online training sessions. While this argument holds merit about outreach and accessibility, it neglects the considerable human effort involved in delivering effective online training. Participants often seek well-structured and guided human interactions, encompassing feedback on their submissions and engagement with fellow participants worldwide. These pedagogical approaches and facilitation strategies necessitate substantial resources, chiefly in terms of staff time and expertise. The efficiency of the ITC's investment in staff organizational aspects linked to these dimensions remains somewhat ambiguous.

We suggest to enhance central support services and encourage collaboration among programme teams is driven by the goal of improving organizational efficiency and effectiveness. By centralising support functions and facilitating cross-team cooperation, the ITC can aim to avoid redundancy, optimize resource allocation, and promote knowledge sharing. This approach enables the organization to streamline operations, preventing duplication of effort and minimising wastage of resources. By fostering communication and synergy between programme teams, the organization can share best practices, lessons learned, and innovative solutions, accelerating learning and promoting consistency. Moreover, central support services can establish standardised processes, tools, and templates, ensuring quality and simplifying workflows. This also offers cost-efficient solutions, as shared services models can be implemented for common needs. Collaboration enhances agility and flexibility, enabling the organization to adapt swiftly to changing circumstances by reallocating resources and expertise as needed. It also supports a holistic impact assessment, helping the organization identify overlaps, gaps, and areas for alignment to achieve greater overall impact. In conclusion, strengthening central support services and promoting collaboration empowers the organization to optimize resource usage, reduce redundancy, and leverage collective knowledge to deliver consistent, high-quality outcomes across diverse programs.

6.7. IMPACT

EQ14. What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities?

EQ15. What actions might be required to achieve long-term impact?

Knowledge Application

The evaluation of training activities focuses on measuring their impact by assessing changes in participants' behaviours at work immediately following the training. The ITC aims to evaluate whether and to what extent participants apply their learning outcomes in practice, and the subsequent results and impact at both individual and organizational levels. In the current evaluation project, the assessment delves into the knowledge application practices of training participants.

Initially, participants were queried about the extent to which the course bridged the gap between theoretical concepts and real-world applications through practical examples. An overwhelming majority of survey participants (93.8%) expressed agreement or strong agreement with the statement that courses provide numerous such examples. This positive response underscores the course's positive influence on their learning journey. Additionally, similar proportion of participants (93.7%) concurred that they could effectively translate the knowledge gained from the course into their professional contexts. These findings, representing a moderate increase in comparison with the last year's evaluation, affirm the training activities' constructive role in facilitating the practical application of newly acquired knowledge.

	n	1	2	3	4	5	M
The course provided many examples that translated theory into practice (2023)	519	0 (0.0 %)	2 (0.4 %)	30 (5.78 %)	230 (44.3 %)	257 (49.5 %)	4.43
The course provided many examples that translated theory into practice (2022)	620	1 (0.1 %)	9 (1.2 %)	50 (8.0 %)	290 (46.7 %)	271 (43.7 %)	4.32
The course provided many examples that translated theory into practice (2021)	948	2 (0.2 %)	8 (0.8 %)	63 (6.6 %)	448 (47.3 %)	427 (45.0 %)	4.36
I can apply the knowledge created in this course to my work setting. (2023)	519	0 (0.0 %)	6 (1.2 %)	27 (5.20 %)	224 (43.2%)	262 (50.5 %)	4.43
I can apply the knowledge created in this course to my work setting. (2022)	621	1 (0.1 %)	2 (0.3 %)	33 (5.3 %)	304 (48.9 %)	281 (45.2 %)	4.38
I can apply the knowledge created in this course to my work setting. (2021)	943	2 (0.2 %)	2 (0.2 %)	50 (5.3 %)	448 (47.5 %)	441 (46.8 %)	4.40

Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Table 21: Comparison of knowledge application of the course between years 2021 - 2023

To corroborate this quantitative input, an additional open-ended question was asked: "Can you give a concrete example of the way in which the course itself has been of practical use for achieving results in your work?" Out of the total number of survey participants (n=626), 82.9% responded to this question and 75.4% responded by giving a specific example of how they applied their newly acquired knowledge after the training.

Written examples of knowledge application include:

"I had just joined the project and had no knowledge of procurement in project setting. The course expedited my learning and experience. I learnt what could have taken me 3years in 1 year. This was great achievement for me all thanks to ITC."

"The course gave me a great opportunity to develop my leadership skills through discussions and presentation of successful leadership models, and this contributed to fully supporting the empowerment of women and promoting gender equality to achieve comprehensive development."

"I became more aware of using my skills to communicate with establishments, develop supervisory skills, motivational skills, and communication skills with colleagues. I became very keen on community participation through the institution in which I work, and also on the private side of my personal life. Thank you."

"My job requires me to serve as a facilitator in trade union workshops and currently, the focus is on gender issues, so the session on how to conduct this in a more participatory way is beneficial. I use some of the approaches I learned from the session in my current workshop sessions."

"Before the course, I have limitation in project management cycle and less confident in crafting project proposal development. After attending the course, my confidence was increased/improved in developing project proposals and other documents related to project management cycle."

Taken together, these evaluation results highlight the substantial influence of the training activities on participants' capacity to apply their knowledge effectively, skills and competences within real-world scenarios in their professional contexts.

Competencies and job performance

Another important indirect measure of the ITC's potential impact is self-assessed level of improvement in competencies and job performance of course participants. Here, a strong majority of participants reported that they made large or substantial improvements in terms of their competencies (75%) and job

performance (71.5%) as a result of the training activities. As shown in the table below, these responses had increased (especially the job performance) compared to last year's results.

	n	1	2	3	4	5	M
Competencies (2023)	520	0 (0,0 %)	18 (3,5 %)	111 (21,4%)	238 (45,8 %)	152 (29,2 %)	4,00
Competencies (2022)	596	6 (1,0 %)	26 (4,3 %)	157 (26,3 %)	255 (44,4 %)	142 (23,8 %)	3,86
Competencies (2021)	933	16 (1,7 %)	36 (3,9 %)	193 (20,7 %)	423 (45,3 %)	265 (40,3 %)	3,95
Job performance (2023)	520	4 (0,8 %)	23 (4,4 %)	121 (23,3 %)	233 (44,8 %)	139 (26,7 %)	9,92
Job performance (2022)	582	12 (2,0 %)	47 (8,0 %)	212 (29,0 %)	390 (39,6 %)	227 (21,1 %)	3,70
Job performance (2021)	895	26 (2,9 %)	40 (4,5 %)	212 (23,7 %)	390 (43,6 %)	227 (25,4 %)	3,84

Note: 1 = no improvement, 2 = slight, 3 = moderate, 4 large, 5 =substantial

Table 22: Improved competencies and job performance because of the training activity

Course recommendations and qualitative input

When asked if they would recommend the training to their colleagues, an extremely impressive 99.2% of respondents (n=519) state that they would do so, compared with an already very strong result of 97.4 % in 2022. This finding demonstrates a very high level of confidence in the value of ITC trainings from the participants perspective and is one of the most relevant proxy indicator for the broader impact.

In addition to quantitative results presented above, the evaluation team also took note of a substantial amount of qualitative input provided through focus groups and interviews.

In one of the focus groups, it was stated: *"Participating in this training has provided me with valuable insights. I have been able to exert influence in such a way that the organization of informal economy workers has seen significant improvements across the entire country. We've successfully established national unions originating from the informal economy and extended our impact to neighbouring countries like Malawi, Zambia, Mozambique, and Namibia. The knowledge gained from these training activities has empowered me to also influence Zimbabwe's national Social Security Authority, resulting in the consideration of social protection services for those within the informal economy. This achievement brings me immense satisfaction and a sense of accomplishment, as I contribute positively to my country, employment, and the trade union as a whole."*

Although the input from course participants is predominantly positive and confidence in the ITC's relevance and impact is very high, the ITC staff does also recognise certain challenges in monitoring and strengthening impact. As quoted from one of the staff interviews: *"The ITC formerly employed an impact evaluation modality involving selected training activities over a period of six months to a year. Contacts were established with participants' supervisors and participants themselves to gauge career progress and the implementation of acquired knowledge. Feedback was also sought from supervisors regarding enhanced capacities or institutional advancements. However, the response rate, often below 50%, indicated potential timing issues with the assessment. Recognizing that evaluating impact too soon might not fully capture transformative changes, it was observed that some distributive improvements from training require a critical mass of participants. The degree of impact seemed more influenced by participants' active involvement rather than course specifics. Presently, there is no formal process for such evaluations. Nevertheless, the centre engages in follow-up assessments upon donor or project request. This has been the case in fields like social protection and labour inspection, where assessments were performed to verify the practical application of acquired knowledge."*

Furthermore another comment from the staff interviews stated: *"From the perspective of the training centre, it is important to consider that long-term impact might not fall squarely within its mandate. This viewpoint, though personal, underscores that when participants complete training activities and return for further learning, it indicates the courses' practicality. Given the training center's extensive reach, conducting a comprehensive impact assessment proves challenging. Nevertheless, an alternate insight reveals that collaborations with external Crisis Technical Cooperation projects aligned with the ILO have the potential to facilitate impact evaluation. These projects, funded by donors and governments, not only involve training but also contribute to longer-term project outcomes. This synchronisation enhances the training center's role in*

nurturing essential competencies necessary for successful project implementation. Moreover, engagements with external entities permit the training centre to focus its training offerings according to partners' specific agendas. For example, participation in training activities like value chain development often stems from distinct organizational priorities, fostering meaningful outcomes. This strategy aims to harmonise the training center's available resources with its intrinsic capability to gauge impact within designated clusters annually. However, acknowledging the inherent complexity of attributing sustained impact to short-term activities such as webinars, the approach retains a pragmatic orientation. Importantly, the training center's responsibility lies not in conducting exhaustive impact measurements, but rather in concentrating on concrete indicators like participant demographics and completion rates. This pragmatic approach serves as a practical tool to evaluate training program outcomes and effectiveness, aligning with the training center's broader goal of advancing development across different countries."

Overall, even when taking into account the methodological challenges in assessing impact within this evaluation, the findings support at least the tentative conclusion that the ITC is successful in ensuring efficacy, pertinence and strong impact of its training offer. Processes through which the ITC as an organisation monitors and strengthens impact can be improved, although it has to be acknowledged that this segment of operations is extremely challenging for any educational organisation. This perspective is further reflected in the recommendations made.

6.8. SUSTAINABILITY

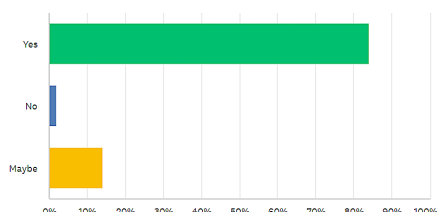
The concept of sustainability extends beyond financial and environmental considerations; it also applies to the continuity and growth of participant engagement in training activities. Sustaining a steady stream of recurring participants is a pivotal element to the success of training programs. When participants consistently return to engage with learning opportunities, it signifies a sustainable cycle of value creation for both the learners and the organizing institution. This cyclic engagement fosters a sense of ongoing development, deeper knowledge integration, and a supportive community of learners. Exploring the strategies and factors that contribute to the sustainability of recurring participants sheds light on the effective design and delivery of training activities, ensuring that learning experiences extend far beyond singular interactions.

EQ 16. How likely is it that the results of the activities are maintained or up-scaled by the participants?

The Centre maintains a database of past participants and regularly updates them about new training activities. Notably, a significant number of retail trainees show repeated interest. However, the absence of a structured alumni network management approach is evident, largely due to the divergence in interests and professional networks across responsible business conduct, finance, job roles, enterprise development, and social solidarity economy. This challenge suggests the need for separate online networks, possibly six. While the organization has contemplated options like newsletters and increased social media engagement to foster connections, there is room for further refinement and expansion of the alumni engagement strategy.

E8. Do you intend to take another course at the ITCILO?

Answered: 520 Skipped: 107



E7. Would you recommend the training to colleagues?

Answered: 520 Skipped: 107

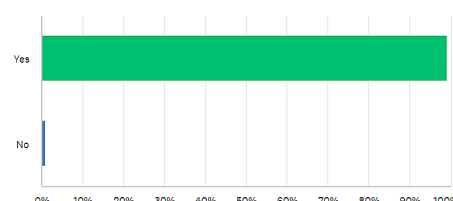


Figure 21: Extent to which the next benefits of the activity continue or are likely to continue.

Evaluation findings underscore a remarkable uptake of ITC training activity outcomes. Participants exhibit strong enthusiasm for disseminating their acquired knowledge within their immediate circles, and the evaluation team has observed numerous instances of such initiatives, alongside those targeting

organizational or societal impact as outlined in section 7. Moreover, participants show keen interest in furthering their learning journey, with a significant majority expressing eagerness for future ITC training endeavours. Many continue to engage with learning resources even after completing the course, highlighting the value of supplementary resources. This practice is worth upscaling and adopting more widely across programs.

Instead of a conclusion we offer a thought from the staff interviews:

"Times are changing rapidly, and with that, the pace of everything has increased. It's crucial that we maintain a client-oriented approach. Just like when we shop or dine out, we expect prompt and welcoming service. This level of service should extend to both in-person and online interactions. By focusing on implementing such measures, we can leave follow-up tasks to a dedicated communication office, ensuring participants receive necessary support and feedback. It's important to make every participant feel valued, especially in the online realm where it's easy to become just a statistic. The board's perspective also plays a role, leaning towards prioritising face-to-face interactions and networks. However, it's vital to remember that the target audience often includes those who can't attend in person due to geographical constraints. Therefore, catering to their needs through online resources remains crucial for both groups."

6.9 HIGH QUALITY TECHNICAL SUPPORT

Access to technology and tools

In general, participants in the sampled training activities appear to have good access to the necessary technical devices and tools for engaging in these training activities. About 87.8% of respondents agreed or strongly agreed that they had full access to the required technology for learning (n = 536). This percentage is slightly higher than in the 2021 evaluation, where 85% of participants reported having full access.

Furthermore, 88,6% of respondents (n = 536) mentioned that they could freely choose and use different devices like PCs, laptops, mobile phones, and tablets for their learning needs. Unlike in the previous evaluation, participants this evaluation year had difficulties accessing the courses via mobile devices, mainly for general connectivity issues that were not specific to ITC's e-Campus services.

Regarding access and navigation within the online learning system e-Campus, participants found it not to be an issue, as average ratings were consistently above 4.0.

I found it easy to access the e-Campus.		
Strongly agree	47,57%	255
Agree	40,30%	216
Neither agree nor disagree	5,04%	27
Disagree	2,05%	11
Strongly disagree	0,93%	5

Table 23: Access to E-campus

I found it easy to navigate e-Campus.		
Strongly agree	41,04%	220
Agree	44,78%	240
Neither agree nor disagree	6,53%	35
Disagree	2,24%	12
Strongly disagree	0,93%	5

Table 24: Navigating the E-campus

Technical issues and support

As in the previous evaluation, technical issues in participating in (especially) online training activities on a regular basis remain a problem that improved compared to 2021. Overall, 33,9% (49.0 % % in 2021 training activities) agreed or strongly agreed that they had many technical problems in their training activities (n = 539). Major problems were reported by participants from Asia (40,4 %), African countries (39.7 %) and Oceania (50 %). However, we must take into consideration that the n=4 for Oceania is quite low.

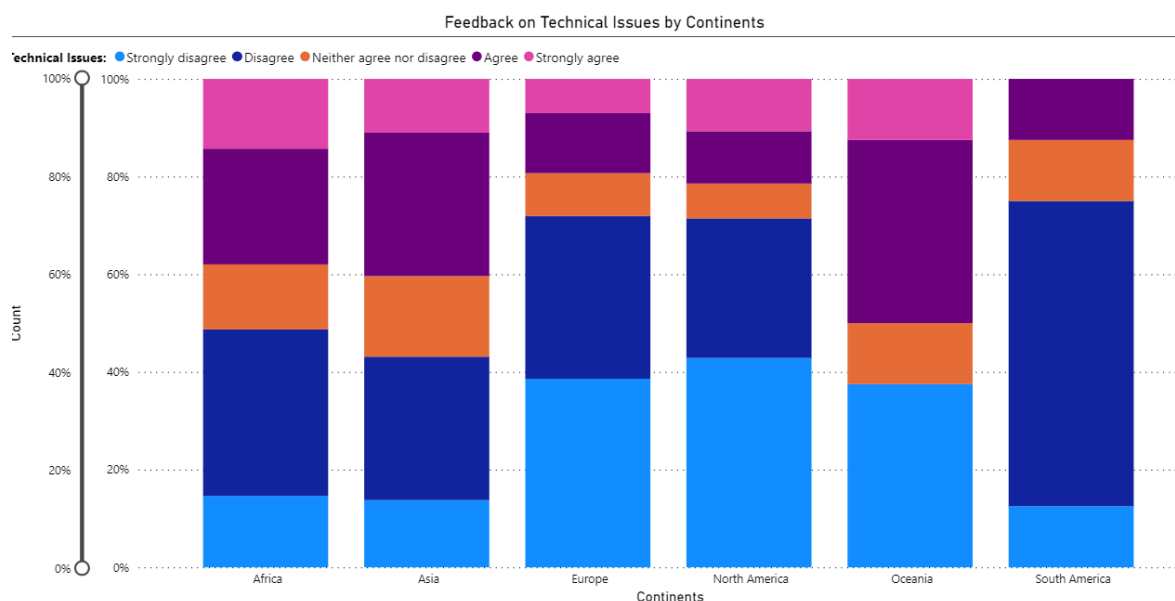


Figure 22: Technical issues

In light of these challenges, it becomes crucial to prioritise the design of accessible systems and ensure the provision of adequate technical support. Similar to the previous evaluation, the mean scores for items related to technical support and guidance both fall below four. This indicates that there is still potential for improvement in terms of providing participants with clear information on where to seek help and enhancing the response time of technical support services.

I knew where to ask for help when I had any technical issues with the online learning system e-Campus.		
Strongly agree	37,13%	199
Agree	41,79%	224
Neither agree nor disagree	9,14%	49
Disagree	4,48%	24
Strongly disagree	0,56%	3

Table 25: Technical help accessibility

Technical support responded to my issues on time.		
Strongly agree	31,41%	169
Agree	44,05%	237
Neither agree nor disagree	13,94%	75
Disagree	3,16%	17
Strongly disagree	0,74%	4

Table 26: Technical support availability

Internet connectivity

A reliable Internet connection is crucial for effective participation in online learning, but the quality and reliability of connectivity vary across countries and regions. In areas with low bandwidth and unstable connections, asynchronous communication and content delivery tools are preferred, allowing participants to access learning material when the Internet is available. Synchronous videoconferencing, on the other hand, requires more bandwidth and stable connections, leading some participants to disable video to join discussions.

Survey responses indicate that Internet connectivity remains an issue. Approximately 47.4% of respondents reported regular disruptions to their online learning due to connectivity problems. In Africa, Asia, the Middle East, and Oceania, around 50% of participants faced such challenges, while only 31% in Latin America encountered similar issues. Europe had the best Internet connectivity, with no significant improvement compared to the 2022 survey.

Some comments from the focus group on connectivity issue:

"After the session, I intended to review the recordings, but due to the limitations of our devices, accessing them can be challenging. Sometimes, with four or five of us, we have to share one laptop that functions better for contributions. However, downloading the recordings to listen repeatedly becomes quite problematic."

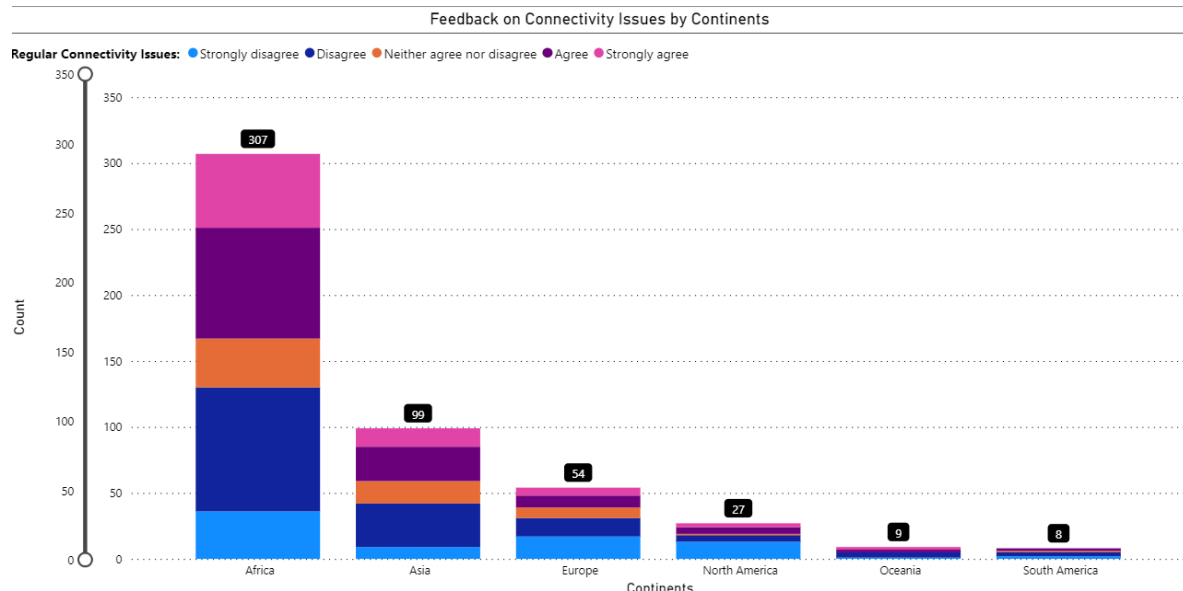


Figure 23: Participants who had regular issues with Internet connectivity. Question: C3.4 Do you agree with the following statement? I had regular issues with Internet connectivity that disrupted online learning. (n = 537)

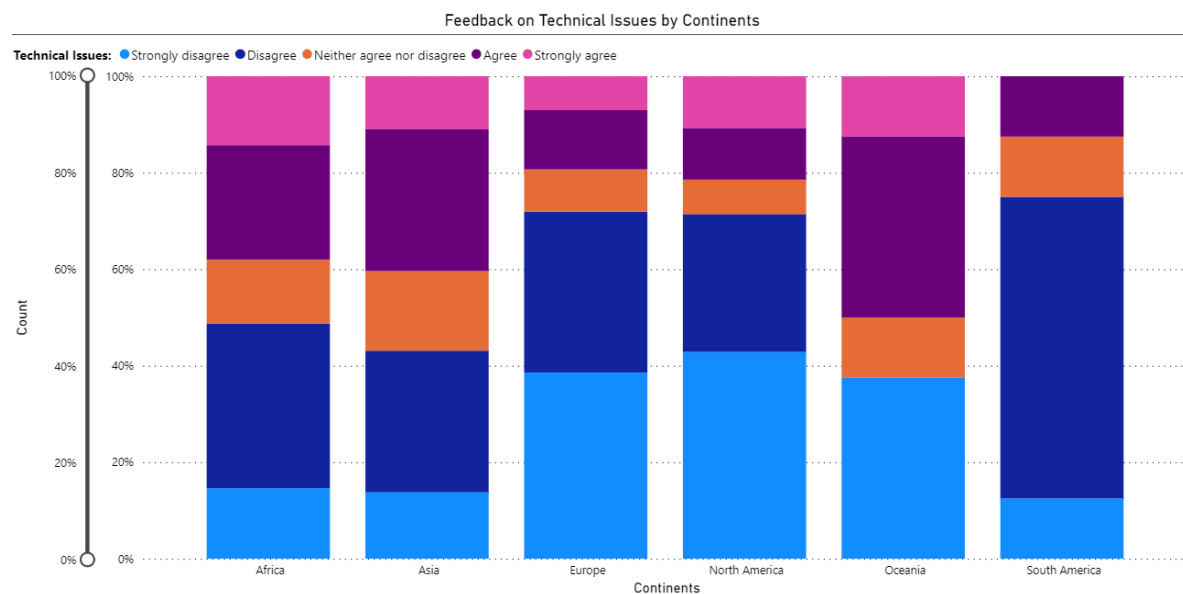


Figure 24: Participants who had regular issues with Internet connectivity. Question: C3.4 Do you agree with the following statement? I had regular issues with Internet connectivity that disrupted online learning. (n = 537)

Asynchronous vs. synchronous media and tools

Digital media and tools play a critical role in both synchronous and asynchronous online distance learning formats, enhancing accessibility and scalability of online programs. Incorporating synchronous videoconferencing sessions fosters a sense of community and reduces isolation among participants. However, it may limit flexibility in terms of time and space.

On the other hand, online interaction requires facilitation from instructors, which can increase costs and hinder cost efficiencies. To gauge participants' preferences, they were asked to assess the frequency of asynchronous computer-conferencing and video content usage compared to synchronous video-conferencing.

	Too often	Just enough	Not often enough	M
Asynchronous conferencing	85 (16.0 %)	301 (56.7 %)	93 (17.5 %)	2.00
Asynchronous video content	96 (18.1 %)	303 (57.1 %)	80 (15.7 %)	1.97
Synchronous conferencing	120 (22.6 %)	289 (54.4 %)	69 (13.0 %)	1.97

Table 27: Preferences for asynchronous vs synchronous educational media (n = 531)

In general, the mean scores for the frequency of use of asynchronous and synchronous tools were close to two, indicating an average balance. However, synchronous conferencing tools were reported to be slightly overused ($M = 1.97$) compared to asynchronous conferencing ($M = 2.00$). It is worth noting that synchronous video-conferencing demands higher bandwidth and a stable Internet connection. To gain deeper insights, the data was analysed based on continents to examine preferences for asynchronous versus synchronous media in different regions. Particularly noteworthy is the response from participants in Africa and the Middle East, regions with slower Internet connectivity, where over 25% of respondents felt that they spent too much time in synchronous video-conferencing sessions.

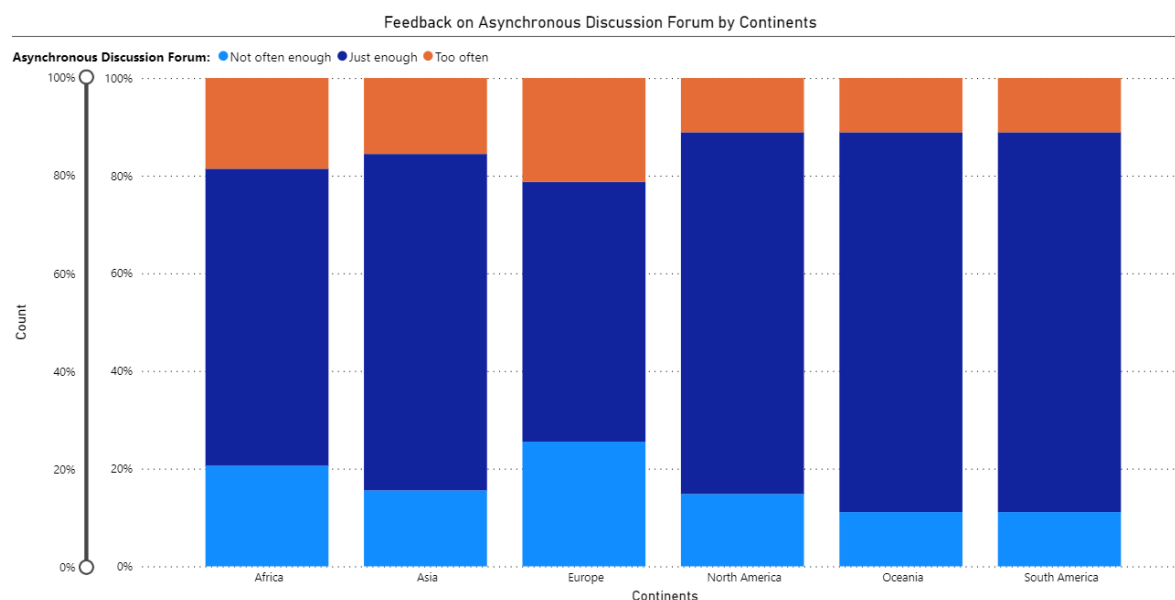


Figure 25: Preferences for asynchronous communication by continent Question: D2.1: Asynchronous discussion forum.

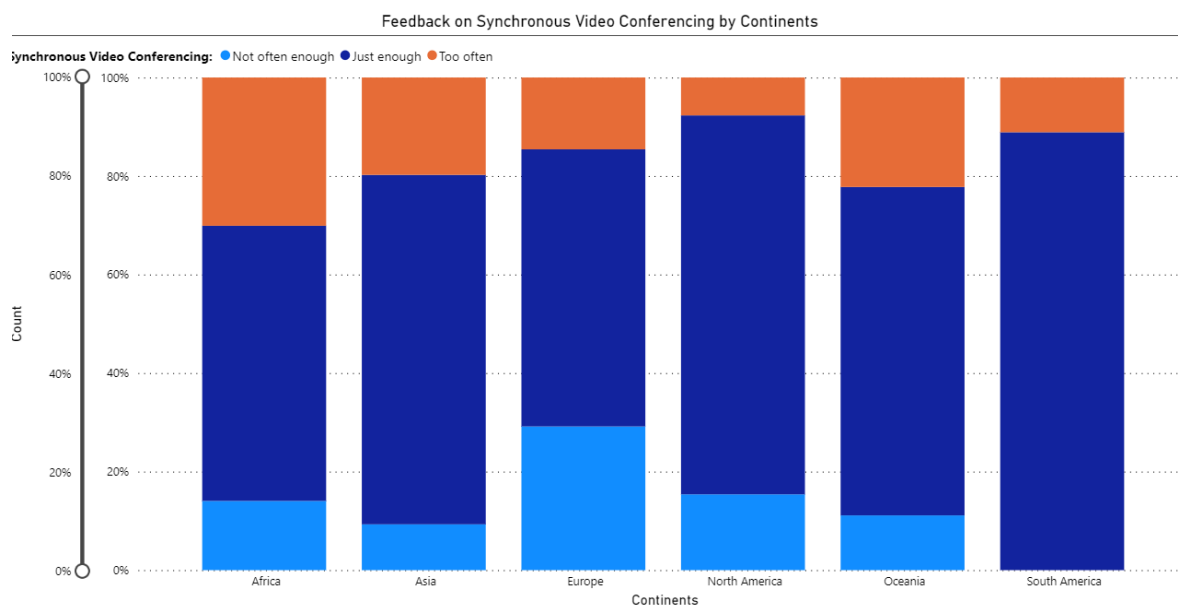


Figure 26: Preferences for synchronous video by continent. Question: D2.2: Synchronous video conferencing (e.g., a webinar via Zoom).

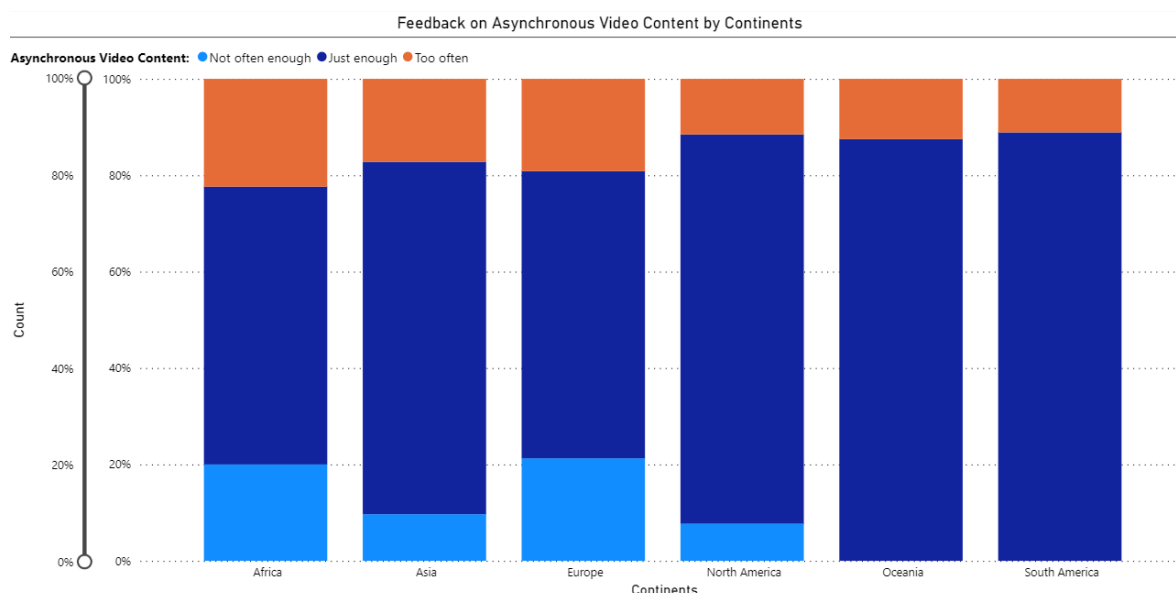


Figure 27: Preferences for asynchronous video content by continent. Question: D2.3: Asynchronous video content (e.g., a recorded guest lecture or video presentation).

6.10 COMPARATIVE ANALYSIS OF MODES OF DELIVERY

ITC currently delivers face-to-face, blended and fully online training courses. The specificities of each modality impact virtually all dimensions of the ITC functioning in this domain: course development and delivery, quality assurance and enhancement, management and administration. Consequently, it is a transversal, cross-cutting issue for the training offer of the ITC.

Following COVID-19 lockdowns and proliferation of distance learning, almost all educational organisations face the same questions about how best to use each of these modalities and how fit are they for different purposes and target groups - the ITC is no exception here. ITC Strategy and Programme & Budget clearly outline an ambitious outlook towards e-learning. This section therefore presents a comparative analysis of specificities, strengths and weaknesses of face-to-face, blended and online modalities, and provides

suggestions on how ITC can strategically use these specificities to achieve its goals.

Learners' perspective: preference and demand for different training modalities

Based on their experiences with different modalities of learning, the participants were asked what kind of format they would prefer in the future, choosing between three different modes of delivery, i.e. face-to-face training activities on-campus in Turin or at regional training centres, blended learning courses with a combination of face-to-face and online sessions, and fully online and flexible distance learning courses. Nevertheless, given that the years 2021 and 2022 exclusively encompassed entirely online courses, direct comparisons are only valid for individuals who concluded online courses.

Regarding your experience with learning, what would you prefer in the future?

	n	Face-to-face courses on-campus in Turin or at regional training centres.	Blended courses with a combination of face-to-face and online sessions.	Fully online and flexible distance learning courses.
2023	530	210 (39,6 %)	214 (40,4 %)	106 (20,0 %)
2022	637	203 (31,9 %)	262 (41,1 %)	172 (27,0 %)
2021	710	176 (24,8 %)	268 (37,8 %)	266 (37,5 %)

Table 28: Preferences on the future course modality

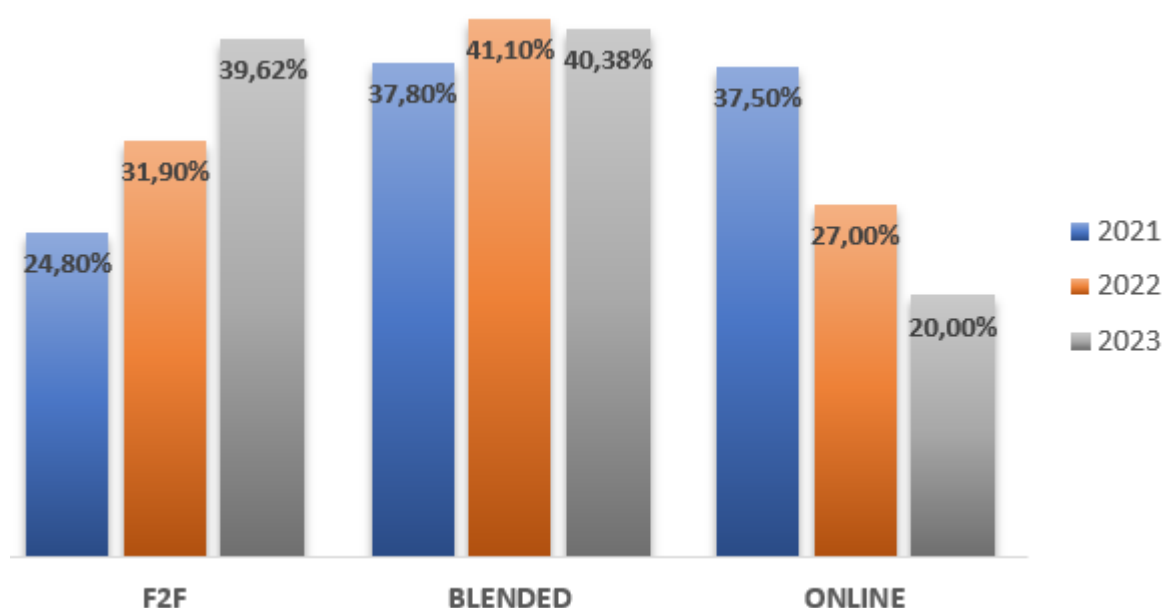


Figure 28: Preferences on the future course modality

Compared to the previous year's evaluation, blended learning remains the top choice, even though it slightly decreased from 41.1% to 40.4%. There is however a significant decrease in demand for fully online learning, from 27% to 20%, and an increase in preference for face-to-face training, rising from 31.9% to 39.6%. (see Table 16 for a detailed overview of the demand for different modalities).

This finding is further reinforced by participants' responses to the open question "Do you have any suggestions or recommendations for improving the specific mode of delivery of your course to reach better and serve the target groups?". Here, a significant portion (20%) of the answers referred to the preference for face-to-face interaction, such as:

Face to face training. There should be more face-to-face training sessions. Face-to-face courses are more interactive than online courses. My suggestions or recommendation about course better face to face. I think that face to face sessions will be of great help to participants. Do more face to face exercise to engage all participants and to share other opinions. Increase interactive activities and face-to-face communication for a longer period. It will be good to have some face contact with the project on the ground. Face to face is better for easy participation and communication. Needs more face to face sessions. Face to face. More face to face sections.

Preferences about course modality do however differ depending on the type of course the respondents completed, which is a finding that was expected. Blended option is the most popular one both for the participants that completed blended courses (55% prefers blended modality) and those who completed online courses (38% prefers blended modality). Those who completed face-to-face training had the same preferences for their future courses, with the face-to-face option being the most popular (58%), followed by the blended option (38%). Option of having courses fully online was least preferred by far for those who completed face-to-face or blended trainings (4% and 10%).

Modality of completed course	Preferred modality					
	F2F		Blended		Online	
F2F	89	58%	58	38%	7	4%
Blended	39	35%	60	55%	11	10%
Online	113	33%	128	38%	99	29%
TOTAL	241		246		117	

Table 29: Preferred modality of future courses depending on completed courses (n=604)

When the data from the last three evaluations (2021 - 2023) is taken together, there is a noticeable trend of diminishing demand for fully online courses and increasing demand for face-to-face training activities, while the preference for blended training activities is stable, with only a slight increase. However, it has to be noted that in 2021 and 2022 only online courses were evaluated, while this year there is a mix of face-to-face, blended and online courses. Considering the difference in course modality preferences depending on the modality of the completed training activities (Table 16), the preferences of those who completed fully online courses (which are the only cohorts that we can reliably compare) are actually stable over the years.

When analysing course modality preferences over the last three years, the impact of COVID-19 pandemic has to be taken into account. The educational landscape witnessed an upheaval in 2020 with the outbreak of the pandemic, prompting a swift transition towards flexible and remote learning solutions that could accommodate the ensuing restrictions. Due to its previous experiences with e-learning and high degree of flexibility, the ITC adapted to these circumstances highly successfully and experienced a notable surge in the demand for online training activities, aligning with global trends that saw virtual learning platforms becoming the primary mode of education. An important contextual factor of the last three ITC training offer evaluations is that the COVID-19 pandemic consequences were still strongly felt in all of these years, and there is a strong possibility that this impacted participants' modality preference. It will therefore be crucial to continue monitoring course participants' preferences in the coming years in order to determine participants' trends in regular and stable circumstances.

As it regards this evaluation's findings, they show a dominant preference (80%) of course participants for activities with at least some face-to-face elements, i.e. for blended and face-to-face trainings. Possible

explanations for this strong preference include:

Human Interaction and Engagement: While online learning offered a viable alternative during the height of the pandemic, it often lacks the rich and immersive learning experiences that face-to-face interactions provide. Many participants find value in the immediacy and depth of real-time discussions, networking opportunities, and collaborative activities that are inherent in face-to-face training activities.

Technology Fatigue: The rapid and unprecedented pivot to online learning during the pandemic led to a significant increase in screen time and digital engagement for individuals. As a consequence, some learners may be experiencing what is commonly referred to as "technology fatigue." This phenomenon contributes to a desire for a break from prolonged online activities and a return to in-person learning environments.

Enhanced Learning Environment: Face-to-face training activities often offer a conducive environment for focused learning, minimising distractions that can arise in remote settings. In-person interactions can also provide a more immediate feedback loop, promoting dynamic discussions and deepening comprehension.

Cultural and Regional Preferences: Learning preferences can vary based on cultural norms and regional trends. Some cultures place a high value on personal interactions and shared experiences, which can be more readily fulfilled in face-to-face settings.

Differences in preferences depending on the geographical distribution of respondents were also analysed through the course participants' survey. A closer look at these factors provides a more detailed perspective: the figures below illustrate demand for different training modalities across different continents.

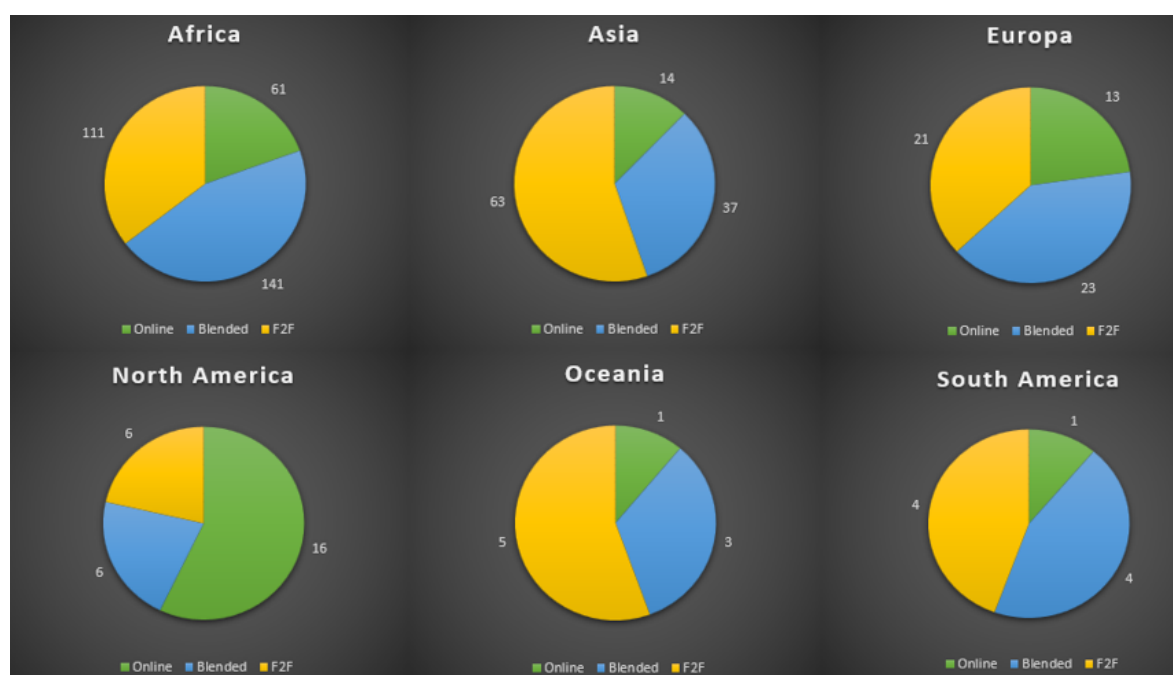


Figure 30: Preferences on the future course modality by continent

According to the findings, blended modality is the most popular one for participants from Africa and Europe, although nearly as many respondents prefer face-to-face modality, while fully online option is most preferred for around one fifth of the respondents. In short, there is a diversity of perspectives for these two continents, with the blended modality being slightly favoured. In Asia, a strong resurgence of preference for face-to-face training activities is detected, with the online modality being least popular by far, while in North America on the other hand, online courses are the most popular one among survey respondents.

These findings are mostly consistent with the 2022 evaluation findings, although the dominant preference in Europe shifted from fully online to blended modality (however, this is in turn congruent with 2021 evaluation findings) while in North America it shifted in the opposite direction. Face-to-face training offer remains the most popular one in Asia but there is a significant strengthening of that preference (55% vs. 37%), mostly at the expense of preference for online trainings (12% vs. 28%). Overall, the findings demonstrate sizeable differences in preferred modality across different continents. These variations in preferences are likely

influenced by factors such as technical infrastructure, internet connectivity, and access to digital devices, which are analysed in detail in section 6.9.

In addition to the preferences stated by course participants, their assessment of course relevance and applicability depending on the course modality was also analysed. This analysis showed that there are no significant differences in participants' view of course relevance and applicability between different modalities, although the blended modality did achieve slightly higher results than the online and face-to-face option. The table below shows average responses on a scale from: The average response (on a scale from 1 - strongly disagree with the course being relevant/applicable to 5 - with the course being relevant/applicable).

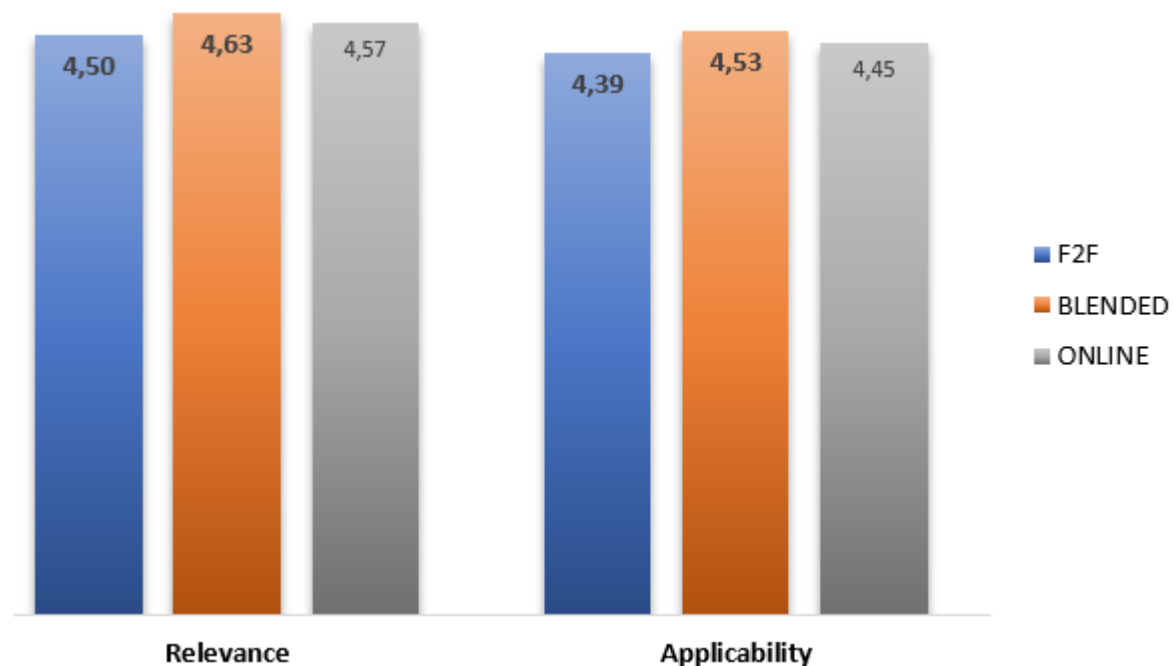


Figure 31: Course relevance and applicability by modality

ITC staff perspective: opportunities and challenges of different training modalities

The ITC Strategy and Programme & Budget, as the fundamental guiding documents, place a strong emphasis on e-learning and digital learning tools. In practice, the number of distance learners has grown sharply, as presented in Section 6.1, with 93% of the ITC course participants engaging online. However, the interviews with the ITC staff have shown different opinions of different programme teams on the desirable ratio between different modalities in the ITC training offer and on how each of the modalities is best employed to achieve. While some programme teams are extremely positive towards online learning and consider it the future ("online courses are simultaneously more cost-efficient and more inclusive, while also showing a higher rate of learner motivation") others are more sceptical towards the recent turn to online learning ("the Centre was created also to foster connections between people, and that is more difficult to achieve online").

Probing deeper, the following concerns were signalled out about the predominant use of online learning:

- Online modality is not suitable enough to foster personal connections and networking
- It is unclear whether a fully online or heavily blended program aligns with the needs and preferences of the ILO constituents
- Participants from certain countries do not have access to required infrastructure.
- Online courses are typically lengthy and with more content ("*We require participants to study more online than we do f2f*") which increases staff workload - although it can be argued that such an approach also better suits learners than condensed face-to-face activities and that they learn more
- Although not a necessary consequence of proliferation of online learning, there is an increase in overall number of training activities of the ITC as a result. This growth in quantity might come at the expense of quality, if additional resources are not invested. Some of the interviewees stated that in

the pre-COVID period, there was a more manageable pace with approximately one training per month which allowed for thorough preparation and attention to detail in each activity. Currently, programme officers and managers handle multiple activities simultaneously, potentially undermining the quality.

- f. For facilitators it is more rewarding to be in personal contact with the participants.

On the other hand, during in-depth interviewing about different modalities the participants also signalled out the following benefits and opportunities of online learning in comparison with face-to-face learning:

- a. Online delivery requires less resources - organising face-to-face trainings is expensive in comparison
- b. Consequently, online training is more accessible to participants due to lower fees - face-to-face trainings are essentially unaffordable to many of the ITC constituents due to the combination of a course fee and travel costs.
- c. Another element of accessibility is that online learning does not depend on administrative arrangements, such as visa provision, which has in the past been detrimental for some face-to-face trainings
- d. Online learning (especially asynchronous) provides flexibility to the learners - they can more easily progress at their own pace and in their own time.
- e. Since online courses can be delivered over a prolonged period of time, the learning activities can be better structured.

Overall, the interviews showed diverse, and to a degree even conflicting perspectives from different programme teams. There is a general agreement that the online courses are crucial in terms of outreach, accessibility and increasing the number of course participants, but a significant portion of the programme teams expressed a desire to return to face-to-face interactions, not merely for the social aspect (such as networking) but also because of the perception of a more substantial impact such trainings tend to have. Some teams also noted a preference among their beneficiaries for the physical modality, as in the example provided by DEVINVEST programme:

"One of the training activities which was chosen is the International procurement course offered in Russian. Interestingly, this particular course is an exception to our usual online delivery policy, as we typically prefer online formats these days. However, due to the preferences of our clients for face-to-face training, we have continued to run this course in a physical setting. Even after the COVID pandemic, when we attempted an online session in June last year, we received numerous applications. Surprisingly, the Russian-speaking participants were not accepting of the online delivery method; they were not accustomed to it and didn't find it as user-friendly as they prefer."

Despite the differences in opinions outlined above, there is a relevant broad overlap in opinions when it comes to blended modality - the vast majority of interviewees believes that the blended option can indeed capture "best of both worlds". There is a strong belief that the blended trainings can combine the flexibility, learning resources provision, structured learning progression and lower costs of the online modality with the personal contact and immersion of face-to-face modality. Although this would of course not fully resolve all the concerns listed above, it is at least suggested as an optimal, if not ideal, solution. In the words of one of the interviewees "blended is the future". This is consistent with the findings from surveying course participants presented in section 6.10.1.

Moving forward, the key challenge for the ITC will be how to set clear goals and parameters on the ratio between different training modalities and how to ensure that each modality is used in a way that is fit for purpose, i.e. it optimally meets the requirements of that specific training. Therefore, striking a balance between different modalities will be essential. Considering the target groups' diverse needs, capacities and circumstances.

In developing a coherent plan that can achieve this optimal position of balance, there are several key factors to consider. As it regards online learning, it is undeniable that the education and training field is moving strongly towards technology-enhanced learning and that the ITC needs to be a part of this development, especially as a training organisation with global reach. Furthermore, online courses will necessarily remain necessary as long as the ITC Strategy maintains its higher annual targets for the number of course participants, since this number of learners could never be reached through other modalities. As it regards face-to-face modality, the ITC needs to react to the strong preference expressed by its target beneficiaries for more face-to-face elements and especially for more learner interaction, as well as acknowledge the unique

benefits of the face-to-face modality in achieving objectives which are not connected to learning in the narrow sense (of technical competences) but are crucial for networking, community-building and interpersonal connections.

The observed transition from the intense demand for online learning in 2021 to the current inclination towards blended and face-to-face training activities underscores the importance of flexibility and adaptability in educational organisations like ITC. By recognising and responding to these changing preferences, the ITC can continue to provide effective and relevant learning experiences that cater to the diverse needs of its participants.

Adapting to these different considerations requires a strategic approach that carefully balances the advantages of both modalities. A more detailed SWOT analysis of each of the training modality is provided below:

SWOT Analysis for Face-to-Face Training



SWOT Analysis for Blended Training



STRENGTHS

Flexibility: Blended training offers a combination of in-person and online components, accommodating diverse schedules and learning preferences.

Customization: Blend content to suit different learning styles, combining face-to-face interaction with online resources and activities.

Resource Efficiency: Online elements reduce logistical costs, allowing for cost-effective delivery without compromising learning quality.

Engagement: Blended approach maintains interactive sessions while leveraging online tools for extended engagement.

WEAKNESSES



Complex Design: Designing effective blended courses requires careful planning to ensure seamless integration of online and in-person components.

Technical Challenges: Participants need access to reliable technology and a supportive online learning environment.

Balancing Act: Striking the right balance between online and face-to-face elements can be challenging and requires continuous evaluation.

Adaptation: Participants may have varying levels of familiarity with online tools, leading to different learning experiences.



OPPORTUNITIES

Personalized Learning Paths: Blend allows participants to choose pathways that cater to their learning pace and preferences.

Skill Enhancement: Utilize online modules to reinforce theoretical concepts, while in-person sessions focus on hands-on application.

Global Reach: Online components enable broader geographic access, expanding the reach of blended courses.

Lifelong Learning: Blend supports ongoing skill development, allowing participants to learn while fulfilling professional commitments.



THREATS

Lack of Engagement: Poorly designed blended courses might lead to disengagement if online components are not engaging or interactive.

Technology Constraints: Technical issues, unreliable internet, and limited access to devices can hinder effective online participation.

Resistance to Change: Participants and instructors accustomed to traditional methods might resist adopting blended approaches.

Competing Priorities: Participants' time constraints and competing commitments could impact engagement in online components.

SWOT Analysis for Online Training



STRENGTHS

Global Accessibility: Online training transcends geographical barriers, making learning accessible to a diverse global audience.

Flexibility: Participants can learn at their own pace and convenience, fitting education into their existing commitments.

Cost-Effective: Online courses eliminate travel and accommodation costs, making them financially viable for a wider audience.

Scalability: Online platforms allow for easy replication and distribution of courses to reach a larger number of participants.

WEAKNESSES



Limited Interaction: Online courses lack the direct interaction and networking opportunities offered by face-to-face sessions.

Self-Discipline: Participants need strong self-motivation and time management skills to complete online courses successfully.

Technical Barriers: Reliable internet access, familiarity with online tools, and digital literacy are prerequisites for effective participation.

Isolation: Participants might experience a sense of isolation due to the absence of in-person interactions.



OPPORTUNITIES

Innovative Pedagogy: Online platforms enable creative and interactive learning methods, including multimedia, simulations, and gamification.

Continuous Learning: Online courses support continuous learning and skill development, allowing professionals to stay updated.

Inclusive Learning: Online training accommodates diverse learning styles, offering subtitles, transcripts, and adaptable content.

Data-Driven Improvements: Online platforms provide data on participant engagement, allowing for informed course enhancements.



THREATS

Quality Concerns: Poorly designed online courses lacking interactivity and engagement may result in low completion rates.

Online Fatigue: Participants overwhelmed with digital interactions may experience online learning burnout.

Digital Divide: Inequalities in access to technology and reliable internet can exclude certain demographics from online courses.

Credential Recognition: Some industries or regions may not fully recognize online certifications compared to traditional degrees or in-person training.

In order to achieve the optimal balance between different training modalities, the following actions and structures are recommended:

- 1) Taking into account course participants', beneficiaries' and staff preferences for more face-to-face elements, the ITC should **ensure that a sufficient portion of its activities necessarily has this dimension**.
- 2) Considering a strong preference for blended delivery expressed by these groups of stakeholders, as well as its potential to deliver most of the benefits of both face-to-face and online modality, the ITC should **prioritise delivering blended training course and convert training activities to blended modality whenever possible**. training activities that are currently being delivered face-to-face should be prime candidates (with few specific exceptions of very short and/or hands-on activities) for **conversion into blended courses** (see recommendation under Section 6.3).
- 3) It is important to note that this recent shift towards preference for face-to-face elements of learning does not negate the **benefits of online learning, which remains a valuable option**, especially for individuals who face geographical, resource and/or time constraints. Within the training offer that remains fully online, the asynchronous format should be strengthened, in order to deliver the full range of distance learning benefits to the course participants and to avoid technical barriers experienced by some participants (See Section 6.9)
- 4) The **suitability of online or face-to-face modality needs to be based on the specific course objectives**. For instance, a retreat that aims to build a sense of community and foster networking is more challenging to replicate online, while a course in applying a certain technical tool can be delivered more effectively online.
- 5) The increase in the amount of training activities delivered by the ITC that is facilitated by use of different training modalities needs to be followed by **optimising work efficiency and ensuring that sufficient human resources are allocated to each course**.

In summary, the evaluation team recommends the ITC to prioritise blended training courses whenever possible, convert most of the face-to-face training activities to blended format, and thereby increase the amount of blended training offer, while at the same time keeping fully online those training activities that contribute the most to global reach of the ITC and whose learning objectives support this.

6.11 DIPLOMA TRACK

The structure of the diploma programs entails varying prerequisites, tailored to participants' distinct requirements. Specifically, individuals aspiring to enrol in the diploma must have successfully completed a predetermined number of training activities. This number is contingent on the type of diploma pursued, which may involve completing three or four training activities as part of the curriculum. Notably, the course selection is meticulously aligned with the specific field of study, facilitating an intricate blend of expertise and proficiency pertinent to each diploma. For instance, the [Diploma for Social Protection Analysts](#) encompasses a selection of training activities that accentuate analytical aspects within the realm of social protection. This coherence between the training activities and the diploma's thematic focus holds true for the [Diploma for Social Protection Managers](#) as well.

Participants are afforded the autonomy to select three or four training activities that resonate with their learning preferences. This flexibility extends to the format of the training activities, encompassing both online and in-person sessions, and reflecting the ITC's commitment to accommodating diverse learning preferences. The diverse geographical and linguistic contexts in which the ITC operates are also taken into account. Essential eligibility criteria stipulate that the chosen training activities should culminate in a Certificate of Achievement, which occupies the second tier within the ITC's three-tiered certification framework.

The journey towards obtaining the diploma follows a structured progression. Once participants have successfully completed three or four training activities, each culminating in a Certificate of Achievement, they become eligible to embark on a capstone project – a pivotal phase of the diploma pursuit. This capstone project, often presented in essay format, serves as a culmination of their acquired knowledge and skills. The

capstone project is submitted within a designated three-month window from the commencement of diploma subscription. Following submission, participants await the assessment process, anticipating a positive outcome.

Upon successful assessment, participants achieve a significant milestone by attaining the diploma. This rigorous process ensures that each diploma recipient has showcased a comprehensive understanding of the subject matter and a high degree of proficiency in its application. The diploma not only validates their learning journey but also reinforces their competence in the respective domain.

This diploma framework, marked by its structured course selection, capstone project, and meticulous assessment process, underscores the ITC's commitment to delivering a holistic and effective learning experience. The subsequent sections of this report delve further into the evaluation of this approach, shedding light on its efficacy and impact.

Currently, not all technical programs offer diploma courses. We evaluated the SPGTs diploma track titled Diploma for Social Protection Analyst. That is why the insight into potential cross-programme collaborations is intriguing. While the current focus remains within specific technical programs for diploma offerings, the concept of interdisciplinary diploma combinations holds promise for the future. The idea of allowing participants to freely select training activities across different programs to construct their own unique diploma path is a compelling one. This could lead to an enriched learning experience that transcends traditional boundaries and empowers participants to cultivate a diversified skill set. Which actively correlates also with the recommendation of developing a guided career path learning trajectories.

While such a concept has not been widely adopted yet, it is an initiative worth investing effort into as ITC continually evolves their program offerings. The ability to mix and match training activities from distinct programs would indeed contribute to a more holistic learning journey. This approach could lead to even greater participant satisfaction and fulfilment, as they tailor their educational experience to match their specific interests and professional goals.

"When reflecting on the last five years, the journey of our diploma programs has been notable. The Analysts diploma, initiated in 2018, has seen steady growth, with a dozen individuals completing the program thus far. In contrast, the Managers diploma, launched more recently in 2021, has exhibited rapid expansion, boasting seven graduates in its short existence. Our dedication to creating a comprehensive framework that accommodates both online and face-to-face learning modes speaks to our commitment to flexibility and innovation".

As for the capstone projects, the support is more implicit than explicit. Given that participants have successfully completed multiple training activities and submitted technical notes – which are akin to mini-dissertations – the capstone project's expectations are based on this foundation. The assumption is that participants have acquired the necessary skills and expertise to undertake their capstone project independently, a task comparable in scope to their past course work. This approach is aligned with the advanced knowledge participants gain throughout the program. However, we would still recommend using mentors or tutors to support during the phase of preparation of capstone project actively.

The potential of the diploma programs, while promising, remains partially untapped. However, envisioning a dynamic future is vital. Engaging a potential alumni community, exploring mentorship, and nurturing connections between participants could significantly enrich their post-diploma journey. Initiatives like online ceremonies for diploma awards, discussion forums, and involvement in teaching are being considered to foster a vibrant community.

Regarding course formats, ITC has embraced a blended learning approach that seamlessly integrates both online and face-to-face components. This flexibility accommodates participants with varying needs and preferences. The choice between fully online or face-to-face is not rigid; rather, it is about offering an experience that best suits the participants' circumstances and learning styles. This approach aims to optimize learning outcomes while acknowledging the diverse contexts in which our participants operate.

"In summary, the journey of our diploma programs has been marked by growth, adaptability, and a vision for a more enriched participant experience. The potential for future cross-programme collaborations, enhanced alumni engagement, and flexible course formats all point towards an exciting trajectory for the coming years. As we continue to innovate and respond to participant needs, we look forward to a future where our diploma programs truly become a hallmark of comprehensive, personalized, and impactful education".

Pros of the Diploma Track:

Comprehensive Skill Development:

The diploma track offers participants a comprehensive learning journey, equipping them with a diverse range of skills and competences needed in the field of social protection.

Tailored Learning Paths:

Participants have the flexibility to choose training activities based on their career goals and interests. This enables them to create a customized learning path that aligns with their specific needs.

Expert-Led Curriculum:

The training activities are designed and facilitated by experts in the field, ensuring that participants receive high-quality and up-to-date content.

Blended Learning Approach:

The blend of real-time online sessions and self-paced content accommodates different learning styles and allows participants to balance their studies with other commitments.

Career Advancement:

Successful completion of the diploma track adds significant value to participants' resumes, making them more competitive in the job market and opening doors to new career opportunities.

Areas for Improvement in the Diploma Track:

Streamlining Course Offerings:

While the flexibility to choose training activities is an advantage, carefully curating the course offerings to avoid redundancy and ensure a well-rounded curriculum can optimize the learning journey.

Mentorship and Capstone Support: Providing mentorship or support for the capstone project could enhance the quality and depth of participants' final assignments.

Participant Engagement: Enhancing engagement strategies, such as peer interaction, group projects, and more interactive elements, can further enrich the learning experience.

Alumni Engagement:

Strengthening the alumni network and facilitating ongoing engagement could foster continued learning, collaboration, and support among graduates.

In conclusion, the diploma track offers significant advantages in terms of skill development, flexibility, and networking opportunities. However, there is room for improvement in terms of clarifying learning outcomes, refining course offerings, and providing enhanced support to participants throughout their learning journey. Addressing these areas can lead to an even more effective and impactful diploma track.

7 CONCLUSIONS

Based on the findings and insights presented in sections 6 and 7 of this report, this section summarises the main conclusions of the external evaluation. These conclusions are based on multiple sources of input, feedback, data and information presented in more detail in the relevant sections above and they reflect on each of the eight evaluation criteria. Overall, the evaluation team is convinced that the ITC delivers an excellent learning experience to the participants of its training activities, for whom these are relevant, useful and applicable in their own work and in their wider personal context. Considering our high level of confidence in the ITC's level of success, based on this external evaluation, the suggested areas of improvement should be perceived precisely as potential improvements that can further enrich an already well-functioning system.

7.1. Relevance and outreach of the activity

The ITC's training offer is closely aligned with the strategic documents of the ITC and of the ILO, especially with regard to the strategic objectives related to broadening outreach and ensuring that the training activities meet the needs and requirements of the ITC beneficiaries, primarily the ILO constituents.

As demonstrated in section 6.1, the ITC is highly successful in this regard, as the feedback from individual learners and from organisations' representatives confirms that the training activities conducted by the ITC are closely aligned with their needs. This result can be attributed to a pervasive culture of stakeholder interaction that exists at the ITC and to robust and standardised processes that the program teams apply to interact with their primary target group(s).

The outreach of the ITC has been growing strongly and the ITC now reaches almost 100.000 learners per year. This is an amazing achievement, which was in large part enabled by the ITC's successful shift towards online learning modality during the COVID-19 pandemic restrictions. It is especially positive that the ITC manages to ensure a high level of diversity in terms of gender, age, socioeconomic background, geographical distribution and organisation type, which means that the ITC is successful in providing relevant training opportunities to a broad base of its beneficiaries.

A specific area of improvement when it comes to alignment with the ITC and ILO strategic documents is inclusion of "cross-cutting strategy drivers" - gender equality, diversity, Internal Labour Standards and social dialogue and tripartism - into the ITC training activities. The analysis of presence of markers of these cross-cutting drivers in the ITC training activities demonstrated that there is a substantial room for increasing the prominence of these issues within the course content.

7.2. Coherence of the ITC's training activities

From interviewing ITC staff in different roles and representatives of beneficiary organisations, it is clear that the core ILO values are deeply ingrained in the ITC's work culture and relations with stakeholders. The ITC implements a methodology of close cooperation with beneficiary organisations on designing and delivering tailor-made training activities, which ensures that these activities meet very specific requirements of the target group in question. Besides the tailor-made training activities, the ITC also offers open courses that are more widely targeted and do not focus on one or several specific target groups. These two ways of approaching potential users have almost completely different requirements from the program teams involved, yet ITC staff ensures that the way the training activities are targeted towards their potential users is fit for purpose and in line with overarching ILO values.

A potential avenue for improvement and alignment with these overarching ILO values and goals to an even higher degree would be to increase the representation of those who are most disadvantaged and therefore face serious obstacles to taking part in the ITC training activities. The most significant obstacle detected through this evaluation is the cost of participation, and ITC would do well to explore ways of further alleviating this burden for disadvantaged target groups, in particular those from least developed countries (LDCs).

7.3. Validity of the activity design

The evaluation findings demonstrate that the validity of the activity design is generally at a high level within

the ITC's work structure and there are no major deficiencies within the process of course design and revision. This high level of suitability of course design in relation to course objectives is primarily based on two elements: a reliable internal quality assurance system of the ITC and strong engagement of stakeholders in the course design process.

Based on an analysis founded on the Community of Inquiry model, using a combination of surveying course participants and directly assessing course materials, the ITC course design achieves strong results in all three domains: teaching, cognitive and social presence. However, there are some aspects that are comparatively weaker than the rest: most notably the levels of interaction between learners could be increased.

The evaluation also noted that the process of course design and revision is decentralised to a degree that such processes function significantly differently between different program teams, even when differences due to content are controlled for. Furthermore, there is relatively little exchange of best practices between teams and learning from experiences of other teams, which is another potential area of improvement.

7.4. Effectiveness

Although directly verifying the results of the ITC's training activities in terms of increase in competences is outside the scope of this external evaluation, the course participants' feedback points to the ITC being highly successful in providing its learners with a top-quality training experience which leads to enhanced level of competences on the part of the learners. This position is further reinforced by the stakeholders' perception of ITC as an organisation whose brand guarantees such a high level of quality – the confidence in the ITC as a training provider is therefore at an extremely high level. Similarly to the validity of activity design, this impressive level of quality is supported by two strong pillars: the internal quality assurance system and proximity to interested beneficiaries. What is especially important for an organization with a broad mandate and diverse stakeholders such as the ITC, the analysis showed no significant differences between different groups: employers; workers; governmental or intergovernmental organizations; civil sector; the ILO and other UN organizations; and training or academic institutions. All these organizations' representatives expressed high level of satisfaction with the ITC training activities and strong belief that their competences have been enhanced through these training activities. It is particularly impressive that 96% of the survey respondents rate their training as a “very good” or “good” (compared to 78% in 2022 when only online courses were evaluated) while 92% rate the effectiveness of the training as “very good” or “good”(compared to 72% in 2022).

This high level of perceived quality and effectiveness of the ITC training activities is underpinned by the usefulness and applicability of the provided training activities in enhancing the capacities of the ITC beneficiary organizations. Examples provided by individual learners and by representatives of these organizations demonstrate that the ITC is successful in its mission of strengthening capacities of its constituents and other partner organizations.

A potential area of improvement of the ITC training activities is the development of course objectives related to the so-called “soft skills”, interpersonal and intercultural connections, and peer learning in all the ITC training activities. This is an aspect of the learning process that the course participants (specifically, those who took online courses) signalled out most often as lacking based on their own experience. Another element of the training delivery that the ITC can improve is harnessing the full potential of e-learning tools, primarily the e-Campus, in all its training activities. The use of e-Campus can strongly enhance the learning experience in most contexts, yet there are still training activities that do not use it or use only its basic functionalities. It would be highly beneficial for the ITC to ensure that the e-Campus platform is being used also in case of fully face-to-face training activities, effectively turning them into blended courses. Finally, stronger cooperation and interlinks between different project teams can ensure that the learners benefit from a more comprehensive perspective and that the learning experience that they have is a result of the best practices in delivering training activities that are available in the whole of the ITC structure.

7.5. Effectiveness of management arrangements

The ITC has a well-defined internal structure in which different roles and responsibilities are clearly assigned. All interviewed staff were well acquainted with their specific roles and the evaluation team found no evidence of significant overlaps or gaps between different roles. A marked characteristic of the ITC structure is a high level of decentralisation - the program teams have strong autonomy and almost full responsibility and ownership over the training activities they deliver. The evaluation findings suggest that this structure has

some clear benefits but also certain disadvantages. On the one hand, a high level of autonomy and responsibility at the program team level fosters flexibility, avoids the “one size fits all” model and enables the program teams to tailor their training activities to the specific needs and requirements of their target groups. Furthermore, the sense of ownership over the training activities that they deliver is conducive to the strong motivation for reaching ever higher levels of quality and relevance and therefore to the culture of continuous improvement. On the other hand, this highly decentralised structure has also produced a certain level of fragmentation, with low levels of collaboration and exchange of practices and lessons learned between the program teams. The central support services of the ITC could also have a more thorough facilitating role in relation to individual program teams: there are transversal areas where pooling of expertise and resources would be beneficial – including, but not limited to, course design and revision processes and marketing of training activities.

7.6. Efficiency

The decentralised structure of the ITC described above also has its manifestation on the financial side, as each programme is expected to be financially sustainable, i.e. produce at least as much income as there are expenses for the delivery of each specific training activity. Although the evaluation could not delve deeper into financial indicators of the ITC, all findings point to the ITC being in a strong financial position with no immediate threats to its financial stability. ITC is funded through different income streams such as ILO funding, donations, and course fees. Considering a strong increase in the number of course participants over the last few years, this potential source of income is expanding.

As it regards the course participation fees, the evaluation team found that the general perspective among participants and beneficiaries is that the fees are somewhat high, especially for those from low-income countries, but the ITC provides good value for invested funds. This points to the conclusion that the ITC uses the resources at its disposal to ensure a high level of human and technical learning resources, facilitating a high-quality learning experience. Potential area of improvement is related to fragmentation described in the previous section: this way of functioning produces a certain level of redundancy, with different programmes repeating the processes that have already been undertaken by other programme teams successfully.

7.7. Impact

Although impact in the proper sense is extremely difficult to evaluate without long-term longitudinal follow-up of course participants, this evaluation has produced certain findings that can serve as indicators of the impact that the ITC training activities have on the work and social environment of course participants.

Generally, course participants rate their learning experience very highly (as elaborated in section 3 Effectiveness) and their feedback points to strong course applicability and practical orientation across different programmes with significant (self-assessed) increase in job performance and competences. The evaluation team also found an impressive number of practical examples from different types of beneficiaries (workers, employers, ILO regional offices...) where the skills and competences developed through ITC training activities have been used in contributing to personal, organisational, or societal goals of course participants and/or beneficiary organisations. Although the evaluation team acknowledges that this can be fairly resource intensive, in order to have a more reliable insight into the long-term impact of its training activities, ITC would do well to establish more structural mechanism for follow-up monitoring and for keeping in contact with former course participants (alumni).

7.8. Sustainability

Evaluation findings point to an impressive level of knowledge and competences that participants acquire through the ITC training activities and they seem to be highly motivated to share this with their immediate environment and the evaluation team has noted a significant number of examples related to such initiatives, in addition to those aimed at producing organisational or societal impact as described under section 7 Impact. . Dissemination and training of trainers are therefore valued elements that are part of some of the training activities and could potentially be expanded. The participants are also highly motivated to continue their learning journey, with an overwhelming majority interested in future ITC training activities and many of them continuing to use the learning resources even after course completion. In this regard, provision of additional learning resources is a highly commendable practice of certain programmes that should be implemented across the board.

8 RECOMMENDATIONS

This section presents the evaluation team's recommendations to the ITC on how to improve its functioning in terms of training activities delivery. These recommendations have the evaluation questions (Annex X: ToR) as their starting point and quantitative and qualitative analysis of diverse stakeholder feedback as its input. Taking this input and specific organisational strategy, goals and structure of the ITC, the evaluation team has developed 4 overarching, key recommendations which are transversal and impact almost all aspects of the ITC functioning. These key recommendations are the main takeaways of the 2022 ITC training activities evaluation and have the largest potential for positive impact on the training activities delivery.

Recommendation 1: Foster stronger communication and collaboration between programme teams

ITC would benefit from an institutionalised framework for sharing best practices, lessons learned and knowledge exchange across different programmes of ITC. This approach will enable the Centre to capitalise on existing expertise and past experiences, thereby ensuring consistent quality and fostering continuous improvement, enhancing operational efficiency, optimising resource allocation, and promoting innovation.

Suggestions for achieving this include:

- Actively encourage informal exchange between staff of different programme teams;
- Enable small-scale structural integration between the teams, e.g. short exchange periods on the level of (support) G staff;
- Create institutional databases of reusable learning resources, templates and techniques, backed up by strong discovery tools which allow these learning resources to be easily searched for and accessed by all staff of the Centre;
- Organise periodic dissemination and exchange of best practice events which would be dedicated to proper self-reflection and sharing.

In addition to encouraging and facilitating communication between the programme teams, ITC should also strengthen and streamline collaboration within delivery of training activities. This will facilitate the delivery of more interdisciplinary training activities that combine diverse areas of expertise, where applicable and congruent with learners' needs. Whilst acknowledging the Centre's internal procedures for allocating financial resource and ensuring accountability, ITC is urged to explore ways for alleviating potential barriers stemming from this system that could hamper collaborations between programme teams.

Recommendation 2: Implement systematic staff professional development opportunities, especially around teaching/tutoring/facilitation competences

A more systematic approach to staff professional development, especially when it comes to enhancing the skills necessary for developing training activities and tutoring, would contribute to ITC's core functions. Such staff professional development opportunities should be periodic, needs-based (i.e. developed in close consultation with ITC), accessible, and relevant for different staff profiles, as already recommended within the 2022 ITC review. Creation of an internal trainer-skills framework supported by a badging system would be one way to manage this.

In addition, an inclusion of specific questions related to the performance of different resource persons in the end-of-activity participants' survey, would enable easier identification of specific weaknesses and strengths in the training process and the development of evidence-based personalised improvement plans.

Recommendation 3: Develop more comprehensive mechanisms for guiding the process of training activity design and revision

The process of course design and revision has been a recurring theme in ITC external evaluations for the past three years. Quality of the ITC training provision can be enhanced through a streamlined and more in-depth support structure for the process of training activity design and revision. Whilst fully acknowledging the advantages of high levels of autonomy and responsibility at the program level, the facilitating role of ITC's central support services can be expanded by offering comprehensive guidance and assistance at all stages of development, implementation, and enhancement of training activities.

This can be achieved through enhanced availability of ITC-wide templates and guidelines for training activity design, which would standardise:

- Alignment between learning objectives, training methods and planned workload of participants, based on the learning outcome methodology in line with international educational norms;
- Inclusion of learning objectives related to fostering interpersonal connection and to “soft” or transversal skills (e.g. intercultural competences, communication skills, teamwork) in all training activities, just as it is already the case with content-specific learning objectives;
- Operationalise of learning objectives described under point b, through maintaining a sufficient level of learner interaction in all training activities (regardless of the mode of delivery) e.g. by enhancing the Utilisation of e-Campus forums for active course-related discussions, peer learning, informal tutor-facilitated interactions;
- Meaningful integration of markers' perspectives and wider adoption of corresponding marker system (ILS, gender or SD/T);
- Inclusion of training of trainers elements and/or dissemination strategies in training activities whenever this is possible in order to encourage participants to share knowledge, fostering practical skill application.

Revisiting the idea of an institutionalised learning approach, such as the Turin Learning Approach which was used by ITC in previous years, serves as a valuable guard-rail for quality assurance, while creating distinctive quality-branding for the centre.

Recommendation 4: Convert all face to face courses to a Blended Modality

Our evaluation as well as previous evaluations have pointed out the overwhelming advantages of blended methodologies. Given this, as well as the commodification of online technologies, and the main-streaming of ITC's Online Campus throughout the Centre, it is recommended to stop offering pure face-to-face training activities, and to include some element of blended learning in all courses.

The ratio of online vs face to face should be different according to the design needs of the course, but we cannot imagine a scenario where the blended dimension does not improve the overall training.

Recommendation 5: Establish opportunities for ongoing interaction beyond the course completion among participants and with ITC

ITC already markets many of its open courses to graduates of other courses. Extending this practice by setting up a platform, such as an alumni network, which would foster continuous engagement post course completion, long-term networking, and knowledge/experience exchange among past participants, would be advantageous to ITC and its beneficiaries. This structure could then be further used in collecting long-term feedback from past participants and collect evidence of longer-term impact on the individual level and in relation to their organisations and wider environmental level. Ultimately, such an initiative would help maintain a valuable community that contributes to the programs' growth and participants' professional development.

Recommendation 6: Improve methods for monitoring inclusion and diversity and increase outreach of the training offer

ITC currently does not factor access of disadvantaged and under-represented groups into its overall evaluation methodologies. We recommend that this is gradually introduced as a KPI to better help meet the overall social mission of the ILO. In order to increase the level of inclusion and diversity, ITC should firstly implement a more granular data collection process that captures detailed information on its participants – including socio-economic background and various other factors (in addition to gender and country/region) that can potentially contribute to vulnerability or under-representation of certain groups of participants. This will enable ITC to gain deeper insights and identify specific barriers to access. Secondly, ITC should use these insights to develop strategies for eliminating or reducing these barriers to a maximal possible degree, e.g. through setting up a clear, transparent and well targeted policy of fee waivers and scholarships which would strengthen the position of those individuals and organisations that currently face difficulties in accessing the ITC courses due to costs involved.

Recommendation 7: Accelerate and Mainstream the publication of online open courses and

open access learning resources

A notably valuable instrument for enhancing both inclusivity and outreach is ITC's offering of free online courses, which are excellently received by all ITC stakeholders. Given the success of the programme, it is logical to accelerate its rollout throughout the institution and to make the process by which courses are published more streamlined and transparent. To this end, ITC is recommended to upscale and diversify the range of free online courses. In these (and other) online courses, the asynchronous format should be strengthened, in order to deliver the full range of distance learning benefits to participants and to limit technical barriers.

In addition, it is recommended to consider standardised protocols whereby all newly created content at ITC is evaluated for inclusion into an 'open access' publicly available repository, which would further be in line with the 2022 recommendation on open educational resources.

9 LESSONS LEARNED & GOOD PRACTICES

This section presents a summary of the best practices and insights into successful aspects of the ITC functioning gathered within the evaluation process. Some of the points listed in this section basically apply to the whole ITC and all its programme teams, in which case these points are essentially commendations, while other points are more present in some courses and programmes and less so in others. In such cases, the examples of best practices detected here should be considered as prime candidates for intra-institutional dissemination.

1. Close connection with beneficiaries

As presented in detail in sections 6.1 and 6.7 (but also throughout this report) the ITC succeeds in living up to the ILO ideals and its overall mode of functioning is strongly user-centred. The beneficiaries' representatives are included in all phases: needs analysis, course objectives development, implementation and follow-up. Although this does not fully apply to courses that have a more general reach and no specific beneficiaries detected, such courses apply other methods to determine the needs of their users.

2. Strong sense of ownership and responsibility for the quality of the training offer.

The interviews with the ITC staff demonstrated to the evaluation team that there is an impressively high level of staff motivation, especially when it comes to ensure that the courses they deliver are relevant, high-quality and impactful for their learners.

3. Flexibility and openness to innovation

This evaluation's findings suggest that the organisational culture and structure of the ITC is highly conducive to innovation (especially when it comes to technology-enhanced learning) and there is a high level of flexibility and adaptability. The fact that the ITC has adapted so successfully to the COVID-19 disruption and that it has managed to grow the number of participants to such a degree demonstrates that this approach and organisational culture is enabling future success and resilience of the organisation.

4. Effective structuring of the learning process

Some programmes have designed their courses' structure fully in line with the learning outcomes methodology and in a way which is highly conducive and stimulating for the learners. The learning experience that such design supports is top of the line and includes elements such as detailed participants' guidance, learner interaction, peer learning, additional resources and coaching. To a maximum extent possible, such examples should be disseminated and the same principles applied to all the ITC courses.

5. Diverse feedback channels

In addition to standardised course participants' evaluation survey, individual courses apply additional feedback methods, in line with specific needs of the course and its learners. Examples of this include short evaluation questions during the course, open feedback, informal exchange with participants and additional surveying of participants in case of low response rate. Some programmes even signalled out the possibility of adapting the course to participants' feedback while the course is ongoing, which is an enormous level of feedback sensitivity.

6. Blended training delivery

In the current composition of the ITC's training offer, the course participants react most positively to the blended option. Further analysis and evaluation findings support this perception of blended training delivery as optimal for the ITC. In a situation where certain trade-offs have to be made in balancing the online and face-to-face component, the blended option allows for combining the best of these two dimensions, while minimising the disadvantages of each.

10 CASE STUDY

10.1 Case 1: Unions Say 'Yes' to Revitalization Workshop on Strengthening Youth Representation and Resource Mobilization (Slovenia) (A4515229)

Technical programme: ACTRAV
Activity Manager: Evelin Toth Muccacciaro
Activity Assistant: Viktoria Lavrynovych
Date: 24. & 25 May 2022
Number of participants: 27

Our interviewee was Teja Jarc, Confederal secretary of the European Trade Union Confederation (ETUC). The entire project, including this training, was a collaborative effort right from the beginning. ETUC, Youth Committee, and ITC worked together to design and implement the regional activities. During the planning phase, all specific needs and requirements of the hosting countries were considered. This approach allowed them to tailor the training program to serve best the participants attending from each location.

While regional seminars were organised in other countries as well, the program was not identical in every location. They adapted the content and structure to cater to each country's unique needs and circumstances. This flexibility ensured that the training provided maximum benefit and relevance to the participants in each region.

Given the COVID situation, many of the participants longed for the opportunity to meet in person, even if just once, and engage in face-to-face interactions. While online sessions were part of the project, like the online Academy that took place during the pandemic, the regional seminars were always envisioned as face-to-face events. If given the choice, most organizations and participants would prefer face-to-face interactions. The regional seminars provided a valuable opportunity for participants to come together in person and exchange ideas and experiences. Though some online sessions were incorporated into the project, the desire for face-to-face gatherings was evident.

For ETUC Youth Committee, investing in the capacity building of our affiliates holds immense importance. They continuously seek training opportunities to equip young trade unionists with the necessary knowledge, skills, and capacities. Empowering them as individuals and strengthening their structures aligns with their agenda and the goal of trade union renewal. They aim to bring new, young workers into the fold, empowering them to voice their concerns and lead the youth structures.

To achieve this, they collaborate with organizations like the European Trade Union Institute, which provides valuable yearly training opportunities. These partnerships and training initiatives are crucial for ETUC Youth Committee to invest in capacity building effectively.

Similarly, for Mladi Plus, organising international events is challenging without project funding or a suitable framework. Hosting such events requires substantial financial resources that the organization alone cannot provide. Nevertheless, Mladi Plus is always eager to host such events when the opportunity arises, and funding is secured. Their interest in organising these events remains significant, but feasibility largely depends on financial resources and time availability.

The comparison between ITC training and other training reveals some distinct differences. ITC trainings are typically part of more extensive projects, lasting at least one or two years, with a clear path and cohesive framework. This setup allows for a holistic and comprehensive approach, providing participants with a wealth of knowledge, opportunities, and resources.

On the other hand, other trainings are often standalone events, mostly spanning one week or five days. While some training activities, like the Young Trade Union Leader program, may extend to a year and a half,

the majority are relatively short-term.

The uniqueness of ITC lies in its global reach. Operating globally, ITC offers unparalleled resources, expertise, and access to renowned speakers and experts. This global perspective enriches the training and fosters engaging debates and panel discussions.

Additionally, ITC's online E- campus stands out for its thoughtfully designed and visually appealing platform. The use of gamification techniques enhances the learning process and encourages active participation from participants. The campus provides ample resources to support the learning journey, making online courses more engaging and rewarding.

The course received high praise from participants, with unanimous agreement on its exceptional quality across various aspects. From timing to materials, teaching methods to presentation, the course was expertly executed, leaving no room for improvement. The session featuring the President of SZZZ garnered special acclaim for its captivating and productive insights, which proved invaluable in providing much-needed answers. While the course excelled, participants offered a few suggestions for future refinement. One participant advised a more balanced approach, recommending a focus on a select number of key points rather than allowing one issue to dominate the entire meeting. The positive recognition extended to instructors was notably highlighted, with praise for Evelin Tooth's exemplary teaching expertise. Overall, participants urged the continuation of the impressive work, acknowledging the value of the content, topics, and speakers. Some logistical adjustments were suggested, such as more convenient flight hours and additional days to maintain focus during the course. The proposal for increased collaboration within international groups to exchange best practices was met with enthusiasm.

The course's effectiveness led to a desire for even more practical insights for trade union revitalization. Participants expressed interest in learning about trade union activities from other parts of Europe, showing eagerness for more diverse perspectives. The sentiment was clear: participants encouraged the course organisers to continue their commendable efforts and expand on the practical aspects for trade union enhancement.

In conclusion, ITC's comprehensive project-based approach, global perspective, and innovative online campus set it apart from other training programs. The wealth of resources, expertise, and visual appeal make their training unique and unparalleled in their impact and value.

10.2 Case 2: Académie sur l'entrepreneuriat (Cameroon) (A1715782)

Technical programme: SEE
Activity Manager: Carlo Delu
Activity Assistant: Stefania Perniola
Date: 25. July 2022 – 19. August 2022
Number of participants: 70

We have spoken with Katleen Felix Ranger, Chief Technical Advisor, ILO and Josue Alougoum Koba, Expert Entrepreneuriat Feminin et Development des Entreprises, ILO.

This project, coordinated by ILO Yaoundé, funded by donor and implemented by ILO, focused on Market System Development (MSD). Their project operates in Bertoua, located in the eastern region, covering 16 regions in the east and Adamawa, slightly northwards. The project's main objective is to work with entrepreneurship, women, refugees, displaced communities, and host communities. They have identified three value chains as our primary focus: cassava, processed cassava, and poultry farming. The regional team comprises nine members, some based in Adamawa and others in Bertoua. Josue is an expert in women's entrepreneurship.

Last year, they faced challenges due to delays caused by the COVID-19 pandemic, affecting recruitment and project timelines. Instead of commencing in December 2020 or January 2021, they started in September 2021, resulting in a one-year delay. They decided to proceed with training to accelerate the project despite not having all the assessment study results for their value chains. They knew entrepreneurship training was crucial, so they conducted Training of Trainers (ToT) sessions, including enterprise, cooperative, and financial education modules. Collaborating with ITC, they trained around 78 individuals, providing certification and coaching. By adopting this acceleration strategy, ILO aimed to reach more entrepreneurs and support their development. The assistance received from ITC in facilitating the ToT sessions and organising the training was

invaluable. Utilising an inclusive approach, ILO housed everyone in a hotel for a month, further enhancing collaboration and progress. Their project aims to promote sustainable economic growth by empowering entrepreneurship, supporting women, refugees, and displaced communities, and strengthening value chains in the cassava and poultry sectors. They are grateful for the support and facilitation provided by ITC to advance their project goals efficiently and effectively.

Initially, the plan was to conduct everything in person, but the costs associated with that approach were prohibitively high. This became a significant obstacle for ILO. Considering the need for acceleration, they devised a strategy to streamline the training process for the trainers. The idea was to summarise the content and provide them with a preview of what they would be trained on, ensuring they had some interaction with the trainers before attending academia. This approach served multiple purposes, as it allowed ILO to gauge the trainers' level of engagement and commitment. They wanted to identify those genuinely interested and invested in the project. Therefore, they designed a unique two-week preparatory phase, which was a first and somewhat met with initial uncertainty from the trainers. However, upon completion, they found it to be a valuable and practical starting point for their training journey. Subsequently, they participated in the in-person training component.

To ensure uniformity in knowledge and preparation before the face-to-face training, they adopted an approach that aimed to bring everyone to the same level of understanding. This process was highly beneficial as it equipped participants with a solid grasp of the material and set clear expectations for the subsequent training phases. For instance, some individuals had little prior knowledge of the subject matter during the financial education component. However, through their common preparatory efforts, they witnessed remarkable transformations in their perspectives. The newfound understanding of financial concepts even led them to contemplate how they could apply this knowledge to their personal lives. As a result, when they came together for the face-to-face training, they had inspiring success stories to share, demonstrating how their lives had changed positively due to the training.

Overall, this comprehensive approach elevated the learning experience, fostering a deeper level of engagement and creating a platform for participants to share their valuable insights and personal growth journeys.

Collaborating with ITC, they explored the available training options and found a way to bring everything together under the Academy platform. Instead of reinventing the wheel, they tailored existing training modules to suit our needs, making it more efficient and effective.

ITC customised the training content to fit our specific context, ensuring relevance and applicability. They successfully assembled a comprehensive and tailored training program by leveraging ITC's existing platform and collaborating with national and international trainers. This approach allowed ILO to utilise existing resources efficiently, avoiding unnecessary duplication of efforts. While some trainers had not previously worked with ITC, ILO facilitated a smooth transition and integration, ensuring a cohesive and impactful learning experience for all participants.

There are multiple aspects to consider when evaluating the cost of using the ITC. On the one hand, if ILO were to undertake this endeavour alone, it would incur significant expenses. However, the benefits offered by the platform, especially concerning the abundance of games, materials, and training resources, make it an invaluable asset. The richness and diversity of materials, from books to PowerPoint presentations and interactive games, enhance the teaching experience remarkably.

Though some may find the ITC costly, it's crucial to highlight its immense value, particularly in terms of teaching and training effectiveness. The ITC's tools and resources are unparalleled, making it a game-changer in facilitating impactful learning experiences.

As we promote the ITC, its unique approach and the variety of tools it offers need to be emphasised more widely. The potential of this type of training often goes unrecognised until experienced first-hand. Raising awareness about the platform's capabilities and its value can help organizations see beyond the initial cost.

Finding a donor who prioritises results and rapid progress is essential to justify the expense. While it may be a substantial investment, the outcomes it can produce make it well worth the cost. Integrating the Academy into the budget for project designers can significantly expedite ecosystem development and deliver tangible benefits.

Participants provided valuable insights and suggestions to enhance the course. The importance of flexibility in adult education methodology was highlighted, emphasising the need to adapt approaches. The course's instructor received glowing praise for her suitability, while the content was deemed light, suitable, and easily adaptable to specific contexts. The training was noted to promote more explicit interventions from participants, enhancing understanding and improvement. A positive outlook was shared on the quality of

presenters, and the value of networking events was acknowledged.

Recommendations included diversifying topics, emphasising time management, adapting moderation techniques to participants' backgrounds, and clarifying selection criteria. Calls were made to provide manuals in advance and to expand the course duration for better absorption of content. The balance between online and in-person sessions was suggested for practical exercises. Administrative processes, logistics, and the support for remote participants were proposed for improvement.

The relevance of course content was praised, with a suggestion to tailor materials to the local context. The competency and professionalism of instructors Roland and Armelle were well-appreciated. Participants called for timely manual preparation and font size considerations for photocopies. Extending the duration of certain phases and refining language proficiency for clearer communication were also suggested. Overall, participants celebrated the Academy's positive impact on entrepreneurship, particularly for women. Further suggestions encompassed financial education for trainers, positive coaching, and improved language mastery for effective communication. The course received commendation, highlighting the trainers' efforts.

In summary, while the Academy may seem expensive initially, its wealth of resources and diverse teaching tools make it a remarkable asset. Identifying donors who prioritise outcomes can help justify the cost, leading to rapid progress and successful project implementation. For those new to the platform, marketing its unique advantages and value-added features can encourage its adoption in various educational and training endeavours.

10.3 Case 3: International Procurement Management – edition 2 (ITC) (A4015693)

Technical programme: DEVINVEST
Activity Manager: Blerina Pogace
Activity Assistant: Dina Podkopai
Date: 12. September 2022 – 23. September 2022
Number of participants: 40

We communicated in writing with Francesco Varotto, Consultant - Urban, Disaster Risk Management, Resilience and Land at The World Bank.

ITC held a complete face-to-face certification programme on the impact of digital transformation on the changing world of work and lifelong learning. The procurement area made a shift after the COVID-19 pandemic and the supply chain crisis that followed it. This course gave participants the knowledge, skills and attitudes they need to follow the procurement process successfully. Whether it comes to needs identification, market research, procurement planning, tender/bidding, bid evaluation and finishing it with contract award. Following with contract management of goods, services and work with a strong emphasis on adapting to current crisis situations backed up with modern international practice.

The certification was done with World Bank and designed to enhance their agenda. The World Bank's Procurement Framework, approved in July 2015 and in operation since July 2016, promotes tailored procurement approaches that emphasise choice, quality, and value for public spending while enabling adaptation to country contexts.

It allows projects to respond quickly to emerging needs. It helps client countries determine the best value for money to ensure quality outcomes and sustainability over the life of a project. By focusing on market research, needs analysis, and project-specific risks, including environmental and social issues, we support countries to develop procurement strategies and plans that meet their needs and ensure successful implementation.

The Framework approach includes four key points to help country clients and businesses:

The needs and risks of a project are analysed through a Project Procurement Strategy for Development (PPSD). This analysis enables the borrower to strategise how best to engage with bidders. The analysis ensures that procurement processes are fit for purpose, allow choice, and are appropriate to the project's size, value, and risk.

Value for Money is a core procurement principle in all procurements financed by the World Bank. This means the focus is on bids that provide the best overall value for money, considering quality, cost, and other factors as needed, rather than a focus on the lowest evaluated compliant bid.

The approach to resolving procurement-related complaints has the capacity to respond to any concerns during the procurement process promptly. There is a standstill period -a pause between identifying who should win the contract and awarding them - so that other bidders can voice any concerns before a contract is legally formed and awarded.

The World Bank is more involved in contract management of high-value and high-risk procurements to ensure the best possible outcomes and that problems are resolved quickly.

"We are collaborating with the World Bank to address emergent situations efficiently. Specifically, during the COVID-19 pandemic, the policy and actions related to emergency response have undergone significant changes. As you may be aware, funding from external sources often comes with specific requirements and conditions. Hence, any government action must undergo a rigorous approval and review process, post and prior, to ensure compliance. This is our crucial role in facilitating the delivery of the World Bank's objectives."

45 participants from 5 countries participated in the certification program. Mainly consistent with government officials dealing with funding at the national level for in this WB development projects that are a source of funding for their activities. Due to high demand and the ever-changing landscape, it was a second edition, following the first instalment in May of the same year.

"This is just one example of why and how we replicate initiatives. The necessity for replication arises due to the significant changes in our perspective on investment and development at the country level. We now emphasise resilience, various aspects of sustainability, gender considerations, and addressing fragility in our approach. Ensuring that funds are spent wisely, obtaining quality products and services while integrating additional parameters aligned with our centre's objectives is vital. By doing so, we strive to achieve impactful outcomes in line with our overarching mission."

10.4 Case 4: Malkia - Women managers rise up: skilling for success (ITC - distance) (A9715558)

Technical programme: ACTEMP
Activity Manager: Marco Cunetto
Activity Assistant: Rachida Zingara
Date: 7. November 2022 – 9. December 2022
Number of participants: 20

We spoke with Anna Kwiatkiewicz, Senior Adviser, BusinessEurope.

Amidst some strides, it remains evident that women's representation in leadership roles is still not proportionate. This gap is particularly pronounced among women line managers, whose pivotal role as team leaders and intermediaries between staff and upper management is instrumental in daily business operations. Addressing this disparity, ACTEMP has introduced a groundbreaking online training resource called MALKIA. "This course stands as a prominent illustration of our commitment to fostering gender equality through businesses worldwide. This exemplifies our focus on relevancy across all our training activities. "Malkia" effectively equips women with essential career advancement skills, aligning with the ILO's objectives and the promotion of gender-sensitive training activities. This parallels our broader strategy to optimize economies of scale and share replicable solutions through thought leadership. For instance, "Malkia" garnered recognition within the UN brochure on gender parity and found resonance within the digital platform "Mujeres Red, Mahrez, Empresas," emphasising alignment with SDGs 5, 8, and 17. Our approach remains rooted in co-creation and partnership to ensure sustainable impact. In the current landscape of intricate challenges, disruptions, and transformations, the most prosperous organizations are those that embrace diverse viewpoints and experiences to tackle each new hurdle. However, it remains evident that concerted efforts are necessary to empower a higher number of women to ascend to middle and upper management positions".

It is designed as a comprehensive learning and coaching package for women managers with team responsibilities, MALKIA encompasses a 5-week online course that seamlessly integrates learning and mentoring. Emphasizing the principles of gender equality across all sectors of society, MALKIA represents not only a just cause but also a strategically astute move.

MALKIA offers an orientation segment unveiling workplace gender biases and a self-assessment tool. It

incorporates interactive learning modules for vital managerial skills and skill practice via simulations, along with coaching sessions for personalized action planning and guidance. The program also features a resource trove, comprising an extensive library, an inspiring video playlist, and live webinars within a supportive peer community. MALKIA's comprehensive strategy symbolises a determined stride towards gender equality and diverse leadership, reflecting justice and forward-looking principles for advancing businesses and society.

Moreover, MALKIA provides a mobile, agile and safe environment for women to learn, practice and acquire the competences they need to advance their careers.

Feedback from participants underscores the value and effectiveness of the course. Many highlighted the fruitful discussions with their coach, praising Catherine's attentiveness and support, leading to successful improvements in their respective organizational goals. The richness and impact of the course materials were widely acknowledged, with a request for post-training access for participants due to their significance. The well-coordinated program was a common sentiment, and the organized course modules were particularly appreciated for their ease of learning, being labelled as the best online training experienced by one participant.

The Malkia program received praise for its interactive approach compared to other webinars attended by participants. However, some participants suggested enhancing interaction among peers by incorporating activities that encourage collaboration, sparking valuable exchanges of ideas. Probing questions were recommended to initiate active participation, fostering engagement. A few suggestions aimed at refining the program were put forth, including reducing the length of the longest module and increasing the frequency of webinars and coaching sessions to maintain an interactive group dynamic.

Consideration for participants with disabilities, especially those who are visually impaired, was deemed important for a more inclusive learning environment. The course's speakers received high accolades for their brilliance, contributing to the overall positive experience. To enhance the learning journey, participants expressed interest in more opportunities for interaction among peers, advocating for case studies or video materials that illustrate real-life situations, catering to diverse learning styles, like visual learning.

The ongoing program offers a dynamic learning experience with participants suggesting a range of essential topics for inclusion. The course addresses the crucial issue of overcoming work-related complexes or attributes that can negatively impact professional performance. Participants also highlight the significance of Emotional Intelligence (EI) in fostering effective workplace interactions and suggest a deeper exploration of this subject. Work-life balance emerges as a priority, emphasising the need for strategies to maintain harmony between professional and personal spheres. Personal branding, often a critical aspect of career advancement, is proposed for further discussion, enhancing participants' ability to project their unique professional identity. As organizational preparedness becomes a focus, the inclusion of succession planning is recommended to ensure seamless transitions and continuity.

Notably, Emotional Intelligence for Managers is highlighted, with an emphasis on leadership skills and emotional awareness. The desire for more case studies and success stories underlines the value of practical examples in reinforcing theoretical concepts. Participants express interest in delving into management by objectives (MBO) systems for performance assessment and effective board reporting.

In response to the unique challenges faced by female leaders, the course could delve into the intersection of socialisation, culture, and perceptions. The request for a deeper exploration of female leadership aligns with participants' experiences, fostering a supportive environment for women in leadership roles. Overall, this ongoing program resonates with participants as it addresses a diverse array of subjects, contributing to their professional growth and enhancing their leadership competencies.

10.5 Case 5: Making Finance Work: Managing Product Diversification. (Nigeria) (A1515801)

Technical programme: SEE
Activity Manager: Margarita Lalayan
Activity Assistant: Paola Agnello
Date: 1. August 2022 - 5. August 2022
Number of participants: 27

This case study presents an overview of a training course titled "Making Finance Work: Managing Product Diversification." The training targeted middle and high-level managers from microfinance institutions, microcredit and deposit-taking companies, credit/saving associations, cooperatives, and commercial banks. The course aimed to strengthen the capacity of local Micro, Small, and Medium Enterprises (MSMEs) and manufacturers to produce high-quality Personal Protective Equipment (PPE) and healthcare-related products in Nigeria. The course was designed to empower financial services providers (FSPs) and funding agencies supporting financial inclusion and diversification efforts. It offered guidance, tools, and case studies to help organizations diversify their product portfolios to better serve their clients' needs. The content was modified to focus on MSMEs within the post-COVID context in Nigeria.

The workshop aimed to help participants:

1. Gain insights from global, regional, and local experiences in serving MSMEs.
2. Explore options for improving FSP outreach through product diversification, especially to MSMEs.
3. Recognize opportunities and risks associated with product diversification.
4. Possess tools and strategies for successful product diversification management

A total of 27 participants attended the course, including mid-level to high-level managers from various financial institutions, such as banks, microfinance companies, cooperatives, and central banks. The diverse participant base enriched the learning experience and facilitated cross-learning among different institutions. The face-to-face training took place in Lagos, Nigeria, and was conducted in English.

The course was facilitated by certified ITCILO trainers and employed a participatory methodology with case studies, role plays, and hands-on activities. It used local and international case studies to complement tools and instruments found in the course manual, promoting the sharing of real experiences and strategies.

The course was adapted to focus on MSMEs in the post-COVID context in Nigeria. The content was tailored to address the specific needs of different segments of the financial sector. The course covered segments such as rural and SMEs, highlighting the importance of outreach strategies tailored to these segment. The training led to the development of action plans by participants, enhancing their institutions' product diversification efforts. Partnerships were initiated among participants, fostering collaboration between financial institutions and organizations. Pre-course and post-course test scores indicated significant improvement in knowledge levels. Evaluation results showed high levels of satisfaction and applicability of the course content.

The participants' feedback reflects a highly positive experience with the course content and delivery. The utilization of case studies by the tutors was particularly appreciated, enhancing the engagement and effectiveness of the learning process. Incorporating videos and images for a more impactful learning experience was suggested by several participants, underscoring the potential for multimedia elements to enrich the course. Many participants expressed the desire for the inclusion of real-life case studies specific to Nigeria, which would facilitate practical learning from actual organizational scenarios. The commendable quality of the facilitators' contributions was highlighted, and there was a consensus that the integration of technology, including short applicable videos, could enhance the overall interest and quality of the training. The course's sufficiency and successful outcomes throughout the training period were acknowledged, with participants suggesting the continued integration of videos and images for future training sessions. Furthermore, the idea of involving external organizations like Foundations and aligning the training content with the products and projects of MFI and MFB was deemed valuable for fostering partnership understanding. Overall, participants praised the tutors' efforts and recommended further utilization of video case studies and multimedia elements to enhance the training's impact and quality.

11 ANNEXES

INTERNATIONAL TRAINING CENTRE OF THE ILO, TURIN

Evaluation of the training activities of the Centre

Terms of reference

About the International Training Centre of the ILO

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

Background

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

6. The Centre invested heavily in learning innovation, introduced digital credentials relying on block chain technology, piloted Augmented and Virtual Reality (AVR) applications and launched new training products on future foresight techniques, big data mining, and artificial intelligence.
7. In 2021, the Centre continued to operate in a volatile environment, with political, economic, social, environmental and technological forces exerting strong pressure. For example, learners are increasingly technology-savvy, want to access learning services 24/7, and co-create their own learning experience; advances in digital technology open new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and to reduce unit costs. In this environment, distance learning activities continued to play a very important role in the service portfolio of the Centre.
8. In 2022, the total number of learners grew by a further 20 per cent, from 79,000 to 99,000. This was driven by a further large increase in the number of distance learners and supported by the recovery of face-to-face training activities, mostly in the field (5,682 people) but, starting from the second semester of 2022 after the lifting of COVID-19 travel restrictions, also on campus (1,247). The figures indicate that, as per the strategic plan, the Centre is rebuilding its face-to-face training base gradually, while at the same time pushing ahead with the expansion of its universe of online learners on the back of a suite of new online learning services.

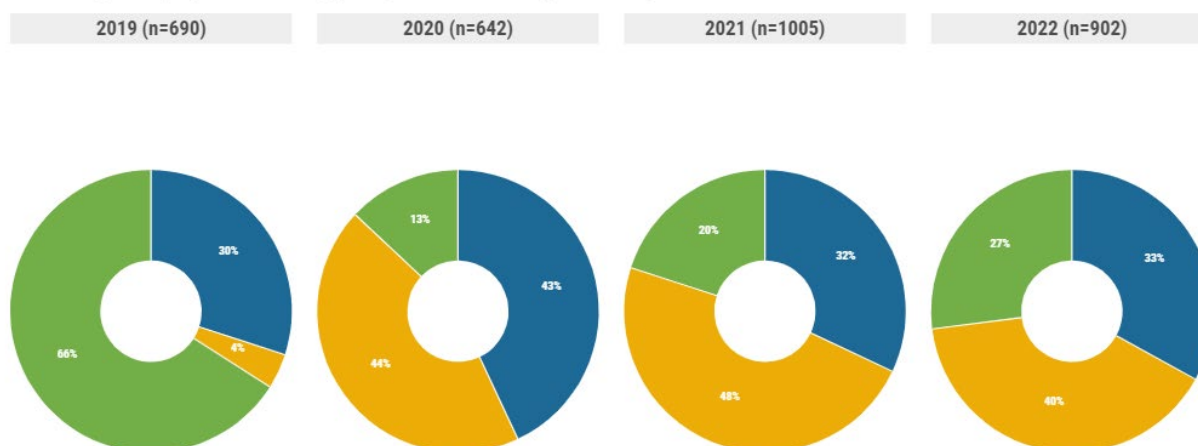
Figure 1:

Annual Activities Distribution

Percentage of activities by broad category and venue (2019-22)



● Non-training services (O2O) ● Distance learning (O2P - OL) ● Face-to-face training (O2P - F2F & BL)



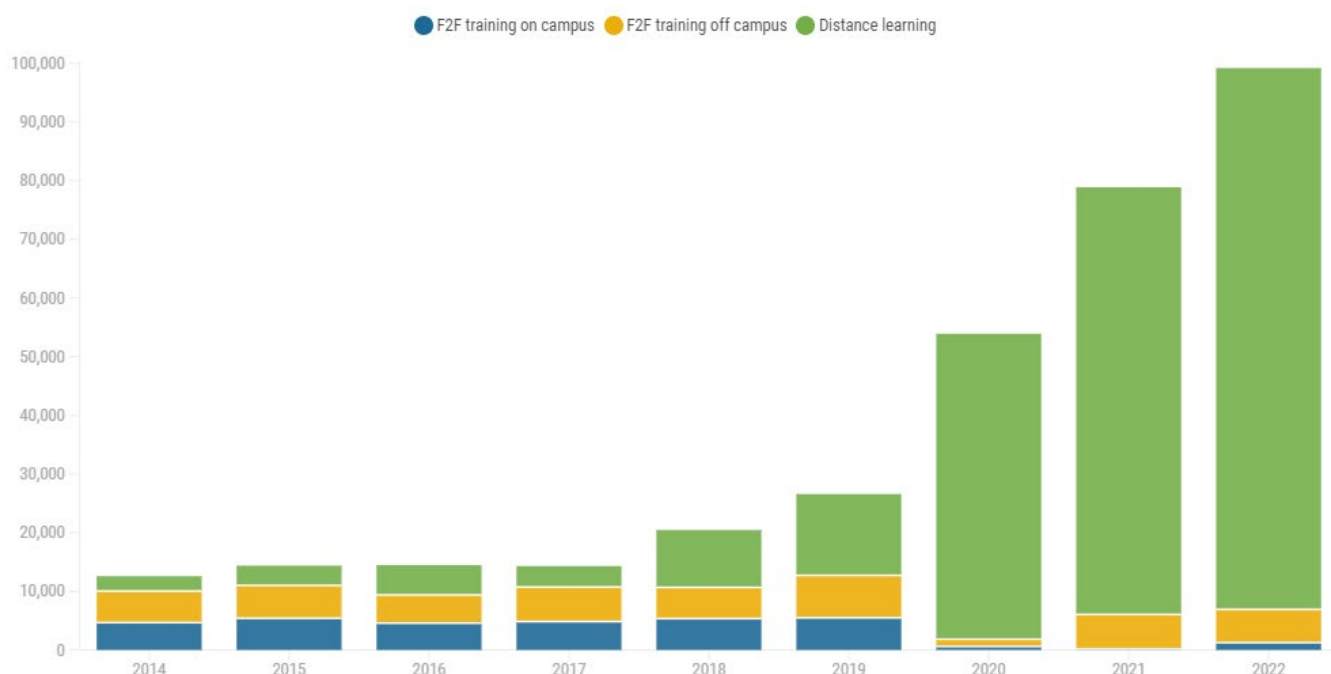
Source: Management of Activities and Participants (MAP)

Self-guided courses not inserted in MAP are not counted. All blended courses are counted as f2f. 15 indirect activities inserted in MAP are included.

Figure 2:

Enrolments in Training Activities

Distance learners and face-to-face trainees (2014-22)



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

Purpose of the evaluation

9. The purpose of the evaluation is to:

- provide the Centre with evidence of the relevance, validity, coherence, effectiveness, efficiency, impact and sustainability of its face-to-face, blended and online training activities;
- assess which modalities of training offered by the Centre are more effective and efficient;
- extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of training activities of the Centre.

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

Scope of the evaluation

11. The evaluation will tackle a mixed sample of training activities that were delivered in face-to-face, blended, and fully online formats. Non-training activities are outside the scope of this assignment.

12. Further to the above, the evaluation will cover a sample of up to 20 face-to-face courses, 10 blended courses, and 20 distance learning training activities. The evaluators will furthermore be expected to evaluate the results of one diploma track. The sample has been drawn purposefully to capture a variety of different training approaches, venues and methodologies.
13. The chosen activities include a variety of paid and free, open and tailor-made, tutor-supported and self-guided online courses, face-to-face and blended courses that took place in the field or in Turin Campus. The sample showcases courses that took place via various platforms using a diverse set of tools. The activities were chosen to cover a diversity of regions, and most of the selected activities included more than fifteen enrolled participants.

Clients of the evaluation

14. The main clients of this evaluation will be:
- The Board of the Centre;
 - The Training Department of the Centre;
 - 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:

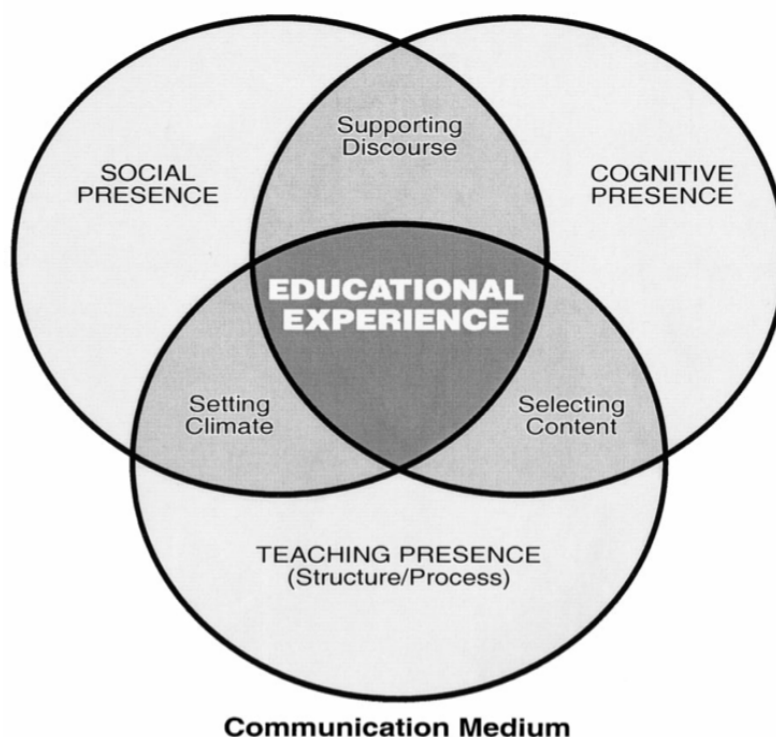
The Six OECD DAC Network on Development Evaluation (EvalNet) Evaluation Criteria



16. Further to the evaluation of effectiveness, the evaluation will also assess the meaningfulness of the learning experiences using the **Community of Inquiry (Col) 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> <ul style="list-style-type: none"> How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?
<i>Coherence</i> : The compatibility of the activity with other activities that serve the ILO mandate and its core constituents	<p>HOW WELL DOES THE INTERVENTION FIT?</p> <ul style="list-style-type: none"> To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?

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

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

¹ Norm 1: Internationally agreed principles, goals and targets
Norm 2: Utility
Norm 3: Credibility
Norm 4: Independence
Norm 5: Impartiality
Norm 6: Ethics
Norm 7: Transparency

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 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 1000+ 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 Programme Managers, 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 five 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 three groups of former participants (preferably linked to a technical cooperation project having sponsored the activity as part of a multi-step capacity building effort) to explore tangible and non-tangible changes resulting from the activities.
- **5-10 case studies of participants** met during the focus group discussion, documenting the changes resulting from the activities.

Deliverables

19. The main deliverable of the assignment is an evaluation report, with statistical annexes and **5-10** case studies documenting good practice in attachment. Refer below for a draft timetable of activities

Deliverables	By
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Short inception report. The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions	May 2023
Desk research on training activities within the Centre's service portfolio, convene interviews with staff from different Training Programmes and collect relevant data	May 2023
Interviews with key informants	May 2023
Online survey issued to selected participants and focal points	May 2023
Focus group discussions	June 2023
Draft evaluation report	June 2023
Final evaluation report	July 2023

20. 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 5-10 case studies documenting good practices

All the above mentioned outputs will be delivered in English.

Management and responsibilities

21. 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

22. 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

23. The evaluator will have the following competencies:

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

Selection of the evaluator

24. The evaluator will be selected through a "Call for Proposals" in which candidates will be requested to provide a financial and technical proposal on how to undertake the evaluation based on the present ToR.

25. The selection committee will adopt the following criteria for the final selection of the evaluator:

- Skills and experiences of the evaluator
- Quality of the proposal in terms of pertinence, clarity, feasibility and cost.

Other

26. 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.

SCHEDULE OF MEETINGS FOR

Mr. Anthony F. Camilleri, Ms. Ksenija Frelih, Mr. Nik Heerens, Mr. Aleksandar Susnjar
of
Knowledge Innovation Centre

ITCILO, Turin

PAVILION Africa 8, Rooms 81 & 82 – GROUND FLOOR
 and online via Zoom

Monday, 3 July 2023

14:00 – 15:00 (Room 81)	Ms Eiman ELMASRY , Quality Assurance, Data and Analytics Officer Ms Su PU , Programme Secretary	Office of the Director of Training	Welcome, introductions and Campus tour
15:15 – 16:45 (Room 81) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83526245222?pwd=NW5CYW95bE9Pdmc2T0JqWTUrdWErUT09	Mr Stefano MERANTE , Officer in Charge / Activity Manager Ms Marwa ELFEKI , Programme Officer / Activity Manager Mr Mostafa MOHAMED , Programme Officer / Activity Manager Ms Sophie OUINE , Acting Programme Assistant / Activity Assistant Ms Vija PAVLOVSKA , Junior Programme Secretary / Activity Assistant	Employment Policy and Analysis Programme (EPAP)	<ul style="list-style-type: none"> • A5016251 Training on Employment Policy Implementation mechanisms for MoL Officials, Oman (Face-to-face) • A1515340 Training of Trainers on the Management of Don Bosco Vocational Training Centres (Face-to-face) • A9516270 Towards gender-transformative interventions in the agricultural and rural sector in the NENA region (Face-to-face) • A9714875 Management of Vocational Training Centres (Blended) • A9714879 Measuring Skills Mismatches (online)

<p>15:15 – 16:45 (Room 82)</p> <p>Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83270401679?pwd=TkNnaGpHYmErNWdoUkZMWTIwK3ZZUT09</p>	<p>Ms Elisabetta VITALI, Programme Officer / Activity Manager (Online) Ms Carlotta CLIVIO, Associate Programme Officer / Activity Manager Ms Blerina POGACE, Programme Officer / Activity Manager Ms Carola RODIA, Programme Assistant / Activity Assistant</p>	<p>Development Investment Programme (DEVINVEST)</p>	<ul style="list-style-type: none"> • A9714873 Lab on Digital TVET (online) • A9015702 Mainstreaming Employment into Trade and Investment in the Southern Mediterranean (Face-to-face) • A4015693 International Procurement Management (edition 2) (Face-to-face) • A1516233 Atelier sur la Recommandation (n° 205) sur l'emploi et le travail décent au service de la paix et la resilience (Face-to-face) • A2715912 Emergency Procurement (Blended) • A9714833 Summer Global Youth Forum 2022 - Youth at the forefront of achieving the 2030 Agenda for Sustainable Development (online) • A9714838 The Small Island Developing States (SIDS) Dialogues for Sustainable Development (online)
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Tuesday, 4 July 2023

<p>10:00 – 12:00 (Room 81)</p> <p>Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83526245222?pwd=NW5CYW95bE9Pdmc2T0JqWTUrdWErUT09</p>	<p>Ms Alessia MESSUTI, Programme Officer / Activity Manager Ms Graziella SCABINI, Programme Assistant / Activity Assistant Ms Paola ABBATE, Programme Assistant / Activity Assistant Ms Cristina PIERINI, Programme Assistant / Activity Assistant</p>	<p>Learning Innovation Programme (LIP)</p>	<ul style="list-style-type: none"> • A4015422 Masterclass per dirigenti scolastici Le sfide della scuola nell'era digitale (Face-to-face) • A1515580 COMPASS C4D Lab Tunis (Face-to-face) • A9714900 Training of Trainers Certification Programme (online)
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			<ul style="list-style-type: none"> • A9714898 E-Learning Design Lab Coaching on methods, tools and latest trends (online)
10:00 – 12:00 (Room 82) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83270401679?pwd=TkNnaGpHYmErNWdoUkZMWTIwK3ZZUT09	Mr Sylvain BAFFI , Senior Programme Officer / Activity Manager Ms Olena VAZHYNska , Programme Officer / Activity Manager Mr Felix MARTIN DAZA , Senior Programme Officer / Activity Manager Ms Costanza DE TOMA , Programme Officer / Activity Manager Ms Irene DEORSOLA , Junior Programme Officer / Activity Co-Manager Ms Federica TIRONE , Secretarial Assistance / Activity Co-assistant	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> • A9014757 Building Effective Labour-dispute Prevention and Resolution Systems (Face-to-face) • A5515623 Training of Trainers on "Building Modern and Effective Labour Inspection Systems (Face-to-face) • A5515700 Training for Taawon Members on Consensus Building Skills (Face-to-face) • A1715866 Monitoring SDG 1.3 and other social protection indicators using Social Security Inquiry (Blended) • A9714697 E-Academy on Social Security (online)
12:15 – 13:45	Lunch break Ms Maria Vittoria FRANCESCHELLI , Associate Programme Officer, Data Analytics, Office of the Director of Training Mr Marco CUNETTO , Associate Programme Officer, Data Driven Services for Partnership Development, Office of the Director of Training		
14:00 – 16:00 (Room 81) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83526245222?pwd=NW5CYW95bE9PdmC2T0JqWTUrdWErUT09	Mr Jorge ILLINGWORTH , Programme Manager / Activity Manager (Online) Mr Sandro PETTINEO , Programme Officer / Activity Manager Mr Marco CUNETTO , Programme Officer / Activity Manager Ms Rachida ZINGARA , Programme Assistant / Activity Assistant Ms Francesca GAGLIA , Activity Co-assistant	Employers' Activities Programme (ACTEMP)	<ul style="list-style-type: none"> • A9715565 Strategic advocacy & effective influencing: delivery (online) • A9715519 Master Training in Management of Employers' & Business Member Organizations (EBMOs) (online)
14:00 – 16:00 (Room 82) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83270401679?pwd=TkNnaGpHYmErNWdoUkZMWTIwK3ZZUT09	Ms Eiman ELMASRY , Quality Assurance, Data and Analytics Officer Ms Su PU , Programme Secretary	Office of the Director of Training (TDIR)	Quality Assurance perspective

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16:15 – 17:00 (Room 82)	Onsite interviews with participants of the Youth Employment Academy		

Wednesday, 5 July 2023

9:30 – 11:30 (Room 81) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83526245222?pwd=NW5CYW95bE9Pdmc2T0JqWTUrdWErUT09	Mr Guillaume MERCIER , Programme Manager / Activity Manager Ms. Manuela MONDO , Programme officer / Activity Manager Ms Janet JOHNSON , Associate Project Officer / Activity Manager Ms Ana DIOGO , Programme officer / Activity Manager Ms Carmelisa MAGLI , Programme Assistant / Activity Assistant Ms Monica DELLA BIANCA , Junior Programme Secretary / Activity Assistant Ms Giulia BERTOLINO , Training Activity Assistant Ms Claudia OEHL , Programme Officer / Activity Manager	Organizational Development and Project Services Programme (ODPS)	<ul style="list-style-type: none"> • A9715467 M3 CERTIFICATION PROGRAMME - Advanced Procurement and Contract Management Strategies - 1st edition (Interregional) (Blended) • A9715864 Impact evaluation of policies, programmes and projects (Blended) • A9714909 Monitoring and Evaluation Certification Programme (online) • A9714907 Impact evaluation of policies, programmes and projects (Online) • A9714904 Financial management for development projects (Online) • Introduction to Project Cycle Management (Free self-guided online course)
9:30 – 11:30 (Room 82) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83270401679?pwd=TkNnaGpHYmErNWdoUkZMWTiwK3ZZUT09	Ms Linda DEELEN , Programme Manager Ms Margarita LALAYAN , Senior Programme Officer / Activity Manager Mr Karl PFEFFER , Senior Programme Officer / Activity Manager Ms Cristiana ACTIS , Programme Assistant / Activity Co-assistant	Sustainable Enterprises and Economies (SEE)	<ul style="list-style-type: none"> • A2515827 Empresas y trabajo decente: la dimensión laboral de la conducta empresarial responsable en América Latina y el Caribe (Face-to-face)

	Ms Patricia LOWE , Programme Secretary / Activity Assistant		<ul style="list-style-type: none"> • A1515801 Managing product diversification, Nigeria (Face-to-face) • A1515945 The promotion of responsible business practices for the realization of decent work in Egypt: The approach of the ILO MNE Declaration (Face-to-face) • A1715782 Académie sur l'entrepreneuriat (Cameroun) (Blended) • A9715009 ILO Entrepreneurship Trainers Academy / Academia de formadores OIT en emprendimiento (Online) • A9715010 Certification Programme on Value Chain Development (VCD): Moving from analysis into action (Online)
12:00 – 13:30	Lunch break Mr Andreas KLEMMER , Director of Training Mr Tom WAMBEKE , Programme Manager, LIP		
13:30 – 14:15 (Dr. Casale's office)	Mr Giuseppe CASALE , Director a.i.		A governance and management perspective
14:30 – 16:30 (Room 81) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/83526245222?pwd=NW5CYW95bE9Pdmc2T0JqWTUrdWErUT09	Ms Luisa GUIMARAES , Programme Manager / Activity Manager Ms Claudia FUGGIASCHI , Programme Assistant / Activity Assistant Ms Laura BISCARO , Programme Secretary / Activity Assistant	International Labour Standards, Rights at Work and Gender Equality (ILSGEN)	<ul style="list-style-type: none"> • A1515669 Women Leadership : Skilling for Success (Face-to-face) • A3514955 Regional Academy on Gender, Inclusion and the Future of Work (Asia and the Pacific) (Face-to-face)

			<ul style="list-style-type: none"> • A4515476 Judicial use of International Labour Standards (Albania) (Face-to-face) • A3715926 Promoting ILS and their application through Normative Stocktaking Reports (Blended) • A3715020 International Labour Standards Academy (Asia and the Pacific) (online) • A2715867 El teletrabajo en la nueva era (online)
14:30 – 15:30 (Room 82)	Mr Gael LAMS , Chief Information Officer	Information and Communications Technology Services (ICTS)	

Monday, 17 July 2023

11:00 – 12:00 (Online) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/84038568934?pwd=STZEMnhjd3VVUC9iN2tScGNaMzhndz09	Mr Sandro PETTINEO , Programme Officer / Activity Manager Mr Marco CUNETTO , Programme Officer / Activity Manager Ms Rachida ZINGARA , Programme Assistant / Activity Assistant Ms Francesca GAGLIA , Activity Co-assistant	Employers' Activities Programme (ACTEMP)	<ul style="list-style-type: none"> • A4015763, A4715768, A4715769 Employers Young Professionals' Academy (Blended) • A9715558 Malkia - Women managers rise up: skilling for success (online)
13:00 – 14:00 (Online) Zoom link: https://knowledgeinnovation-eu.zoom.us/j/84038568934?pwd=STZEMnhjd3VVUC9iN2tScGNaMzhndz09	Ms Costanza DE TOMA , Programme Officer / Activity Manager Ms Irene DEORSOLA , Junior Programme Officer / Activity Co-Manager	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> • Diploma for Social Protection Analysts

<p>15:00 – 17:00 (Online)</p> <p>Zoom link:</p> <p>https://knowledgeinnovation-eu.zoom.us/j/84038568934?pwd=STZEMnhjd3VVUC9iN2tScGNzMzhndz09</p>	<p>Mr Jesus GARCIA JIMENEZ, Senior Programme officer / Activity Manager</p> <p>Mr Rafael MAPALO, Senior Programme officer / Activity Manager</p> <p>Ms Naome CHAKANYA, Senior Programme officer / Activity Manager</p> <p>Ms Evelin TOTH MUCCIACCIARO, Senior Programme officer / Activity Manager</p> <p>Ms Amina BOUMERDASSI, Secretarial Assistance / Activity Assistant</p> <p>Ms Mariarosa CAMMARATA, Secretarial Assistance / Activity Assistant</p> <p>Ms Clelia Pellerino, Programme Secretary</p> <p><i>Ms Daniela CIOT, Programme Secretary / Activity Assistant</i></p> <p><i>Ms Emanuela BONA, Secretarial Assistance / Activity Assistant</i></p>	<p>Workers' Activities Programme (ACTRAV)</p>	<ul style="list-style-type: none"> • A4515224 Building Trade Union Power in HRCT Sector (Face-to-face) • A4515229 Unions Say 'Yes' to Revitalization Workshop on Strengthening Youth Representation and Resource Mobilization (Face-to-face) • A3515267 Economics and statistical analysis for wage negotiations and collective bargaining (Face-to-face) • A1715573 Elearning for Trade Union Educators (Blended) • A5715407 Trade Union Policy and Actions on Sustainable Development (Blended) • A1715279 Creating Adequate and Effective Social Security and Protection for All Workers: Strengthening the Role of Workers' Organisations (online) • A9715159 Global Workers' Digital Academy on Ensuring Adequate and Effective Social Security and Protection for All Workers: Strengthening the Role of Workers' Organisations (online)
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Clause No		Assesment Criteria	Question No	Evaluation Question	Questions
1	Relavance and outreach of the activity	Relevance refers to the extent to which the trainig objectives are consistent with beneficiaries' requirments and need as well as to partners' and donors' policies and priorities.	EQ1	How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?	<p>How closely does the activity align with the objectives and priorities outlined in the ITCILO's 2022-25 strategic plan and the ILO's 2022-23 Strategy Framework?</p> <p>To what extent does the activity's content and curriculum reflect the thematic areas and focus areas identified in the strategic plans and budgets?</p> <p>How effectively does the activity contribute to the key targets and outcomes set by the ITCILO and the ILO in their respective strategic plans and budgets?</p> <p>Has the activity incorporated specific initiatives or actions outlined in the strategic plans and budgets to address critical challenges or opportunities?</p> <p>Are the expected outputs and outcomes of the activity consistent with the performance indicators and goals identified in the strategic plans and budgets?</p> <p>How well has the activity utilized the allocated financial resources and budgetary provisions outlined in the ITCILO's 2022-23 Programme & Budget and the ILO's 2022-23 Programme and Budget?</p> <p>Has the activity adhered to the resource allocation priorities and guidelines established in the strategic plans and budgets?</p> <p>Are there any notable deviations or discrepancies between the activity's implementation and the strategic plans and budgets? If so, how significant are they and what are the reasons behind them?</p> <p>Has the activity demonstrated effective coordination and collaboration with other initiatives and activities outlined in the strategic plans and budgets?</p> <p>How well has the activity adapted and responded to any changes or updates in the strategic plans and budgets throughout its implementation?</p>
2	Coherence of the ITCILOs activities	The compatibility of the activity with other activities that serve the ILO mandate and its core constituents.	EQ2	<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>	<p>How closely does the activity align with the core mandate of the ILO?</p> <p>To what extent does the activity address the needs and priorities of the ILO's core constituents?</p> <p>How well does the activity align with the ILO's policy frameworks and guidelines?</p> <p>Does the activity address any pressing or emerging issues within the scope of the ILO's mandate?</p> <p>Has the activity actively engaged with the ILO's core constituents in its design and implementation?</p> <p>Does the activity contribute to enhancing the capacity and capabilities of the ILO's core constituents?</p> <p>How well does the activity leverage existing ILO programs, initiatives, and resources?</p> <p>Does the activity demonstrate flexibility and adaptability to accommodate diverse contexts and the evolving needs of the ILO's core constituents?</p>
3	Validity of the activity design	The extent to which the activity structure was logical and coherent.	EQ3	Does the training result imply that the activities' design was logical and realistic?	<p>Did the training results align with the expected outcomes and objectives outlined in the activity's design?</p> <p>Were the activities and interventions implemented during the training feasible and realistic?</p> <p>How well did the training design account for the specific needs and characteristics of the target audience?</p> <p>Did the training design incorporate appropriate methodologies and instructional techniques?</p> <p>Were the training objectives and outcomes measurable and observable?</p> <p>Did the training design consider potential challenges and constraints that might affect the achievement of desired outcomes?</p> <p>How well did the training design incorporate feedback and evaluation mechanisms?</p> <p>Did the training design align with best practices and established standards in the field of adult learning and capacity development?</p>
			EQ4	Did the end-of- activity evaluation and (where applicable) the follow-up activity evaluation effectively measure results and progress?	<p>Did the evaluation methods used at the end of the activity effectively measure the intended results and outcomes?</p> <p>Were the evaluation criteria and indicators clearly defined and relevant to the activity's objectives?</p> <p>Did the end-of-activity evaluation assess both the immediate outputs and the broader outcomes of the activity?</p> <p>How effectively were the evaluation findings analyzed and interpreted?</p> <p>Did the follow-up activity evaluation assess the sustainability and impact of the intervention over time?</p> <p>Did the evaluation consider the perspectives and feedback of the participants and other relevant stakeholders?</p> <p>How well did the evaluation findings inform future planning and decision-making?</p> <p>Were the evaluation methods and tools used appropriate for the context and nature of the activity?</p>
4	Effectivness	The extent to which the activities' immediate objectives were achieved, considering their relative importance.	EQ5	What results have been achieved/what progress have learners made since implementing the activities?	<p>What specific learning outcomes have been achieved by the learners?</p> <p>How have the learners applied their learning in practical contexts or real-world situations?</p> <p>Have the learners demonstrated any notable improvements in their performance or job-related tasks?</p> <p>Have there been any observable changes in the learners' behaviour, attitudes, or decision-making processes?</p> <p>How well have the learners integrated the acquired knowledge and skills into their professional or personal lives?</p> <p>Have there been any documented success stories or case studies showcasing the impact of the activities on the learners' professional growth or organizational performance?</p> <p>Have the learners provided feedback or testimonials regarding their experience and the benefits derived from the activities?</p> <p>How do the results and progress of the learners align with the intended outcomes and objectives of the activities?</p>
			EQ6	Which gaps remain, and how could these be adressed through follow-up activities?	<p>What specific gaps or areas of improvement have been identified based on the evaluation of the initial activities?</p> <p>Which specific skills, knowledge, or competencies require further development or reinforcement?</p> <p>Have there been any challenges or barriers that hindered the achievement of desired outcomes?</p> <p>Are there any specific stakeholder needs or expectations that were not fully addressed by the initial activities?</p> <p>How can follow-up activities be designed to address the identified gaps?</p> <p>Are there any additional resources or support required to address the identified gaps through follow-up activities?</p> <p>How can monitoring and evaluation mechanisms be strengthened in the follow-up activities to track progress and ensure the effectiveness of the interventions?</p> <p>Are there any opportunities for peer learning, knowledge exchange, or mentoring that could contribute to addressing the remaining gaps?</p>
			EQ7	To what extent have the activities and the used tools been effective instrumnts to strenghten the capacity ILO constituents and other ILO development partners?	<p>To what extent have the activities contributed to the knowledge enhancement of ILO constituents and development partners?</p> <p>Have the activities facilitated the acquisition and development of practical skills among ILO constituents and development partners?</p> <p>How well have the activities promoted the adoption of best practices and innovative approaches by ILO constituents and development partners?</p> <p>Have the activities fostered networking, collaboration, and knowledge exchange among ILO constituents and development partners?</p> <p>How well have the tools and resources used in the activities supported the capacity development of ILO constituents and development partners?</p> <p>Have the activities effectively addressed the specific needs and priorities of ILO constituents and development partners?</p> <p>To what extent have the activities empowered ILO constituents and development partners to take action and drive positive change in their respective domains?</p> <p>Have the activities contributed to strengthening the overall organizational capacity and performance of ILO constituents and development partners?</p>
			EQ8	Are there any differential results across the groups?	<p>Did the activities yield different results or outcomes for participants from diverse demographic groups?</p> <p>Were there any differences in the level of participation and engagement among different participant groups?</p> <p>Did the activities have varying levels of impact on the participants' knowledge, skills, or behaviour across different groups?</p> <p>Were there any disparities in the perceived relevance or applicability of the activities among different participant groups?</p> <p>Did the activities effectively address the specific needs and challenges faced by different participant groups?</p> <p>Were there any differences in the level of satisfaction or feedback provided by participants from different groups?</p> <p>Did the activities contribute to reducing any existing disparities or inequities among participant groups?</p> <p>Were there any variations in the sustainability of the outcomes achieved among different participant groups?</p>

Clause No		Assesment Criteria	Question No	Evaluation Question	Questions
5	Effectivness if management arrangements	A measure of how economically and timely resourcess/inputs (funds, expertise, time etc.) were converted to results	EQ9	Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood?	How efficiently were the financial resources allocated and utilized for the implementation of the activities? A Were the expertise and skills of Centre officials and program management effectively utilized to achieve the desired results? How effectively was the allocated time utilized in the implementation of the activities? Were the roles and responsibilities of Centre officials and program management clearly defined and understood in relation to resource utilization? Did the Centre officials and program management have the necessary tools and support to effectively manage and utilize resources? Were there any challenges or barriers that hindered the efficient conversion of resources to results? How well were the results and outcomes achieved in relation to the resources invested? Were there any opportunities for improvement in resource utilization identified through the evaluation process?
			EQ10	Were the current arrangement for implementing the activities effective?	Did the current arrangement effectively support the planning and coordination of the activities? Were the roles and responsibilities of different stakeholders clearly defined and well-coordinated? How well did the current arrangement support effective communication and information sharing among stakeholders? Did the current arrangement provide adequate support and resources for the implementation of the activities? Were there any challenges or bottlenecks in the current arrangement that hindered the implementation of the activities? How well did the current arrangement promote collaboration and partnerships among relevant stakeholders? Did the current arrangement provide mechanisms for monitoring, evaluation, and quality assurance of the activities? Were there any opportunities for improvement identified in the current arrangement through the evaluation process?
			EQ11	Were the activities coordinated across technical programmes?	Was there a clear mechanism or structure in place to facilitate coordination across technical programs? Did the coordination mechanism effectively facilitate communication and information sharing between technical programs? Were there opportunities for collaboration and joint activities among technical programs? Did the coordination efforts enhance resource utilization and avoid duplication of efforts? How well did the coordination mechanism address cross-cutting issues or common challenges? Did the coordination efforts promote knowledge sharing and the exchange of good practices across technical programs? Were there any challenges or barriers in coordinating activities across technical programs? Were there any opportunities for improvement identified through the evaluation process?
6	The efficiency of use of resources	A measasure of how economically and timely resources/input (funnds, exertise, time, etc) were converted to results	EQ12	Have the resources invested into the delivery of the activities been used most efficiently? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?	How well were the financial resources allocated and managed throughout the delivery of the activities? Were the resources, such as expertise, time, and equipment, effectively allocated and utilized to achieve the desired results? Did the activities adhere to the planned timelines and schedules? Were there any cost-saving measures implemented without compromising the quality and impact of the activities? Were there any unexpected or additional resource requirements that impacted the cost-effectiveness? How does the achieved results compare to the resources invested? Were there any identified inefficiencies or areas for improvement in resource utilization? Did the resource allocation and utilization contribute to long-term sustainability and capacity development?
			EQ13	What time and cost efficiency measures could have been introduced without impeding the achievement of results?	Were there any identified areas where time could have been saved without compromising the quality or outcomes of the activities? Were there any opportunities to reduce costs without negatively impacting the effectiveness or impact of the activities? Did the activities involve any redundant or unnecessary steps that could have been eliminated to improve efficiency? Were there any opportunities for leveraging existing resources or partnerships to optimize time and cost efficiency? Were there any technological solutions or tools that could have been employed to improve time and cost efficiency? Were there any lessons learned or good practices from previous activities that could have been applied to enhance time and cost efficiency? Were there any identified bottlenecks or inefficiencies in the current implementation that could have been addressed to improve time and cost efficiency? What innovative approaches or alternative methods could have been considered to achieve the desired results more efficiently?
7	Impact orientation of the activity	The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries.	EQ14	What are the participants' percieved benefits from the activities (differentiated by groups)? What evidence exist of participants benefiting from the activities?	What are the perceived benefits reported by participants from different groups? Did the activities meet the specific needs and expectations of the participants? Are there any documented success stories, case studies, or testimonials highlighting the positive impact of the activities on participants? Were there any follow-up surveys or evaluations conducted to assess the sustained benefits for participants? Did the activities contribute to building participants' capacities or skills that are relevant and transferable to their work or daily lives? Did the activities empower participants to become change agents and actively contribute to broader, long-term sustainable development changes? Are there any indicators or measurable outcomes that demonstrate the benefits experienced by participants? Were there any replication or scaling-up efforts initiated by participants themselves, indicating the durability and impact of the activities?
			EQ15	What actions might be required to achieve long-term impact?	Are there any specific capacity-building needs or skills gaps identified among participants that need to be addressed to sustain the impact of the activities? Are there opportunities for follow-up support or mentoring to help participants apply the knowledge and skills gained from the activities in their work or daily lives? Are there institutional or policy changes required to create an enabling environment for long-term impact? Are there opportunities for collaboration and partnerships with other organizations or stakeholders to scale up and replicate the impact of the activities? Are there advocacy or awareness-raising efforts needed to create broader support and recognition for the importance of the activities and their long-term impact? Are there monitoring and evaluation mechanisms in place to track the long-term impact and identify areas for improvement? Are there opportunities for knowledge sharing and dissemination of lessons learned to contribute to broader, long-term sustainable development changes? Are there mechanisms for feedback and ongoing engagement with participants to ensure their continued involvement and contribution to long-term impact?

Clause No		Assesment Criteria	Question No	Evaluation Question	Questions
8	Sustainability	To extent to which the next benefits of the activity continue, or are likely to continue.	EQ16	How likely is it that the results of the activities are maintained or up-scaled by the participants?	Are participants motivated to continue their learning journey and engage in further courses or activities related to the previous ones? Have participants expressed a desire or interest in expanding their knowledge and skills in related areas covered by the previous activities? Are there specific follow-up courses or advanced programs available that align with the participants' learning needs and aspirations? Have participants received information or recommendations about other courses or learning opportunities that they could pursue after the completion of the previous activities? Are there incentives or discounts available for participants to enroll in another course or program related to the previous activities? Have participants expressed a positive experience and satisfaction with the previous activities, indicating their willingness to continue their learning journey with the organization? Are there networking or alumni engagement opportunities provided to participants, fostering a sense of community and encouraging them to pursue further courses? Has there been any tracking or follow-up mechanism to monitor participants' engagement and enrollment in subsequent courses or activities?

Clause No		Assesment Criteria	Question No	Evaluation Question	ILO REPRESENTATIVES	PROGRAMME & ACTIVITY MANAGERS / ASSISTANTS
1	Relavance and outreach of the activity	Relevance refers to the extent to which the trainig objectives are consistent with beneficiaries' requirments and need as well as to partners' and donors' policies and priorities.	EQ1	How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?	<ul style="list-style-type: none"> - to which degree do they feel that strategic documents have been implemented by ITC? - is there periodic debriefing between ITC ILO director and ILO representatives? 	<ul style="list-style-type: none"> - How do they keep the course portfolio and course content up to date to ensure optimal relevance for (potential) learners? - Explain the process of tailoring courses to specific audiences - in particular in case of face to face courses 'in the field' - How do they take into account ILO strategic goals when designing the courses?
2	Coherence of the ITCILOs activities	The compatibility of the activity with other activities that serve the ILO mandate and its core constituents.	EQ2	<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>	<ul style="list-style-type: none"> - ITC features prominently in the ILO strategic plan. Which are the crucial synergies that have been exploited so far? 	<ul style="list-style-type: none"> - how do they take into account ILO strategic goals when designing the courses? Do they receive feedback on course content from ITC ILO management?
3	Validity of the activity design	The extent to which the activity structure was logical and coherent.	EQ3	Does the training result imply that the activities' design was logical and realistic?		
			EQ4	Did the end-of- activity evaluation and (where applicable) the follow-up activity evaluation effectively measure results and progress?		
4	Effectivness	The extent to which the activities' immediate objectives were achieved, considering their relative importance.	EQ5	What results have been achieved/what progress have learners made since implementing the activities?		
			EQ6	Which gaps remain, and how could these be adressed through follow-up activities?		
			EQ7	To what extent have the activities and the used tools been effective instruments to strenghten the capacity ILO constituents and other ILO development partners?		When planning or redesigning courses, do you consult with ITC constituents? If yes, how exactly?
			EQ8	Are there any differential results across the groups?		

Clause No		Assesment Criteria	Question No	Evaluation Question	ILO REPRESENTATIVES	PROGRAMME & ACTIVITY MANAGERS / ASSISTANTS
5	Effectivness if management arrangements	A measure of how economically and timely resourcess/inputs (funds, expertise, time etc.) were converted to results	EQ9	Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood?	How do programme officers, tutors/facilitators and support services work together? How are synergies ensured? - Who serves as a primary contact point for participants? - Who provides learning support to participants are these tutors, and support services are only there for technical and logistical matters? - Who is responsible for initating course revisions and upgrades? is there both a top-down and a bottom-up method? If yes, How do the programme officers and tutors cooperate?	What is your role in developing new courses? - what is your role in revising existing courses? - how do you use/benefit from the ITC ILO QA system? What is your role within this system? - are you responsible for staff development of programme officers? If yes, how do you manage that? How do you use/benefit from the ITC ILO QA system? What is your role within this system? - what is your role in revising courses that you are a part of?
			EQ10	Were the current arrangement for implementing the activities effective?		How can the current organisational structure be improved? - what is one thing that you can do to facilitate cooperation between you role and other roles?
			EQ11	Were the activities coordinated across technical programmes?		
6	The efficiency of use of resources	A measasure of how economically and timely resources/input (funnds, exertise, time, etc) were converted to results	EQ12	Have the resources invested into the delivery of the activities been used most efficiently? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?		Can you elaborate on the (financial, human, technical) resources that are available for the design and implementation of courses? - What are the key limitations you have experienced (if any) and how has that effected the design and delivery of the courses? how do you cooperate with other programme managers? How do you learn from other programmes? Can you give us an example of exchange of best practices between programmes?
			EQ13	What time and cost efficiency measures could have been introduced without impeding the achievement of results?		
7	Impact orientation of the activity	The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries.	EQ14	What are the participants' percieved benefits from the activities (differentiated by groups)? What evidence exist of participants benefiting from the activities?		
			EQ15	What actions might be required to achieve long-term impact?		

Clause No		Assesment Criteria	Question No	Evaluation Question	ILO REPRESENTATIVES	PROGRAMME & ACTIVITY MANAGERS / ASSISTANTS
8	Sustainability	To extent to which the next benefits of the activity continue, or are likely to continue.	EQ16	How likely is it that the results of the activities are maintained or up-scaled by the participants?		

Clause No		Assesment Criteria	Question No	Evaluation Question	TUTORS / FACILITATORS	QA AND PROGRAMME MANAGERS
1	Relavance and outreach of the activity	Relevance refers to the extent to which the training objectives are consistent with beneficiaries' requirments and need as well as to partners' and donors' policies and priorities.	EQ1	How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?		
2	Coherence of the ITCILOs activities	The compatibility of the activity with other activities that serve the ILO mandate and its core constituents.	EQ2	How well does the intervention fit? To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?		
3	Validity of the activity design	The extent to which the activity structure was logical and coherent.	EQ3	Does the training result imply that the activities' design was logical and realistic?	How do you ensure that the courses you design are logical and realistic? - How does course design (and updates) happen in practise? Who are exactly responsible and who are involved in designing the courses, the course content, the assessment methods, course improvements? - Are there any external stakeholders involved in course design (e.g. partner organisations, donors, potential client organisations) or is it done entirely within the programme team? Is the process different for online and face to face courses? - how do you monitor course participants' workload? How do you react to the results of such monitoring?	Do you organise induction for course participants? - how do you account for different starting points of different participants? - how do you monitor course participants' workload? How do you react to the results of such monitoring?
			EQ4	Did the end-of- activity evaluation and (where applicable) the follow-up activity evaluation effectively measure results and progress?	How do they ensure alignment between learning and teaching methods and assessment/examination methods?	How do they monitor and react to the process of aligning learning and teaching methods and assessment methods? - how are individual tutors/facilitators trained to conduct this process? -Do you capture interim/mid course/continuous student feedback, progress and satisfaction data? If so, how exactly? - how does the QA system react if it detects misalignement?
4	Effectivness	The extent to which the activities' immediate objectives were achieved, considering their relative importance.	EQ5	What results have been achieved/what progress have learners made since implementing the activities?	how do you recognise the need for learning support? - how do you individualise learning (tailor it to individual needs)?	At what stage do you conduct the end of course evaluations? (e.g. Immediately after finishing the course? As part of final assessment? Some time after the course end?) - Is there a possibility to discuss the evaluation results with (a selection) of learners to better understand/interpret the results (e.g. focus group)? - How do you provide feedback to course managers? Do you provide specific recommendations for improvement or flag issues which they have to resolve?
			EQ6	Which gaps remain, and how could these be adressed through follow-up activities?	how do you revise courses? What is the basis and input? -Do you get (technical and/or content) advice for course revision from the QA office or is it entirely within the autonomy of the responsible team to conduct revisions?	how do you initiate course revision? Based on what indicators/evidence? - how do you cooperate with tutors on course revisions?
			EQ7	To what extent have the activities and the used tools been effective instruments to strenghten the capacity ILO constituents and other ILO development partners?		
			EQ8	Are there any differential results across the groups?		

Clause No		Assesment Criteria	Question No	Evaluation Question	TUTORS / FACILITATORS	QA AND PROGRAMME MANAGERS
5	Effectivness if management arrangements	A measure of how economically and timely resourcess/inputs (funds, expertise, time etc.) were converted to results	EQ9	Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood?		
			EQ10	Were the current arrangement for implementing the activities effective?	How can the current organisational structure be improved? - what is one thing that you can do to facilitate cooperation between you role and other roles?	How can the current organisational structure be improved? - what is one thing that you can do to facilitate cooperation between you role and other roles?
			EQ11	Were the activities coordinated across technical programmes?		
6	The efficiency of use of resources	A measasure of how economically and timely resources/input (funnds, exertise, time, etc) were converted to results	EQ12	Have the resources invested into the delivery of the activities been used most efficiently? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?	Can you elaborate on the (financial, human, technical) resources that are available for the design and implementation of courses? - What are the key limitations you have experienced (if any) and how has that effected the design and delivery of the courses?	How do you ensure that different courses learn from each and exchange best practices, models of overcoming specific challenges etc.?
			EQ13	What time and cost efficiency measures could have been introduced without impeding the achievement of results?		
7	Impact orientation of the activity	The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries.	EQ14	What are the participants' percieved benefits from the activities (differentiated by groups)? What evidence exist of participants benefiting from the activities?		
			EQ15	What actions might be required to achieve long-term impact?		

Clause No		Assesment Criteria	Question No	Evaluation Question	TUTORS / FACILITATORS	QA AND PROGRAMME MANAGERS
8	Sustainability	To extent to which the next benefits of the activity continue, or are likely to continue.	EQ16	How likely is it that the results of the activities are maintained or up-scaled by the participants?		How do you evaluate the long-term impact on former participants of training courses? - Do you have a central way of evaluating/monitoring post-course impact or is this within the autonomy of individual teams/courses to conduct? - Is there a different approach for online and face to face courses?

Clause No		Assesment Criteria	Question No	Evaluation Question	SUPPORT SERVICES	NOTES
1	Relavance and outreach of the activity	Relevance refers to the extent to which the training objectives are consistent with beneficiaries' requirments and need as well as to partners' and donors' policies and priorities.	EQ1	How well did the activity operationalize the 2022-25 strategic plan and the 2022-23 Programme & Budget of the Centre, and the higher level ILO 2022-25 Strategy Framework and 2022-23 Programme and Budget?		
2	Coherence of the ITCILOs activities	The compatibility of the activity with other activities that serve the ILO mandate and its core constituents.	EQ2	How well does the intervention fit? To what extent does the activity serve the ILO mandate and the needs of the ILO core constituents?		
3	Validity of the activity design	The extent to which the activity structure was logical and coherent.	EQ3	Does the training result imply that the activities' design was logical and realistic?	How do you support students at the beginning of a course, taking into account diverse starting points? - do you feel you are sufficiently supported (also through staff development) in providing these services to students?	
			EQ4	Did the end-of- activity evaluation and (where applicable) the follow-up activity evaluation effectively measure results and progress?		
4	Effectivness	The extent to which the activities' immediate objectives were achieved, considering their relative importance.	EQ5	What results have been achieved/what progress have learners made since implementing the activities?	how many requests do you received from tutors and/or students? - can you provide a description of more complex cases in which you have to react? - how do you coordinate with programme officers and tutors?	
			EQ6	Which gaps remain, and how could these be adressed through follow-up activities?		
			EQ7	To what extent have the activities and the used tools been effective instruments to strenghten the capacity ILO constituents and other ILO development partners?		
			EQ8	Are there any differential results across the groups?		

Clause No		Assesment Criteria	Question No	Evaluation Question	SUPPORT SERVICES	NOTES
5	Effectivness if management arrangements	A measure of how economically and timely resourcess/inputs (funds, expertise, time etc.) were converted to results	EQ9	Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood?		
			EQ10	Were the current arrangement for implementing the activities effective?		
			EQ11	Were the activities coordinated across technical programmes?		
6	The efficiency of use of resources	A measasure of how economically and timely resources/input (funnds, exertise, time, etc) were converted to results	EQ12	Have the resources invested into the delivery of the activities been used most efficiently? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?		
			EQ13	What time and cost efficiency measures could have been introduced without impeding the achievement of results?		
7	Impact orientation of the activity	The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries.	EQ14	What are the participants' percieved benefits from the activities (differentiated by groups)? What evidence exist of participants benefiting from the activities?		
			EQ15	What actions might be required to achieve long-term impact?		

Clause No		Assesment Criteria	Question No	Evaluation Question	SUPPORT SERVICES	NOTES
8	Sustainability	To extent to which the next benefits of the activity continue, or are likely to continue.	EQ16	How likely is it that the results of the activities are maintained or up-scaled by the participants?		

Invitation

Invitation: Survey on ITCILO's training activities

Dear participant,

Greetings from Turin! I am writing to invite you to participate in the online survey for evaluating the Centre's online training activities, as you have attended one or more of them in 2022.

Through this short survey, we hope to listen to your view on the course(s) and your experience of applying new knowledge and skills at work. Your feedback and insights will help us explore how the Centre can better assist you and future participants in acquiring knowledge and enhancing learning experience and impact.

The survey is available in English, French, Spanish and Arabic.

Please click the link below to access the survey. We would be grateful, if you could respond to the survey **by Tuesday 20 June 2023**.

[SURVEY LINK](#)

This survey is part of the Centre's annual evaluation this year on online training. The evaluation report will be presented to the Board of the Centre this October. Your inputs will be treated in a confidential manner and results will only be presented as aggregate figures.

If you would like to receive more information about the evaluation, and/or have questions about this survey, please feel free to reach us on evaluation@itcilo.org

Thank you very much in advance for your time and insights.

ITCILO Evaluation team

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Kind reminder

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Deadline extended: Survey on ITCILO's training activities

Dear participant,

Because your feedback matters, we have extended the deadline for submitting the survey till
XXXXXXXXXX.

If you had already submitted the survey, we thank you very much for your positive contribution. If you haven't done yet, please give us a few minutes of your time. Your feedback will advise the Board of the Centre and will help us improve the Centre's training services in the future.

Kindly respond to the survey at <xxxxxxxxxxxxx>

The survey is available in English, French, Spanish and Arabic.

Thank you very much again for your attention and support.

ITCILO Evaluation

Introduction

Dear Participant,

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

This survey aims to gather your thoughts and opinions on the courses you have completed in 2022, specifically focusing on the different modalities such as face-to-face, online, and blended learning. Your honest feedback will assist us in identifying areas of strength and improvement, and guide our efforts in enhancing the learning experience for future participants.

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

The survey should take approximately [time] 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.

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

2023 Annual External Evaluation of the Training Activities of the ITCILO

PART A: DEMOGRAPHICS

A1 Please provide your name

A2 In which country do you live?

A3 What is your gender?

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

A4 How old are you? Please select your age range.

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

A5 Which language(s) do you speak fluently?

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

A6 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

A7 Please select the type of organisation you worked for at the time you attended the training?

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

A8 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

A9 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

A10 If you answered "Yes" to the previous question, please specify the underrepresented or vulnerable group(s) you identify with.

A11 What is your approximate annual household income relative to the average income in your country?

- Much lower than the average
- Lower than the average
- About the same as the average
- Higher than the average
- Much higher than the average
- Prefer not to say

A12 Which mode of delivery was used for the training course(s) you attended?

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

A13 Which ITCILO course(s) did you attend in 2022?

- Face-to-face
- Blended
- Online

A14 Were the following topics evident in the content and delivery of the training? (Tick as applicable)

- Gender equality
- International labour Standards
- Sustainable Development
- Social Dialogue

- Social Justice
- Social Protection
- Non-discrimination /Equality of treatment
- Decent work

PART B: VALIDITY OF THE TRAINING DESIGN TO SUPPORT A MEANINGFUL LEARNING EXPERIENCE

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

B1 TEACHING PRESENCE

B1.1 Design and Organization

B 1.1.1 Do you agree with the following statement?

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

B 1.1.2 Do you agree with the following statement?

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

B 1.1.3 Do you agree with the following statement?

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

B 1.1.4 Do you agree with the following statement?

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

B 1.1.5 (Only relevant for blended courses)

Do you agree with the following statement?

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

B 1.2 Facilitation

B 1.2.1 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.

B 1.2.2 Do you agree with the following statement?

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

B 1.2.3 Do you agree with the following statement?

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

B 1.2.4 Do you agree with the following statement?

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

B 1.3 Direct instruction

B 1.3.1 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.

B 1.3.2 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.

B 1.3.3 Do you agree with the following statement?

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

B 1.3.4 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.

B2 SOCIAL PRESENCE

B 2.1 Affective Expression

B 2.1.1 Do you agree with the following statement?

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

B 2.1.2 (only applicable for online and blended courses)

Do you agree with the following statement?

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

B 2.2 Open Communication

B 2.2.1 (only applicable for online and blended courses)

Do you agree with the following statement?

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

B 2.2.2 Do you agree with the following statement?

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

B 2.3 Group Cohesion

B2.3.1 Do you agree with the following statement?

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

B2.3.2 Do you agree with the following statement?

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

B2.3.3 Do you agree with the following statement?

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

B3 COGNITIVE PRESENCE

B 3.1 Triggering event

B 3.1.1 Do you agree with the following statement?

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

B 3.1.2 Do you agree with the following statement?

The talks and presentations in this course were thought provoking.

B 3.1.3 Do you agree with the following statement?

I felt motivated to explore content-related questions.

B 3.2 Exploration

B 3.2.1 Do you agree with the following statement?

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

B 3.2.2 Do you agree with the following statement?

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

B 3.2.3 Do you agree with the following statement?

Discussions were valuable in helping me appreciate different perspectives.

B 3.3 Integration

B 3.3.1 Do you agree with the following statement?

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

B 3.3.2 Do you agree with the following statement?

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

B 3.3.3 Do you agree with the following statement?

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

PART C: LEARNER SUPPORT

C1 Learning support

C 1.1 Do you agree with the following statement?

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

C 1.2 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).

C 1.3 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.

C 1.4 Do you agree with the following statement?

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

C2 Technical support

C 2.1 (only applicable for f2f and hybrid courses)

Do you agree with the following statement?

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

C 2.2 Do you agree with the following statement?

I had many technical issues in this course.

C 2.3 Do you agree with the following statement?

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

C 2.4 (only applicable for online and blended courses)

Do you agree with the following statement?

Technical support responded to my issues in a timely manner.

- C 2.5 Do you agree with the following statement?
Technical support was effective in resolving my issues.

C3 Usability

C 3.1 (only applicable for online and blended courses)

- Do you agree with the following statement?
I found it easy to access the online learning system e-Campus.

C 3.2 (only applicable for online and blended courses)

- Do you agree with the following statement?
I knew where to ask for help when I had any technical issues with the online learning system e-Campus

C 3.3 (only applicable for online and blended courses)

- Do you agree with the following statement?
I found it easy to navigate in the online learning system e-Campus.

C 3.4 (only relevant for online & blended courses)

- Do you agree with the following statement?
I had regular issues with Internet connectivity that disrupted online learning.

C4 Devices

C 4.1 (only relevant for online & blended courses)

- Do you agree with the following statement?
I was able to freely choose and use different devices (laptops and mobiles) to pursue online learning
- Yes
 - No
 - Not Applicable

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

PART D: DIFFERENT MODES OF DELIVERY TO REACH THE TARGET GROUPS

D1 Regarding your experiences with learning, what would you prefer in the future?

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

D2 (only relevant for online & blended courses)

Regarding your experiences with online interaction, communication, and content delivery, during last year the following tools and services used...

D 2.1 Asynchronous discussion form

- Too often
- Just enough
- Not often enough

D 2.2 Synchronous video conferencing (e.g., a webinar via Zoom)

- Too often
- Just enough
- Not often enough

D 2.3 Asynchronous video content (e.g., a recorded guest lecture or video presentation).

- Too often
- Just enough
- Not often enough

D 2.4 Simulations in virtual environments (virtual reality).

- Too often
- Just enough
- Not often enough

D3. Did the mode of delivery of this course (i.e. online, face-to-face or blended) align with your schedule and availability?

- Yes
- No

D4. Did the mode of delivery of this course (online, face-to-face or blended) effectively address your learning needs and preferences?

- Yes
- No

D5. 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

D6. How would you rate the level of engagement and interaction available with this specific mode of delivery (online, face to face or blended)?

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

D7 Were there sufficient opportunities for participation, collaboration, and discussion?

- Yes
- No

D8 If NO, what was missing?

D9 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?

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

D10 How well did the mode of delivery of this course (online, face-to-face or blended) support the achievement of the learning objectives?

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

D11 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

D12. Were you satisfied with the mode of delivery that was used for this course?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

D13 Would you recommend following a ITCILO course with this specific mode of delivery to others?

- Yes
- No

D14 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?

PART E: OUTCOMES AND OVERALL COURSE SATISFACTION

E1 Do you agree with the following statements?

E 1.1 The course was relevant to my needs.

E 1.2 The course provided sufficient examples that translated theory into practice.

E 1.3 I can apply the knowledge and skills created in this course to my work setting or non-course related activities.

E 1.4 I have already applied knowledge/skills I obtained in this course to my work setting or other non-course related activities.

E 1.5 The course contributed to my motivation for further development of my competences in the field.

E 2 To what extent did your competencies and on-the job performance improve as a result of your participation in the training activity?

- Competencies
- Job performance
- Very large improvement
- Large improvement
- Moderate improvement
- Slight improvement
- No improvement

E 3 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?

E 4 The training as a whole was..

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

E 5 The effectiveness of the training format was...

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

E 6 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

E 7 Would you recommend the training to colleagues?

- Yes
- No

E 8 Do you intend to take another course at the ITCILO?

- Yes
- No
- Maybe

E 9 If yes, on which topic?

E 10 Are you interested in participating in an interview or/and in joining a focus group discussion in the course of this evaluation?

- Yes
- No