



Capacity building in pursuit of decent work and sustainable development goals

Impact Evaluation Report 2013

1. Introduction

This study sought to assess the impact of the ITCILO/IEFP training project on networking and institutional and professional development in the context of the CPLP (Community of Portuguese-Speaking Countries) countries over an 11-year period (2013-2023).

The main objective of the study was to deepen the qualitative and quantitative analysis of the effects of the training program, specifically:

- The application of learning in the professional and institutional context: to assess how the skills acquired in the training activities were applied in the institutions and by their members.
- The creation of networks within the CPLP: to verify the extent to which the training provided for the creation of contact and collaboration networks between institutions in member countries.

2. Objectives and methodology of the quantitative analysis

The quantitative analysis aimed to assess:

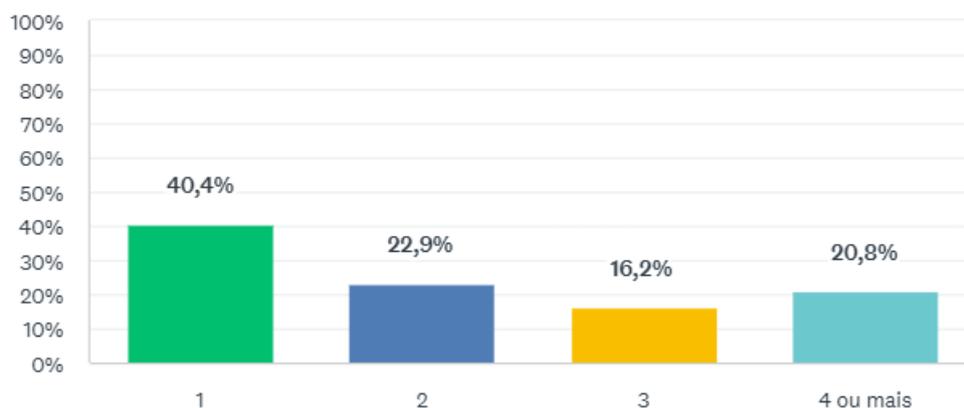
1. The extent to which participation in the activities promoted contacts and future ongoing collaboration with other participants, namely the creation of networks;
2. Whether there was a significant exchange of knowledge and practices between participating countries during the project activities;
3. The impact on personal and professional development, analyzing the effect of training on the individual growth of participants;
4. The benefit to other members of the organization, identifying whether the knowledge acquired was disseminated within the organization;
5. The application of the skills acquired, assessing the extent to which participants applied what they learned in their institutions and in specific contexts;
6. The difficulties in application, identifying the main obstacles encountered when trying to apply the knowledge acquired;
7. Recommendations that, in light of the elements outlined in the previous points, could contribute to a better implementation of the project.

For this analysis, a questionnaire comprising 16 questions (see Annex 1) was designed and sent to all participants via SurveyMonkey.

3. Target population and analysis of respondents

In the 72 activities organized by the project during the period under review, 2,314 technicians from various institutions in the nine CPLP member countries participated. However, as some participants benefited from more than one activity (see graph 1), the number of potential respondents was reduced to **1,472**.

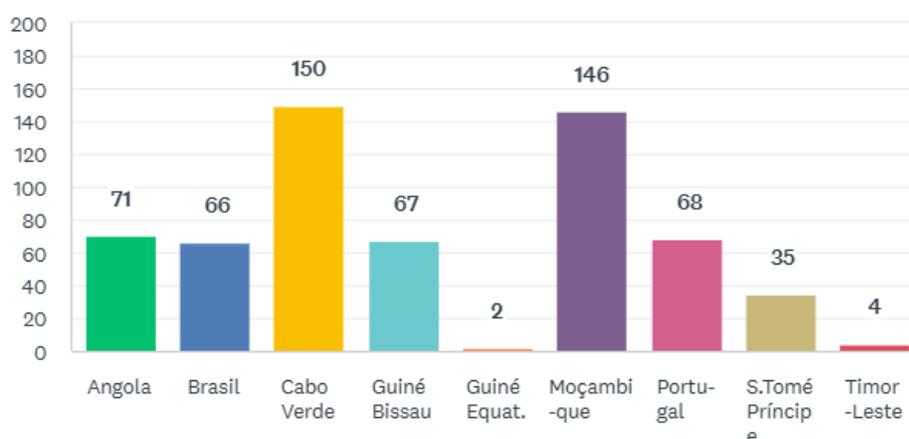
1 : Number of activities per participant (in %)



Given the number of years since the start of the project (2013), some of the email addresses of participants were found to be inactive (210 returned and 19 canceled), so the final sample size analyzed was 1,243.

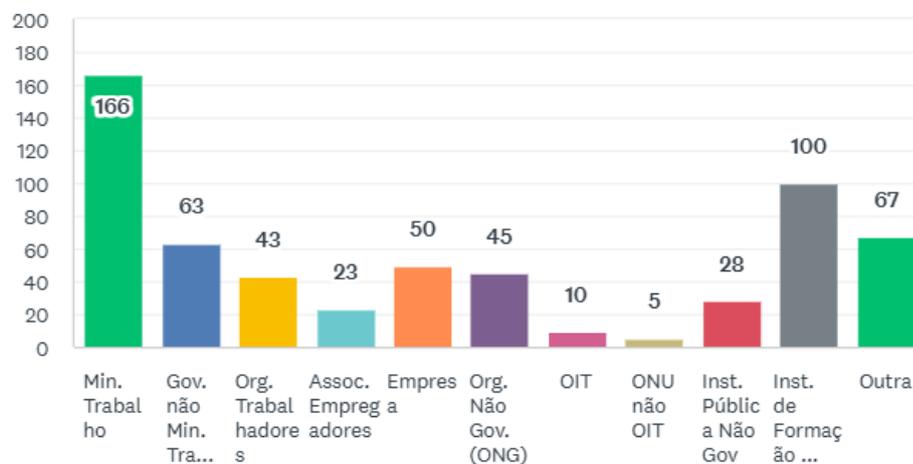
A total of **609 responses** were received, which corresponds to **a margin of error of 4% for a confidence interval of 99%**. Figures 2 and 3 show the distribution of respondents by country and type of institution (in absolute terms), respectively.

Graph 2: Distribution by CPLP country of the respondents' organizations



The number of participants from Equatorial Guinea (2) and Timor-Leste (4) who responded to the questionnaire is very low, so it is not justified to analyze their responses separately, as they are not statistically representative.

Graph 3: Distribution of respondents by type of institution



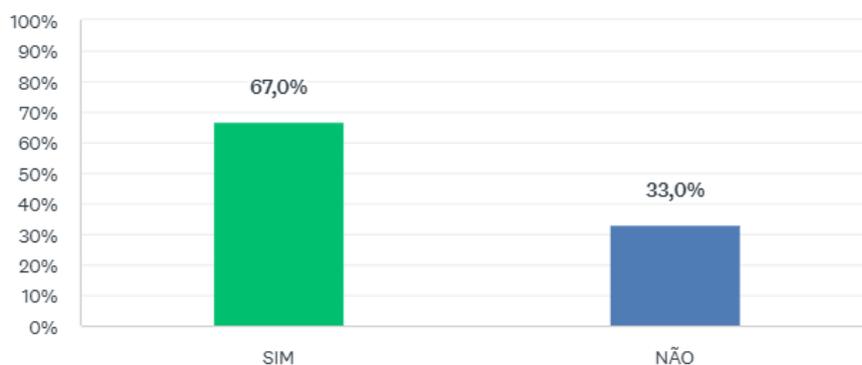
As with the data by country, it is not justified to analyze the responses of participants from the ILO (10) and other United Nations agencies (5) separately for the analysis by sector, as they are not statistically representative.

4. Quantitative analysis

4.1. Creation of networks and collaboration between participants

This question assessed whether participation in the activities enabled the creation of networks or the establishment of contacts and collaboration with other participants. Overall, the results were as follows:

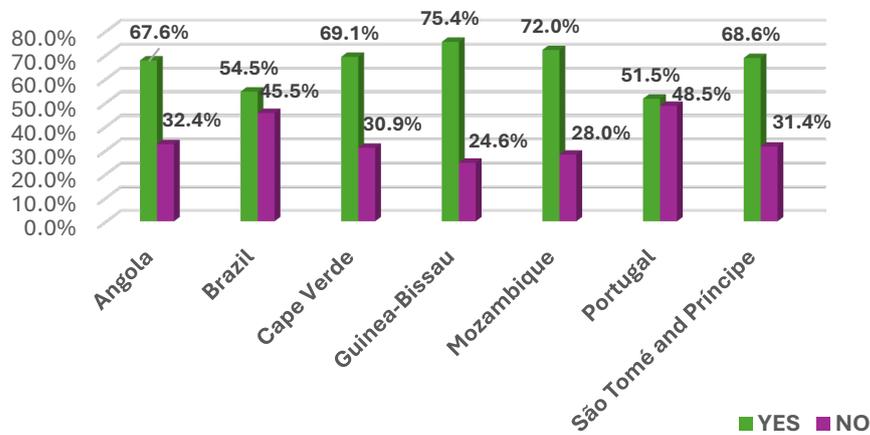
Graph 4: Creation of networks and collaboration between participants



Overall, 67% responded positively to the question, although a significant number (33%) responded negatively.

In terms of country, the responses can be summarized in the following chart:

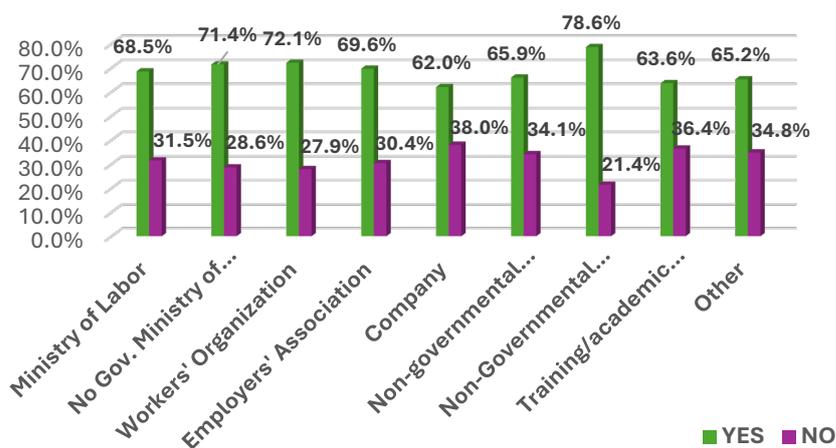
Graph 5: Responses of participants by country of institution



It can be seen that, except for Brazil and Portugal (both slightly above 50%), more than two-thirds of the others considered that participation in the activities enabled the creation of networks or the establishment of contacts and collaboration with other participants.

The following chart analyzes the same parameter by sector, i.e., by the type of institution to which participants belonged at the time of the training activities.

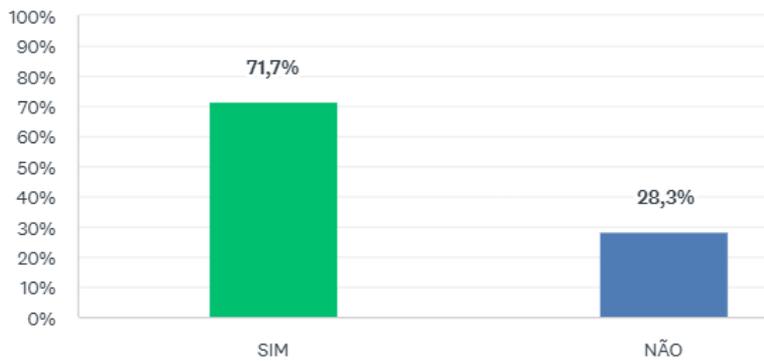
Graph 6: Participants' responses by sector of their institutions



4.2. Exchange of experiences, good practices, and knowledge

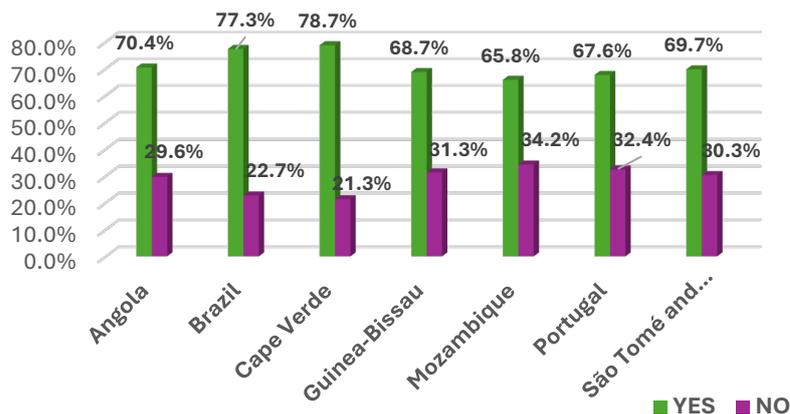
This question sought to assess whether, during and after the activities, there was an exchange of experiences, good practices, and knowledge between the participating institutions. Overall, the responses were as follows:

Graph 7: Exchange of experiences, good practices and knowledge



It can be seen that more than 70% considered that there was a good exchange of experiences, good practices and knowledge between the participants' institutions. The following graphs 8 and 9 assess how this exchange was perceived by country and by sector, respectively.

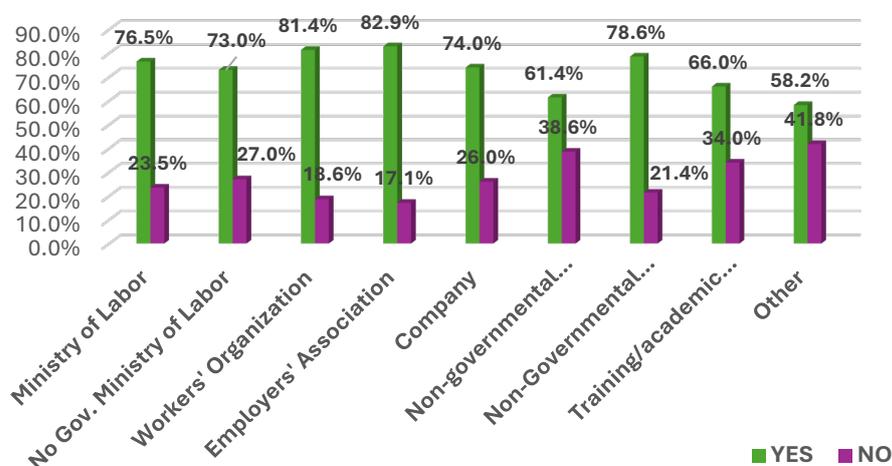
Graph 8: Exchange of experiences, good practices and knowledge, by country



Participants from all countries rated the exchange of experiences, good practices, and knowledge between institutions during and after the training sessions positively.

In the assessment by sector, with the exception of "Other" institutions, more than two-thirds of respondents assessed the exchange between participants positively.

Graph 9: Exchange of experiences, good practices and knowledge, by sector



4.3. What could contribute to greater exchange of good practices and facilitate contacts between participants?

In order to improve the exchange of good practices and facilitate contacts between participants, they were asked for suggestions on what could be done to improve this aspect of the project. The suggestions are listed in Annex 2, but their main points can be summarized as follows:

- Creation of an Alummin Network, former students of the ITCILO.
- Create forums or other spaces for post-training exchange of experiences, partnerships to disseminate good practices to other places, and a post-training follow-up group.
- Distribute a contact list (with participants' consent) to enable those involved to continue future collaborations. Provide an online group or forum, such as a collaboration or chat platform, where participants can continue the dialogue initiated at the event.
- Create online spaces (WhatsApp, Teams, Viber, collaborative documents in Google Docs) so that participants can discuss and share experiences in a more dynamic way.
- During the sessions, mix participants from different countries to work together, so they can create and maintain contacts.
- Face-to-face training.
- Create an exchange network between training participants; (ii) institutional leaders should create conditions to retain participating staff, who will act as

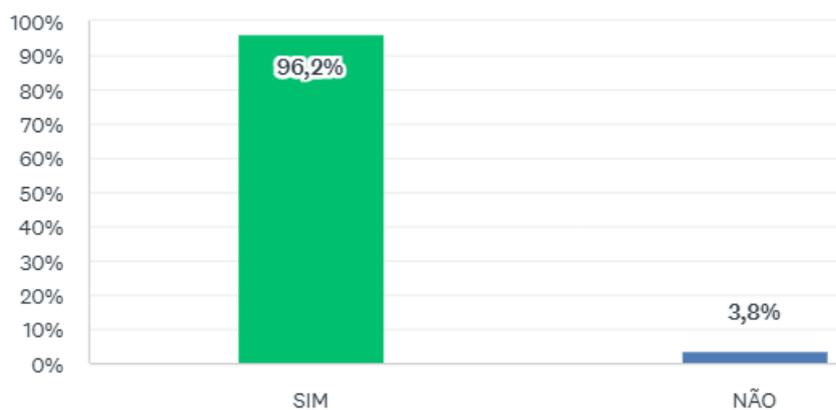
focal points, although they must ensure that all data contributing to institutional development is shared.

- The participation of a ITCILO collaborator in the groups created (WhatsApp) could be a catalyst for greater interaction.
- Hold annual meetings to encourage the sharing of experiences. Create a digital network for sharing, publishing, and exchanging information related to project topics, among other things.

4.4. Personal and professional development and improved performance within the institution

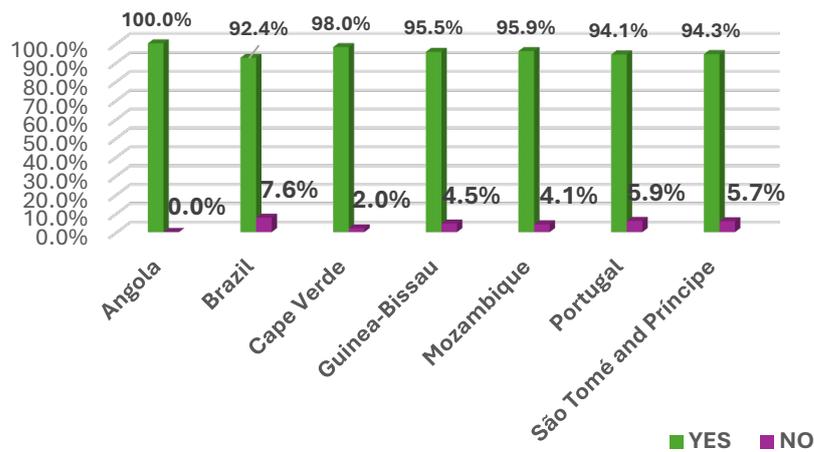
This question sought to assess whether the activity or activities contributed significantly to personal and professional development, improving the participant's performance at the institution. . Overall, the results were as follows:

Graph 10: Personal and professional improvement and performance at the institution

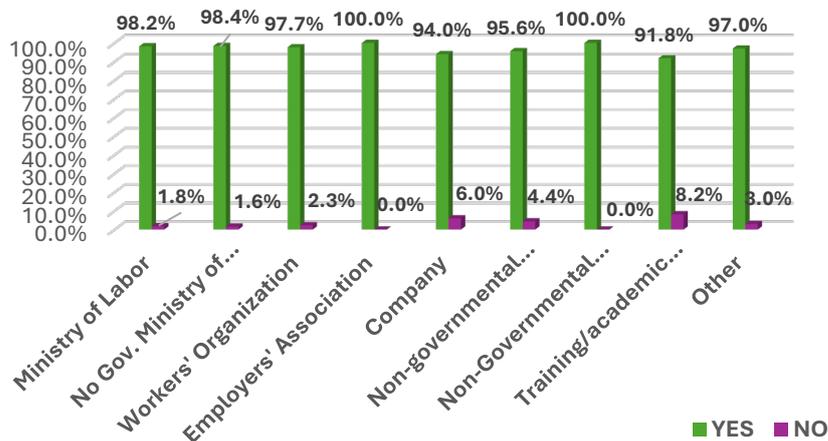


It can be seen that 96.2% of participants consider that the activity or activities had a positive impact on their personal and professional development and on their performance at the institution. Analysis by country and sector confirms these results, as can be seen in the following graphs.

Graph 11: Personal and professional improvement and improvement in performance at the institution (country)



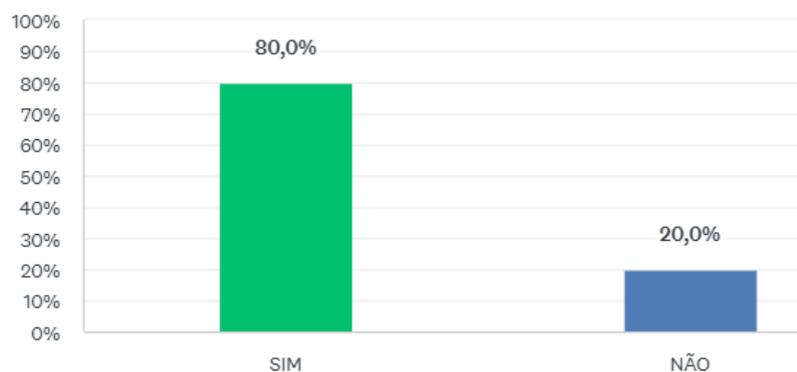
Graph 12: Personal and professional improvement and performance at the institution (sector)



4.5. Application of skills acquired at the institution

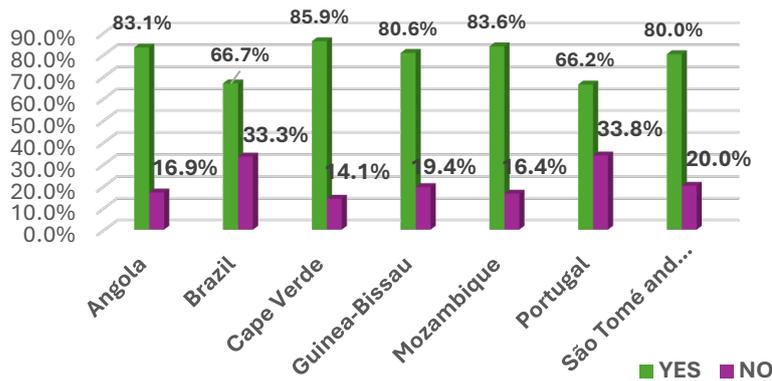
Participants were asked whether the skills acquired in the training were being applied in the institution. The overall responses are shown in the following chart:

Chart 13: Application of acquired skills



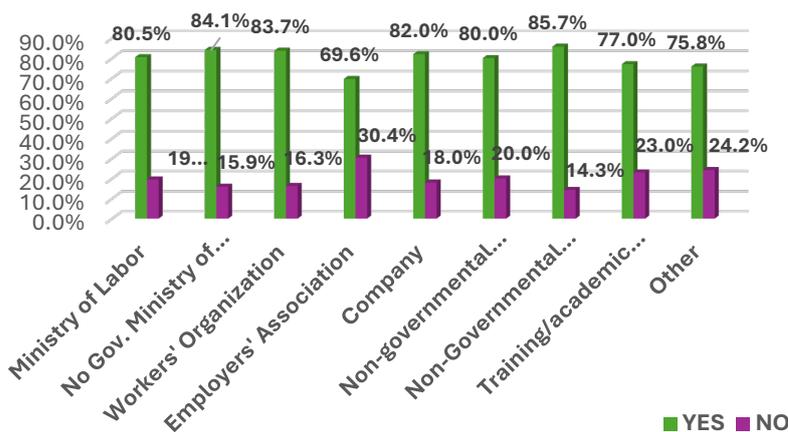
80% of participants consider that they are applying the skills acquired in their institutions. Analysis by country shows that the application of skills is less "strong" in countries that are theoretically more structured (Brazil - 66.7% and Portugal - 66.2%), with all others above the global average.

Chart 14: Application of acquired skills, by country



In terms of type of institution, the level of application of skills is relatively similar, with more than two-thirds of institutions considering that they apply what they have learned.

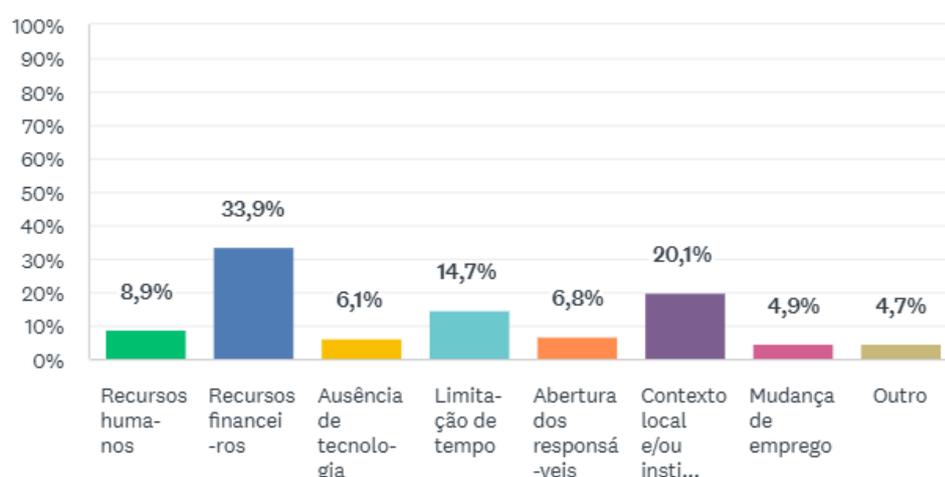
Graph 15: Application of acquired skills, by sector



4.6. Main difficulties and obstacles in applying the skills and knowledge acquired

Given that 20% of participants considered that they were not applying the skills acquired in training, respondents were asked about the main difficulties they faced in applying them. The results are shown in the following chart:

Graph 16: Main difficulties in applying acquired skills



The main difficulties are, in descending order, financial resources, the local/institutional context, and time constraints.

4.7. Representative examples of the application of skills

Participants presented numerous examples of the application of learning which, given their length, are included in Annex 3, after consolidation of repetitions. However, although not exhaustive, the main areas of application can be systematized as follows:

- Anticipating future labor market needs and studying their impact on employment and training policies and programs;
- Improving the management of training centers and the financing of vocational training;
- Support and encouragement for the transition of operators in the informal sector of the economy to formalization, including access to social protection systems;
- Deepening instruments and methodologies for local economic and business development through value chains, promoting partnerships and leveraging endogenous resources, and maximizing external support;

- Training union leaders and workers to improve their understanding of social dialogue and tripartite negotiation skills, including the provision of legal support to union members;
- Dignifying work in rural areas, promoting teaching and learning opportunities complementary to agriculture to raise incomes in rural areas;
- Provision of international-level theoretical and practical knowledge and skills that were not available in the participating countries and institutions;
- Provision of information on the use of International Labor Standards in the judicial system and training of legal actors (judges, lawyers, etc.) in the
- Dissemination of International Labor Standards (ILO Conventions and Recommendations) and facilitation of means/instruments for their application and monitoring;
- Preparation of support materials for training sessions;
- Encouragement and facilitation of instruments for the promotion of online (distance) training;
- Encouraging the circular economy and green entrepreneurship;
- Encouraging and sharing examples of social dialogue and collective bargaining;
- Greater knowledge about the design, implementation, monitoring, and evaluation of active employment policies, leading to the (re)formulation of better public policies;
- Greater awareness of occupational safety and health issues;
- Improved capacity to promote micro and small enterprises, their management and monitoring of their development;
- Improved design, implementation/management, monitoring, and evaluation of development projects, including *ex-post* impact assessment;
- Improved labor inspection in the fight against child labor, the worst forms of labor, and discrimination in the world of work;
- Improved social protection statistics
- Promotion of employability and business creation by young people, citizens with disabilities and vulnerable women;
- Raising awareness and providing strategies for promoting decent work agendas.
- The annex shows the high level of implementation of the learning and its contribution to improving the performance of participants and the effective impact on their institutions.

4.8. Benefit to other members of the organization

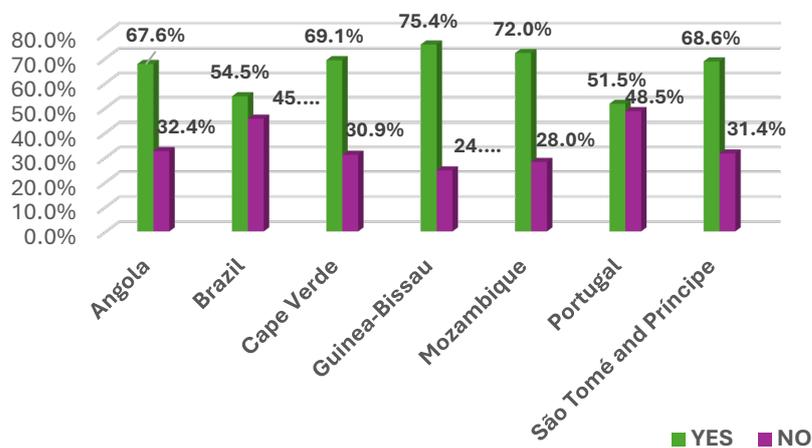
This question was intended to assess whether other members of the organization, in addition to the participant, benefited from the training through the sharing and dissemination of knowledge and documentation. Overall, the results are as follows:

Graph 17: Benefits for other members of the institution

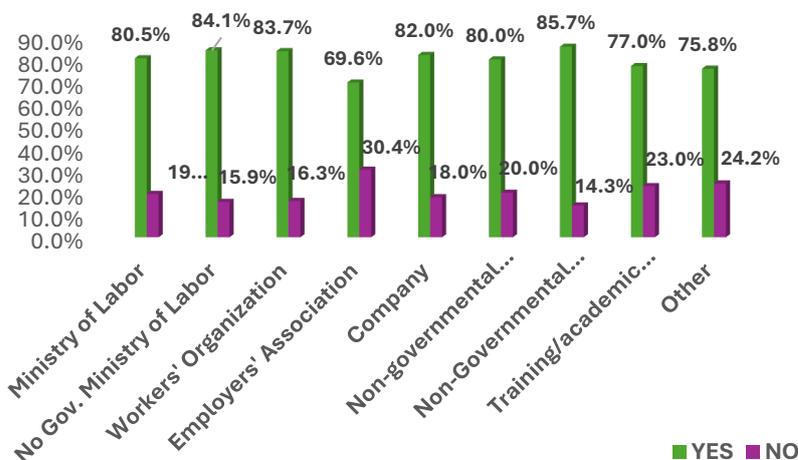


It appears that around 78% of participants considered that other members of the institution benefited from the knowledge and documentation acquired during the training. The following graphs show the assessment in terms of country and sector of the institution, which generally confirms the overall figures.

Graph 18: Benefit to other members of the institution, by country



Graph 19: Benefit to other members of the institution, by sector



4.9. What could have been done, before and after the training, to improve the application of learning?

Respondents provided a very valuable set of suggestions on what could have been done before and after the training to improve the application of learning. Their proposals are listed in Annex 4 and can be summarized as follows:

- Introduction of better prior information on the organization of each activity, the profile of the target audience, and the desirable roles they should play in the institution, with a view to the effective practical application of learning;
- Before the training, it is important to present the training content and conduct a questionnaire on the possibilities for application in the participants' professional lives;
- Recognition of the high quality of the training activities and incentives for the project to strengthen the offer of new courses and thematic areas;
- Greater awareness before and after training among institutional managers so that they facilitate and encourage the application of learning;
- More opportunities for exchanging experiences (webinars, discussion forums, working groups between participants from different countries, etc.);
- Encourage, where appropriate, the participation of representatives of workers and employers from the countries to stimulate social dialogue in each country;
- Establishment of partnerships with those responsible for facilitating the implementation of the skills acquired in the training courses;

- Provision of a list of participants' contact details, including the email addresses of those who wish to continue (and give their consent) to exchange experiences and practical difficulties after the training;
- The ITC/ILO should appoint a trainer/technician to provide support to trainees and encourage the continuation of the exchange of experiences;
- During the course and whenever appropriate, each participant should develop a concrete project to be implemented with the "mentoring" of the ITCILO; if the project involves funding, information could be provided on possible avenues for obtaining funding (taking into account the development partners active in each country);
- In addition to providing participants with information on potential funding agencies for development projects, it should be indicated that the ITCILO is not in a position to provide financial resources for development;
- Improve post-training follow-up and monitoring by making available new documentation and tools developed by the ILO (which would allow for the continuous updating of trainees).
- Although it has been suggested that face-to-face sessions should be held after the online training (which is not possible to implement systematically for financial reasons), it would be desirable to opt for a "mixed" modality (online and face-to-face) whenever possible, at least for the most outstanding participants in the online phase.

4.10. Examples of activities carried out in the institution or territory as a result of the knowledge acquired

Participants were asked if they had any examples of good practices, projects, activities, etc. carried out in their institution or territory that originated or were implemented based on the knowledge acquired in the training courses, with 50.8% responding affirmatively.

Graph 20: Having examples of activities as a result of the knowledge acquired



Annex 5 contains a consolidated list of the best examples presented by respondents , which can be summarized as follows:

- Creation of new initiatives in the field of combating child labor;
- Improvement of the management of vocational training centers and the training of trainers.
- Promotion of ILO Conventions and Recommendations;
- Empowerment of young people and women;
- Promotion of social dialogue and collective bargaining;
- Local development, both economic and social;
- Improvement of work in rural areas and diversification of income sources for agricultural workers;
- Promotion of microenterprises and self-employment, especially for women, young people, and the unemployed;
- Increasing the number of collective agreements and union membership, exchanging experiences with other national unions;
- Increase in microcredit mechanisms for MSMEs and self-employment;
- Promotion and enhancement of the green economy and the blue economy;
- Improving the fight against climate change and preventing/mitigating the risk of natural disasters;
- Greater capacity to develop training materials and disseminate documentation produced by the ILO in Portuguese;
- Dissemination and training in e-learning and distance learning methods, training of trainers in the use of new technologies in education;
- Strengthening policies, strategies, and programs for the active promotion of employment and evaluation of their results.
- Improved project management, monitoring, and evaluation.

4.11. Willingness to present and describe examples of network creation or good institutional practices

Respondents were asked about their willingness to present and describe examples of networking and good practices. Of the 609 respondents, 346 responded positively:

Graph 21: Willingness to present and describe examples



4.12. Final suggestions for improving project activities

At the end of the questionnaire, respondents were asked to provide suggestions for improving future project activities. The suggestions provided are listed in Annex 6 and can be summarized as follows:

- Promote training after working hours;
- More face-to-face training to facilitate exchange between participants;
- Needs assessment: conduct a more detailed survey of participants' needs so that the training content is fully aligned with their realities and challenges. Understanding the context and expectations in advance would allow for greater customization and relevance of the topics covered;
- Providing introductory materials or promoting preliminary awareness-raising meetings would help prepare participants for what would be discussed, optimizing time during the training;
- Adjust the schedule of sessions taking into account working hours;
- Participation of a larger number of judicial magistrates and labor inspectors.
- Hold more sessions for beneficiaries of different training courses to share experiences, create constant channels of communication, and encourage collaboration and knowledge exchange;
- Introduce more participatory dynamics, such as working groups or practical sessions so that participants not only feel more active in the process but also have the opportunity to learn more meaningfully; feedback should be more constant and rapid; approaches could be more diversified so that people with different learning styles can be reached and post-training planning can be done with the provision of support resources for review and exchange of ideas.

- Monitoring of training results in the institutions' practice and creation of a more interactive means of connecting colleagues before and after training;
- Surveys should take place 2 to 3 months after activities to obtain feedback on the application of learning;
- The application of Artificial Intelligence (AI) in project and training management;
- Use available digital methods and tools to facilitate access to more training;
- Improve the availability of manuals, as there are times when participants are unable to log into the platform before webinars;
- Establish regular feedback collection mechanisms to assess the effectiveness of activities and identify areas for improvement in real time;
- Increase the number of hours, including a practical stage;
- After the training, create spaces for sharing;
- Conduct constant monitoring of the implementation of the activities assigned and agreed upon with the institutions where they are carried out;
- Implement a post-training monitoring or technical support system to help participants overcome challenges in the practical application of knowledge;
- Create a space (virtual or in person) for participants to present the results obtained from applying what they have learned, promoting the exchange of experiences and good practices;
- Extend the project to more participants, using distance learning methodology;
- Monitor the results obtained in the medium and long term in a structured manner to assess the impact of the project and adjust strategies as necessary (which, to a certain extent, is the aim of this exercise);
- Prioritize training and projects that integrate concepts of social, environmental, and economic sustainability, aligning the project with global trends;
- Promote practical implementation workshops, holding specific workshops after the training sessions to help participants structure and launch concrete initiatives in their institutions or territories.

5. Conclusions

From the analysis of participants' responses, some key conclusions can be drawn:

- The vast majority of participants consider the project to be very useful and that it fully achieved the objectives set for the training activities.

- Although 67% of respondents considered that participation in the activities enabled the creation of networks or the establishment of contacts and collaboration with other participants, there is a need to adopt some of the suggestions made, which will be developed in the next section.
- During and after the sessions, more than 70% considered that there was a good exchange of experiences, good practices, and knowledge between the participants' institutions.
- Respondents considered the creation and expansion of ILO training material in Portuguese provided by the project to be very important.
- Almost all respondents (96.2%) considered that their participation in the activities contributed to improving their personal and professional development, as well as their performance in the institution.
- Four-fifths (80%) of respondents consider that the skills acquired in the training are being applied in the institution, which is confirmed both in the analysis by country and by type of institution.
- The main difficulties and obstacles in applying the skills and knowledge acquired are, in descending order of importance, financial resources, the local/institutional context, time constraints, human resources, and the openness of those responsible.
- Among the aspects that could be introduced to improve the project are more face-to-face or blended training, a greater number of participants in online training, longer training courses, and flexible schedules that respect working hours and time differences.
- About half of the respondents considered that they could provide examples of activities as a result of the knowledge acquired in the training activities.
- 346 of the 609 respondents said they were willing to present and describe some of the examples of networking or good institutional practices, which will be further developed in the qualitative analysis of the project's impact.

6. Recommendations

Of the suggestions made by participants, the following can be highlighted as recommendations for project management:

- Consult national institutions before establishing the annual project schedule to identify the needs and priority areas of each country.
- Face-to-face training, although more expensive, allows for greater exchange of experiences and the establishment of networks of contacts among participants.

- Increase training for ILO tripartite constituents, as this can expand opportunities for social dialogue and negotiation in each country;
- Hold more sessions for participants to exchange experiences and practical examples during training activities;
- Propose, if agreed by participants, the creation of a network of trainees (*Alumni*) that would remain active after the end of each activity;
- Introduce or reinforce (if already in place) more participatory dynamics that strengthen the exchange of experiences and good practices among trainees;
- Implement a system for monitoring and following up on trainees to facilitate the application of learning;
- Implement projects that relate the potential of AI to the fields of employment and vocational training;
- Raise awareness among those responsible for the training objectives and the practical applicability of future learning, taking into account the profile and functions of the intended participant in the activity within the institution;
- Ensure that participants in distance learning have the technical resources to enable them to follow the training properly.

7. Attachments

1. Examples of skills acquired.
2. What could have been done to improve the application of learning?
3. Examples provided by respondents.

Appendix 1

Examples of skills acquired

- Building partnerships that promote new initiatives within the scope of the project/theme presented at the time of training (e.g., Training and Employability of Young People of African Descent - partnership with ILO Brazil and Public Ministry Institutions).
- Develop skills in students and colleagues; - Accredited my professional performance and career development as a master's student in the field of human resources and knowledge management. - Professional training activities with IEFP trainees.
- Production of semi-annual and annual reports on the implementation of the Employment Policy Action Plan;
- 1. International references; 2. Theoretical and practical knowledge and skills that were not available in Brazil; 3. Networking.
- 1. Preparation and presentation of documents (mainly PowerPoint) 2. Framing and contextualization of various projects and documents Application of content related to entrepreneurship to promote self-employment. 2. Encouraging the circular economy and green entrepreneurship 3. Holding fairs to promote the initiative for decent employment. 4. Training, financing, and monitoring of financed projects (e.g., the implementation of the CPLP countries in Southern Africa during the visit of this delegation to Angola and in particular in Cilese Lubango)
- Training other union leaders and workers; improving understanding of social dialogue and negotiation skills .
- Training young people in small business management, business plans, and entrepreneurship.
- 1 Training in areas that have been the subject of recent debate. 2 Providing a broad overview of the labor context in which the tools provided by the program are applied.
- Contributed to the reformulation of public policies; allowed for greater clarity in monitoring the evidence provided by the sectors.
- Technological innovation; Teamwork; Knowing how to access information
- Participation in professional training as a trainer in various courses. 2 Use of the skills acquired in the classes I teach as a teacher.
- Consultancy in the areas of rural work and child labor.
- Analysis of the economy based on the local development context; Introduction of the economic management component in district planning processes.
- Support for business development and rural development through the promotion of decent work.
- Participatory training of trainees; organization of training for Guinean public administration staff; reinforcement of training for trainees who did not complete online training.

- Lecture Seminar OAS/ENAMAT: NIT, Decent Work, Conventionality Control; 2) ILO dialogues, including ILO Brazil on expanding access to Normless; 3) Lectures, seminars, and courses (TST & ENAMAT) on the importance of substantiating Labor Court decisions in NIT
- Share experience with trade union committees on the need for dialogue and bipartite negotiation; Encourage the informal sector to register with the national social security system as self-employed workers.
- Strengthen relations with the productive sector; support the legalization of microenterprises in transition from informal to formal.
- 1. Career guidance sessions, 2. Employment promotion
- The approach to combating child labor has been carried out in accordance with international conventions on the subject. On the other hand, the involvement of social partners has been important in combating this scourge.
- Distance learning allows for the development of autonomy and discipline, which are essential for organizing time and meeting deadlines without constant supervision. In addition, it stimulates digital skills, such as the use of online platforms for learning and collaboration, which are fundamental in today's job market. For example, by watching recorded classes, students learn to manage their own pace of study and, by participating in forums, they develop virtual communication skills.
- Participating in ITCILO training courses has increased my ability to respond to issues related to employment, professional training, the informal sector, and economic and social development.
- Access to different realities and different initiatives. New methodologies for dealing with sensitive issues.
- Reception and integration of trainees in professional courses, personalized training planning.
- Anticipation of skills needs in the market; Identification of training needs; Organization and management of training
- Application of ICT platforms for the teaching and learning process
- I apply the knowledge acquired in the training course "Online laboratory on digital technical and vocational training" in the initial pedagogical training of trainers that I provide, as a trainer of trainers, at the institution where I work.
- Support micro-entrepreneurs in developing their businesses
- Support business incubation and improve business performance in our fragile context
- Supporting micro-entrepreneurs in the transition from the informal to the formal sector, social protection
- I learned how to manage a training center, the difference between being a boss and a leader, which is helping me every day in my activities and in my daily relationships with people.
- I learned about social protection and help Mozambican workers with issues in this area, I learned about fair transitions and help members with the impact of information and communication technologies, I learned about migrant work and help foreign workers and citizens in general.

- Approval and implementation of the Conventions on the minimum age and worst forms of child labor. Raising awareness among the authorities, which culminated in the approval of the Labor Code. Approval of a law on practices harmful to women's health and domestic violence. Freedom of association also deserved OUR attention.
- These skills complemented the institution's technical capacities in implementing development projects that promote youth employment and decent work, as well as community/local development.
- Reflections on social inclusion based on the development of professional skills applied in teacher training.
- Assistance to vulnerable groups (the poor, women, widows, people with disabilities), vocational training, business development, self-employment.
- Evaluation of the implementation of the Labor Intermediation Manual in the IEFP-CV Employment and Vocational Training Centers; Impact assessment of some programs implemented by the IEFP.
- Evaluation of the impact of projects.
- Assessment of the job market; Creation of a statistical database on employability.
- Ability to carry out new activities due to newly acquired knowledge, new work skills, and the replication of knowledge in rural communities.
- Improved individual skills and approach in recent training courses.
- Training of two youth associations (Pfuneca with 18 young people working in the transport sector and Tlucuca with 14 young women working in the cutting and sewing sector) to boost and computerize their activities; Training of 23 trainers for short courses in metalworking for the use of information and communication technologies as an integrated approach to theory and technique.
- The training made it possible to develop a CODE training program to facilitate the learning of entrepreneurship in vocational training and also to support the development of training programs in accordance with the national qualifications framework.
- Combating Child Labor and the Transition from the Informal to the Formal Economy
- As a third sector professional working in the productive inclusion of young people, the training allowed me to understand more broadly the social and economic dynamics that affect the integration of young people into the labor market.
- Mediation and negotiation skills have helped resolve disagreements between teams and promote a more collaborative and healthy work environment. Communication and team management techniques acquired in training have been applied in the development of strategic plans and in conducting more productive and inclusive meetings.
- Design of programs and projects to support vulnerable groups emerging from post-conflict contexts.
- Design and implementation of a project for the production of content for community radio stations, design of value chain initiatives.

- Conciliation of collective labor disputes (previous positions). Preparation of legislative diplomas (within the scope of current duties).
- Business consulting and training; training young people in self-employment - Youth Project and Incubox.
- Consulting for micro and small businesses / Training in entrepreneurship promotion agencies
- Contribute to the planning of value chain development activities in the districts of my province, assist in the development of development programs coordinated by the sector where I work.
- Contribute to long-term cost savings and minimize the use of non-renewable resources, promoting renewable and passive energy sources.
- Cooperative management, business management, business incubators.
- Creation of self-employment associations and job fairs.
- Creation of the INQ, updating of the Basic Law on the National Vocational Training System, and reforms in public administration.
- Creation and structuring of the "Skills Training" Program and the Program for the inclusion of young people in vocational activities in rural areas "Jovem no Campo" (Youth in the Countryside), developed for various production chains.
- Defense of workers. Liaison with companies in the defense of women.
- Defense of members in cases of unfair dismissal and proposals for the improvement of the General Labor Law, as well as the presentation of opinions and views to the Social Security Advisory Committee, of which I am a member.
- Definition of clear objectives for skills-based training; individualized and specific monitoring of each trainee.
- After the training, I gave some lectures at a few companies. I shared what I learned in the training with my colleagues.
- Improvement of the INPS social security system management: contributions to the risk management of the information system; coordination and restructuring of the international conventions sector, awareness raising and preparation of the first INPS strategic plan; research for the project to extend coverage of the informal economy, among others.
- Design of active employment measures; contributions to programs promoting employment, self-employment, and entrepreneurship.
- Design of more informed business proposals, application in contracted studies and consultancies, and use of methods, methodologies, and practices in training courses
- Develop an action plan to make our institution's interventions sustainable; Apply techniques to meet and exceed our clients' expectations, among other aspects.
- Development of social projects, creation of a personnel database, and development of performance management and evaluation mechanisms.
- Local economic development and business development through value chains .
- Participatory and sustainable local development, local governance.
- Social dialogue: strike warning and strike; Mediation/attempt at conciliation in labor disputes.

- Promotion of social dialogue, consolidation of consultation and social dialogue forums.
- Economic diversification, learning in other areas of knowledge, training and capacity building for young people.
- Dissemination and awareness of laws; guarantee and defense of users' rights.
- Green economy, environment
- Preparation of support materials for training sessions.
- Preparation of opinions, with clarification for employers.
- Preparation of projects, market studies; rice value chain.
- Preparation of economic development projects in rural areas in northern Mozambique.
- Preparation of the organization's master plan, organization of various training activities.
- In the training activities that I lead, I seek to update the content, resources, and strategies in light of the knowledge that has been presented in the training. Similarly, in the performance of my professional (inspective) duties, I have introduced the use of technology to improve my performance.
- In the workplace and organizational environment. 1- Relationships with colleagues and users; 2 - Project development; 3 - Preparation of technical and financial reports.
- Firstly, I deal with young people who have difficulty finding employment, providing guidance on how to start their own businesses; we also set up djumbai cycles for those who cannot read or write, to enable them to become useful members of their villages.
- In processes of prevention/overcoming collective labor conflicts
- In relation to people with disabilities: I promote inclusion through awareness-raising and the removal of barriers of various kinds in educational environments and in companies to employ people with disabilities. Other issues relate to decent work: Raising awareness among companies to respect workers, observing fundamental principles: employment contracts, fair wages, decent working conditions, among others.
- I have applied everything I have learned about youth employment. The issue of youth interactivity and involvement in employment programs and the creation of policies and jobs.
- All the training courses have always served to improve my knowledge, increase my networking, and understand new ways of working.
- Youth employment, employability, decent jobs, and employment services.
- As a youth program analyst for UNDP agencies, UNICEF, and UNFPA in Cape Verde, it is extremely valuable to constantly update my knowledge, study new approaches and trends in order to adjust proposals/advocacy for youth policy measures to advance national and global development agendas, ensuring the empowerment of young people so that they can live to their full potential.
- Establishment of networks; greater political commitment by CPLP member states to ratify and implement ILO conventions and support the ILO agenda; strengthening the work of CPLP focal points.

- I am focusing my master's research at the State University of Rio de Janeiro on the judicial application of NIT, with the idea of bringing UERJ and the ILO closer together to better contribute to social integration.
- Structuring and designing training packages for beneficiaries of the various programs currently underway.
- Study on the anticipation of skills needs, impact study on active employment policies.
- Study on business formalization and greater knowledge of risk assessment and emergency plan development.
- We have improved our approach to content related to work during COVID-19 and post-COVID; for example, there have been improvements in the handling of activities related to employment and interaction with various levels.
- The CPLP Network for Labor Inspection has been revitalized and the activity plan approved by the CPLP Council of Ministers came about after a course was held, taking advantage of existing synergies. The course made it possible to revitalize these synergies in activities related to companies and decent work, sustainability, and all matters related to the ILO Tripartite Declaration of New Delhi (DMNE). It has also enabled various synergies and the provision of advice and, revitalizing activities to promote the Declaration and support the respective National Focal Point, as well as developing networking with the national Global Compact network on the SDG Accelerator on Business and Human Rights.
- Example 1: Improved project management; Lessons learned have been applied to strengthen project planning and implementation capacity, especially in initiatives aimed at sustainable development and decent work. Project Cycle Management (PCM) tools were used to structure more effective action plans, ensuring the integration of social and environmental impact indicators. Example 2: Promotion of effective social dialogue the knowledge acquired on social dialogue methodologies has been applied in meetings and negotiations with trade unions, employers, and institutional partners. This learning has made it possible to create more collaborative and productive environments for resolving labor disputes and defining policies that meet the needs of all stakeholders. Example 3: Implementation of training strategies The skills developed were used to structure and conduct internal training programs, adapting content to the needs of the institution's workers. These training courses have contributed to capacity building on issues such as occupational health and safety, gender equality, and good practices in the workplace. These examples illustrate how ITC/ILO learning is directly linked to concrete results in the institution.
- Replicating in my community as president of the Community Association; Replicating with all my secondary school students, creating community projects
- Promotion of tripartite dialogue, improvement in the transition of information to members, and presentation of proposals for transition to the formal economy.
- Training of trainers and facilitators in the recognition of acquired skills, production of standard competency units for inclusion in the national catalog.
- Training in digital educational resources for teachers and training of online e-tutors.

- Special training for the development and empowerment of young people in terms of hospitality and tourism.
- Online training with various programs and various teaching and learning skills processes.
- Training for the long-term unemployed.
- Trade union training, youth training and employment, youth entrepreneurship, and collective bargaining
- Gender and entrepreneurship, developing business ideas, leveraging businesses.
- Training center management, leadership and participation, creation of youth impact projects
- Pension management; Debt management and social security financial management
- Vocational training system management.
- Implementation of projects aimed at climate resilience and natural disasters.
- Encouraging young entrepreneurs to formalize their businesses, raising awareness among young people to register for social security even if they have informal businesses, introducing modules with similar components into the curriculum of courses.
- Enhancement of professional and personal skills. Good leadership, mastery of knowledge using tools required by the ILO for the target group during facilitation/training.
- Fight against child labor and improvement of labor administration
- Greater learning, more knowledge on employability, the concept of decent work, and how to assess the impact of some programs implemented in the Ministry.
- Greater knowledge in detecting irregular situations related to the subjects covered in the training; Increased knowledge of national and international legislation; Exchange of experiences between the various members of the States present at the training, which allowed them to be more attentive to the phenomena.
- More competent in responding to the Ministry's objectives. Improved capacity in data processing, resource availability, customer service, and presentation of results.
- Conflict mediation, development of activity plans and participation of groups for this purpose, as well as in legal opinions.
- Active employment measures and their implementation. Role of career guidance. Employment policy.
- Better analysis of projects implemented in the sector, monitoring and evaluation process, and design of new projects in the green sector.
- Better human resource management. Better management and coordination of professional qualifications.
- Better exchange between national trade unions, unionization.
- Better organization of the evaluation process and improvement of report production.

- Improvement of the business environment in fragile contexts and in environments favorable to sustainable enterprises.
- Improvement of rural working conditions.
- Improve social protection statistics .
- I have greatly improved in the delivery of activities and sought experience from countries such as Cape Verde, Guinea Bissau, and São Tomé and Príncipe during video conference training! The knowledge has stuck and is being applied
- Improved responses to constituents; Strengthening of technical skills.
- Improved quality of analysis of business proposals from applicants for financing; Improved training and counseling program for small entrepreneurs.
- Methodology for labor inspection intervention in the informal economy adapted to combat child labor; and development of a labor inspection policy on child labor.
- Mobilization of informal workers to register and contribute to social security through the INSS to guarantee benefits such as retirement and other benefits. Fight to reduce child labor in its worst forms.
- Monitoring and evaluation of employment programs; follow-up of micro and small entrepreneurs; guidance for the unemployed; labor intermediation.
- We are changing paradigms to better contribute positively to the green economy by supporting agricultural diversity.
- Changes to the youth certification process, adopting lifelong learning; introduction of online classes at the institution.
- In the area of inspection; in the area of domestic work mediation and in lectures with those involved in labor relations.
- In the area of entrepreneurship for girls and young women.
- In the area where I work, the skills and knowledge I have acquired have been very helpful in the process of managing professional training, identifying trainers' problems, and designing technical and continuing training programs for staff.
- In defending the interests of Brazilian business organizations and formulating public policies.
- In gender inequality, the executive board of my organization has significant representation of women in decision-making positions. The struggle for the dignity of the working class, monitoring the government's implementation of the SDGs.
- In the preparation of legal documents applying international labor standards / in the dissemination of knowledge to other members of the institution to which I belong / preparation of academic / instructional material.
- In the drafting of judicial decisions, participation in study groups on ILS and their application in labor courts, and participation in a working group on the development of a database of international judicial decisions based on ILS.
- In the integration and interpretation of laws in cases of issuing opinions. In the knowledge of specific principles of the international dimension of labor standards, which allowed me to draw a parallel with internal human resources management tools.

- In the handing down of judgments; in offering courses; in study groups for magistrates.
- Not directly, but I am already raising awareness among colleagues about nature-based issues and solutions. And I will certainly be able to apply more in future projects because I now have more knowledge, particularly regarding entrepreneurship and job creation through nature-based solutions.
- In the ordinary activities of the General Labor Inspectorate and the Commission for the Eradication of Child Labor in Angola.
- In the daily activities of the Labor Inspection, such as the application of international standards to tax enforcement, the application of principles to conflicts mediated by the ILO during inspections, and the substantiation of legal documents based on the knowledge acquired.
- In my arguments in court, I now look for international standards.
- In daily practices in the field, in informal trade companies and non-governmental institutions,
- in training programs for beneficiaries of productive inclusion and in the government program that encourages more
- I am currently working on a project that promotes the empowerment and financial inclusion of women and young people through integration training
- within the framework of the management of the CIFAP vocational school in Bissau. Division of labor, respect for others in their area of expertise, and good communication.
- In the context of vocational training in the hotel and tourism sector, exchange of partnerships, implementation of new practices
- In the context of matching supply and demand, career guidance, and planning.
- In the context of training, specifically in the areas of e-learning and training management.
- In the field of child labor, methodology for combating it; In the field of labor inspection, intensification of inspections in the area of occupational safety and health;
- In the vocational training sector, with the development of different actions: Support in training managers from different training centers in Guinea-Bissau and being responsible for accreditation and certification in the development of training references, taking into account the knowledge acquired throughout these courses developed by ITCILO.
- International labor standards, equality at work, ILO conventions
- The ILO's Normlex website is not easy to navigate. However, it enabled us to improve comparative law data on which countries have ratified certain instruments. I was also unfamiliar with case law, which made things much easier.
- Networking, workplace organization, regulation of telework.
- It enabled the development of the first national campaign on the digital inclusion of young people in employment programs - Eu Estou no Portal (I'm on the Portal); the creation of the third Active Employment Measure - Balcão Móvel de Emprego (Mobile Employment Desk); and the design of a legal instrument that promotes real-time access to job vacancies - Decree 45/2023 of August 3.

- Sharing the knowledge acquired in training, helping young graduates to find and create their own jobs
- Ensure a partnership with UNESCO for two studies: one on training needs in Mozambique and another on the classification of technical education institutions.
- For example, I am currently participating in the Certification Program on Monitoring and Evaluation, which has proven to be extremely relevant to my daily work. This is because the activities are aligned in a practical way with the program in which I work, especially due to the real-case approach, which facilitates the application of the knowledge acquired.
- As leader of the National and Regional Committee of Young Workers in Southern Africa, the training has helped to empower other young people through workshops. We are currently preparing a discussion forum on the informal market and its formalization. We have created programs with workers in the agricultural sector in the provinces of Malange, Huambo, and Huíla on climate change and drought mitigation.
- Mainly in the area of active employment policies - implementation, monitoring, and evaluation
- Career guidance process, promotion of entrepreneurship, creation of incubators
- Flood mitigation and resilience project and consultant for vulnerability and capacity assessment
- Promotion of social dialogue and better legal support for workers.
- Strengthening union membership rates in the country and strengthening the technical and union capacity of worker leaders.
- As a worker education trainer, I constantly apply the knowledge I have acquired to trainees in training courses, seminars, lectures, and the development of teaching materials.
- As a career labor inspector, I have always applied the skills I have acquired in the field.
- Providing legal advice to affiliated unions, monitoring and resolving labor disputes.
- I am a researcher on the topic of "Decent Work" and through the courses I have acquired knowledge that has enabled me to develop research and extension projects. Between 2021 and 2024, I developed three research projects involving 15 scholarship recipients. In 2024, one of them was awarded a prize at the Scientific Initiation Week at the University of Vale do Itajaí (UNIVALI). The theme of the award-winning project is: Decent Work and Entrepreneurship: under analysis from the possibility perspective.
- I work on the preparation of reports in light of Article 22 of the ILO Constitution and on Communications for the adoption of conventions in light of Article 19 of the ILO Constitution.
- I have been using it in the process of designing, implementing, and monitoring the implementation of the Employment Policy Action Plan.
- I work at a training institute, and in addition to teaching these methodologies in some circumstances, I also apply the planning, organization, and implementation methodologies that I have seen you use in your training courses

to the actions we implement, taking advantage of your many good practices and some tools for monitoring and analyzing the quality of the training courses, which I have also absorbed from your actions.

- I work on the 75th anniversary of the UDHR, ratification of conventions, and adaptation of legislation.
- Standardization of legislation in accordance with the guidelines of our institutions and countries, comparative procedures, and examples of good practices
- Use of international labor standards; development of skills in the fight against child labor; mediation of labor disputes.

Annex 2

What could have been done to improve the application of learning

Some of the commendations

- *The presentation was adequate*
- *The training is excellent, efficient method*
- *The ILO has made a great effort, and we thank them*
- *I think everything was very good on your part.*
- *I think it was all good, we had the opportunity to participate in the network.*
- *I think your work was well designed*
- *In my opinion, you did everything you could, I just want to say thank you.*
- *On your part, I think you did everything well*
- *The course was excellent. You didn't need to do anything.*
- *It was excellent. Perhaps more hours, but it was very good.*
- *Very good, but there were too few training sessions and I would like there to be more*
- *In fact, you did your best, with trainers who were experts in the subject, with an excellent methodology and an exceptional ability to convey knowledge. Perhaps the time was too short and I suggest that instead of a week, it should be 10 days.*
- *Nothing, everything was very well organized. The time limitation was on my part.*
- *Nothing, excellent organization.*
- *Nothing. They were impeccable.*
- *The scope was well defined, so I have no comments.*
- *The learning was good.*
- *The course is excellent. I need to be more disciplined to apply what I learned.*
- *The method used is very appropriate.*
- *The training was very well prepared. After the training, only follow-up and support for "practice" is needed.*

Recommendations (limited summary)

- *Guinea-Bissau is a country facing enormous difficulties. After the training, an assessment of the current situation should be carried out to identify the most pressing issues that need to be addressed through support. Support individual or collective initiatives operating in the vocational education and training sector, as well as in other areas of ILO competence.*
- *The provision of technical and financial assistance for well-designed projects could have been a major incentive.*
- *Involve other members of the organization.*
- *I think the ITCILO could promote face-to-face training and internships after training.*
- *Monitoring of practical application; reduction of the financial costs of courses to increase the number of participants; mechanisms for exchanging experiences.*
- *Monitoring the implementation of knowledge, even if only virtually.*
- *Monitoring and support in establishing networks and partnerships.*
- *Follow-up and constant retraining after training.*
- *Post-training monitoring and preparation of those responsible.*
- *Six-monthly monitoring through brief and objective questionnaires.*
- *Monitoring the applicability, development, potential generated, and challenges faced by participating institutions over time. Although this assessment was timely at the time, it is now too far in the past, which does not mean that it cannot be revived and leveraged as a learning network.*
- *I believe that, before the training, we could have invested more time in understanding the specific demands of the team, better aligning the content to our needs. After the training, perhaps closer follow-up and tools to monitor the application of learning could have helped consolidate the results. I also see value in creating regular opportunities for participants to exchange experiences and lessons learned.*
- *Help ensure technological resources and ongoing training with the same participants.*
- *Extend to more participants, especially those responsible for public services.*
- *Before the training, it is important to present the training content and conduct a questionnaire on the possibilities for application in the participants' professional lives . During the course, each participant should develop a concrete project to be implemented with the "mentoring" of the ITC/ILO. If the project involves funding, support could be made available to obtain funding.*
- *Before starting a training event, you should define the assessment methods to be applied. Try to assess trainees at each stage of the action.*

- *Provide equipment support and continue to support classroom training, as the internet network makes it impossible to fully monitor the course.*
- *Present alternative means for each local context.*
- *Bring institutions closer together.*
- *Work with the institution to resolve technological problems.*
- *Provide technical assistance in developing training programs and organize seminars, workshops, and follow-up and monitoring sessions. It is essential to organize study visits.*
- *Provision of computer equipment and supervision.*
- *Face-to-face training in learning monitoring*
- *Sharing updates on the topics taught*
- *Communicate to our superiors who has been trained in matters relating to international labor standards to avoid discontinuity of activities.*
- *Contact the employer to suggest the degree of learning achieved in the training and the method of applying the knowledge.*
- *Contact the relevant bodies to find out their actual conditions so that, at the end of the training, the learning can be put to good use.*
- *Continue to maintain information/documentation on new tools or studies related to the content of courses already completed.*
- *Continue to provide complementary courses.*
- *Continue to strongly raise awareness among our government officials about the application of these good practices.*
- *I believe that it would first be a search related to the topics of greatest impact and need at the time, and then it could be a follow-up on the effectiveness of the training and the applicability of the content covered, perhaps with periodic monitoring seeking feedback on the effectiveness of the training.*
- *Create mechanisms to facilitate South/South exchange of experiences with different countries represented in the training.*
- *Create a working group/website or WhatsApp group for trainees.*
- *Create mechanisms for monitoring and mentoring trainees.*
- *Create guidance networks and platforms, as well as finance or create projects that can involve course participants.*
- *Establish partnerships with those responsible for facilitating the application of the skills acquired.*
- *Create a technical monitoring system for the implementation of learning and invite at least 12 trainees from all CPLP countries to exchange experiences in person for three days, at a location to be identified by the promoters.*

- *Create webinars for sharing knowledge/experiences, which would be an alternative to explore in order to keep contact networks active.*
- *Provide guidelines after training*
- *Depending on the type of training to be provided, there is always a need for casting and subsequent coaching.*
- *After the training, there should be monitoring of the material learned.*
- *After training: continuous follow-up, as implementing a follow-up plan after training would be crucial. This may include regular meetings, individual coaching, or review sessions to discuss the practical application of the content. Space for participant feedback: Collecting impressions about the training and its applicability in the workplace helps identify gaps and opportunities for improvement. Creation of support networks: Encourage the formation of discussion groups or exchange networks among participants to share experiences of practical application of learning. Reinforcement of learning: Provide supplementary materials, such as guides, videos, or refresher workshops, so that concepts can be recalled and deepened.*
- *After the training, there should be follow-up to assess whether the trainee is applying what they have learned in their context, as our trade union organizations in Africa have problems with both human and financial resources.*
- *After: Greater follow-up/support in carrying out actions/mobilizing resources.*
- *Development of specific materials (handouts and publications) on the content taught.*
- *Diagnosis and careful selection of participants.*
- *Allow more time for learning.*
- *Meet with trainers and methodology institutions to align training workloads.*
- *Contact participants to find out their current situation after the training.*
- *Delivery of a manual with training content, monitoring, and continuous updating.*
- *Send manual before and conduct preliminary interview.*
- *Involve decision-makers beyond technical staff, i.e., directors and department heads. Analyze the reality of each country, taking into account the subject matter to be taught in the training, in order to enable the correct application of what has been learned.*
- *Initial involvement of staff in the preparation of content prior to training in order to include aspects related to local realities and monitoring of the application of training content.*
- *Establish specific goals for participants, linking the training content to concrete challenges or projects within the organization. Participant Selection: ensure that employees nominated for training have roles directly related to the content covered. Develop a structured plan for participants to apply the knowledge acquired in projects or practical activities within the institution. Continuous*

Monitoring: assign mentors or leaders to monitor and support the application of learning, helping to overcome possible difficulties.

- *Establish monitoring of actions and team retention until their completion.*
- *Structure training sessions by allowing more time for practical sessions.*
- *Studies in specific contexts based on the realities of member countries.*
- *Require application in each class.*
- *Facilitate the exchange of experiences between participants from different countries.*
- *Facilitate connections with cooperation partners and companies.*
- *Monitor and follow up with participants after training.*
- *Take some practical refresher and update classes every six months.*
- *Assess the institutional applicability of the results obtained, personal and professional development.*
- *Make a "return" plan and more assertive follow-up, such as 90 days, 120 days, and one year after the activity.*
- *Flexible schedules*
- *Everything was done and I was able to apply and improve every day. I had the opportunity to provide training on an ongoing basis.*
- *Personalized identification of international opportunities: The training could include a preliminary stage where participants are informed about possibilities for direct application of the skills acquired in international organizations. This could include specific workshops or introductory materials highlighting how these skills are valued in global contexts. After the training: Support in referral to international organizations: The creation of a network of partnerships between ITCILO and international organizations could facilitate the recommendation of participants who have demonstrated excellent performance. For example, the issuance of letters of recommendation or the creation of a talent bank accessible by these institutions would be valuable tools. Personalized follow-up: A post-training mentoring or coaching system could help participants adapt their knowledge to the specific demands of these organizations. This approach would expand practical opportunities for applying the knowledge acquired, strengthening the impact of the training on participants' professional trajectories.*
- *Implementation of face-to-face exchange programs*
- *Include those responsible for the institution in the program.*
- *Include a follow-up tool for the next steps after the training.*
- *Work with those responsible to mobilize them to facilitate the participation of trainees.*
- *Greater focus on practical examples of international cooperation.*

- *More examples and content from the business world or public-private partnership projects.*
- *More information about the course in advance (topics and program). For distance learning courses, make recordings of classes and other course content available for consultation for a longer period. Pay attention to the correct translation (oral and written) of course content into Portuguese.*
- *More interaction with trained staff, availability to provide support in case of difficulties in implementing what has been learned.*
- *Keep participants in touch through projects or other training that is much needed in countries such as Cape Verde, or participation in seminars, etc.*
- *Improve monitoring to address difficulties in implementing learning.*
- *Monitoring at least once a year (consultation on learning experiences).*
- *Monitoring of participants in the implementation of the knowledge acquired.*
- *Periodic monitoring to follow up on local difficulties to be shared through knowledge of similar situations resolved in other countries*
- *Online training should be followed up in person.*
- *In the case of the Labor Migration Academy, I proposed a course on the subject, taking advantage of the context of the CPLP and India and the bilateral agreements signed, some of which are not being implemented, and the need to develop the capacities of constituents in the development of BLMA and the introduction and development of skills in future BLMAs. The ITCILO IEFPP training project should include initiatives related to migration aimed at CPLP participants.*
- *After the training, I believe that there should be follow-up actions as well as assistance from vocational education institutions in accessing funding for training activities.*
- *The problem is internal*
- *The problem lies more with the institution where I work than with your actions.*
- *Mandatory maintenance of a network of contacts and sharing of experiences by participants on where and how certain points were implemented*
- *Organize focus sessions/practice groups/individual mentoring*
- *Guide those responsible to give trainees the opportunity to apply the knowledge they have acquired.*
- *I think that monitoring and follow-up actions could have been carried out in order to understand the difficulties encountered, which were in fact reported during the training.*
- *You can continue to monitor the socio-political situation in the countries, thereby understanding the needs of union leaders and allowing more participants to take part in the training.*

- *There could be more opportunities for exchanges between participants.*
- *There could be opportunities to monitor the application of the knowledge acquired.*
- *For example, after the training, feedback mechanisms could be established and potential incentives available to companies and countries could be publicized so that they can apply the knowledge acquired.*
- *Possibility of follow-up contacts to clarify doubts.*
- *Preparation of those responsible for facilitating the application of learning.*
- *Provide follow-up activities and assess the impact or effective application of the knowledge and skills acquired.*
- *Seek to provide training according to the capacities of the target countries to implement what has been learned. Sometimes what is learned is difficult to implement because the beneficiary countries do not have the conditions to do so.*
- *Propose that services continue to prioritize and improve the training of technicians, as well as create working conditions so that we can continue learning and putting what we learn into practice.*
- *That the certificates of participation in the courses include the level of achievement of each trainee.*
- *Hold seminars in the countries of origin to develop the skills of participants.*
- *Hold more courses related to the development of rural communities and offer free courses due to the lack of foreign currency among most participants.*
- *Strengthen the capacity of previous online trainees through face-to-face training.*
- *Performance evaluation report with precise indicators on the practical application of the knowledge acquired.*
- *Replication of training courses, monitoring of the implementation of what has been learned.*
- *Knowing the needs of the trainees and continuing to follow up on the activities carried out.*
- *If there were financial resources available after training to help implement the various projects identified by the trainees, that would be very good.*
- *Follow-up with trainees*
- *Select more participants, focusing on applying what they learn from their first contact with the institution.*
- *Raise awareness among more social partners to participate in training*
- *Raise awareness of the importance of participation by those responsible/leaders in events.*

- *Raise awareness among young people beforehand and provide more follow-up to improve learning.*
- *Coaching sessions to improve practical knowledge in the workplace.*
- *Effective socialization of programs among institutional leaders.*
- *Request an implementation plan with the approval of those responsible for the institutions.*
- *There must be freedom of association and more training for staff and leaders of associations.*
- *Given the webinar model, no suggestions for improvement apply.*
- *Have a platform that allows for maintaining contact for possible feedback.*
- *Hold more webinars*
- *Have follow-up sessions between beneficiaries of different training courses*
- *Have a monthly follow-up to check the learning of those receiving training*
- *Have face-to-face training as well as visits to the best technology companies and incubators*
- *All the topics covered in the activities are relevant and meet basic criteria applicable in all countries. However, taking into account the specific needs of each member state and paying particular attention to those that are still below the required levels (as is the case with STP), I believe that specific training should be developed taking into account the reality on the ground.*
- *Groundwork with leaders to help them understand the current dynamics of organizations and accept certain changes brought about by the training.*
- *Post-training monitoring and follow-up, continuing in particular with the Code program, after the training and the pandemic, should continue the projects. Provide opportunities to learn about the projects of the countries that participated in the training; create a permanent network of contacts highlighting good practices; share ILO implementations in participating countries.*
- *A communication plan/channel through which participants can interact with trainers after the training.*
- *A practical stage to complement the training.*

Annex 3

Examples provided by respondents

- Creation of gender-inclusive policies in the workplace, ensuring equal pay and opportunities;
- Development of a strategic green transition plan, incorporating sustainable practices into institutional processes; 3- Establishment of inter-institutional partnerships, expanding the impact of social and educational actions.
- Paid internships;
- Creation of a user and technician portal
- All classes at the training center included an entrepreneurship component;
- We visited previously selected markets and traders benefited from business management training.
- We visited urban neighborhoods and selected young people who were trained in business planning and management
- Analysis of sector needs;
- Development of skills in line with the needs of the sector; Harmonization with international standards
- General customer service: be friendly, from the reception desk to the management; customer service must be good;
- Tidying of training rooms and workshops; everything should be organized inside the lockers for better location. The Christmas tree can be made from painted tires, which I really liked when I saw it in some training centers.
- Inclusion in the priorities of ENAMAT (National School for the Training of Labor Magistrates) of the NIT, Control of Conventionality, and events including the participation of the ILO and the Inter-American Court;
- Publication of International Standards by ENAMAT and contact/visits to the ILO in Brazil with a view to implementing the existing bilateral agreement.
- Introduction of entrepreneurship across the board in schools, discussion with stakeholders on the introduction of innovative initiatives in our training centers (teacher training school and technical and vocational training school).
- Creation of PANETI - the National Plan for the Eradication of Child Labor, which also led to the creation of provincial secretariats for the same purpose.
- The digital age has brought with it a more informed, demanding, and connected consumer, creating a scenario where adaptation is vital for the survival and prosperity of enterprises.
- The institutionalization of the Permanent Council for Social Consultation; Preparation and annual submission of reports on the application of ratified conventions requested by the ILO; Awareness-raising sessions on gender equality and combating sexual harassment in the workplace
- The Labor Institution has carried out a number of activities to raise awareness and provide information to workers and employers about harassment in the workplace.

- The institution has set up early childhood education rooms. It has implemented arts and crafts courses focused on women's empowerment. It is currently working on the development of technologies to support training.
- The issue of including people with disabilities in access to vocational training.
- Society has become aware and is demonstrating on the ground what it has learned from my dissemination activities.
- Awareness-raising action on the importance of social dialogue
- Special Sectoral Actions to Combat Child Labor - Labor inspection efforts to combat informal child labor - Open-air market project in the state of Espírito Santo, which has already removed more than 500 children and adolescents from child labor. Efforts by the Special Mobile Group for the E Combat Child Labor, which removed 300 children and adolescents from child labor in August during an operation in the informal economy.
- Adoption of online methodology; knowledge of how to produce studies of interest to the new reality and request for a document collection for our library, now available for consultation by academics; inclusive approach (initiative to translate publicity materials into sign language and produce Braille materials, with more resources still to be mobilized for professional training and inclusive television news).
- Not yet implemented, but we will promote a nationwide awareness campaign. In addition, the results of this learning experience contribute to improving the training content of my organization.
- Helps marginalized people in the country.
- It helped the district to prioritize rice as a flagship crop, facilitating the completion of the rice production chain (HR, mechanization for production, processing, and marketing).
- Expansion of membership. Better response to workers' challenges and better strategies in bipartite and tripartite social dialogue.
- Application of good practices from other countries, implementation of plans and activities
- Direct application in specific cases of C-111 through mixed cases and scientific articles (to be completed in August 2024) and for a master's thesis (in progress).
- Application of the fundamental principles set out by the ILO, in particular in the inspection of maritime labor based on MLC 2006.
- After completing training on community project management and digital tools for inclusion, a local institution working with populations in rural areas decided to apply the knowledge acquired to promote digital inclusion and the sharing of best practices among community members. This type of project is a clear example of how knowledge acquired in specific training courses (such as project management, social innovation, and digital inclusion) can be applied to solve local challenges and promote social and community development. The exchange of good practices, using accessible technologies, can be a major driver for community transformation, especially in more isolated areas.
- The training helped me to better assess the environment during the planning process, anticipate risks, and involve stakeholders. I now value monitoring and evaluation of planned activities in order to make timely adjustments.

- I use the group dynamics I learned in the training, as well as some of the content, in my training practice.
- Assistance in the preparation of business plans; Design of projects to raise funding; Participation in the preparation of an action plan to optimize resources and cost-saving methods. All institutional matters
- Provision of self-employment kits, implementation of life skills and training exercises
- Allocation of microcredits to emerging entrepreneurs; Allocation of professional kits to promote self-employment.
- Increased training provision; improved training quality; and better feedback with partners.
- Increase in union membership in all labor sectors in the country.
- Increase in the number of collective agreements and union members, exchange of experiences with other national and international unions on functioning, successes, and failures.
- Increase and improvement of partnerships, more inclusive training.
- Seeking partnerships to implement the program; use of technology to publicize services; inclusive training process for people with special needs.
- Training of vocational training system agents in environmental management and development of actions to boost the commitment to a green economy.
- Training of company employees based on the knowledge acquired; Dissemination of experiences gained through participation in training in interviews on communication platforms.
- Training; support for NGOs in the implementation of entrepreneurship programs.
- Train students in the development of their soft and hard skills; Develop life skills, with actions certified by the IEFP
- With the examples learned in the training, it was possible to reinforce the argument regarding the advantages of formalization, despite the different realities.
- How to carry out an impact study to assess the extent to which the employment policies implemented have been effective in supporting the integration of young people into the labor market
- Design and implementation of the 1st National Campaign for the Digital Inclusion of Young People in Employment Programs - Eu Estou no Portal (I'm on the Portal); Creation of the third Active Employment Measure - Mobile Employment Desk; Design of the legal instrument that promotes real-time access to job vacancies - Decree 45/2023 of August 3.
- Design of the e-trainers course.
- Innovative project competition.
- As mentioned above, three research projects were developed on the theme of Decent Work, focusing on entrepreneurship and companies with GPTW.
- Consolidate the entrepreneurship program, invest in the blue economy program, and promote green and blue training.
- Continuation of special sectoral action in the rural sector, seeking to work on production chains. The learning helped me in the ongoing project.

- Hiring a quality of life technician to mitigate student dropout rates and provide psychological support; partnerships between companies in the sector.
- Conversations with employees and employers during tax inspections, encouraging the inclusion of social and environmental practices in their economic activities.
- Conversations with staff; reflection; social impact.
- Creation of an entrepreneurial ecosystem community; Creation of an entity that fights for the recognition of entrepreneurial activities in the country; monitoring of entrepreneurs
- Creation of a new dialogue network
- Creation of vocational training schools; some young people start their own businesses; some participate in volunteer work.
- Creation of self-employment by participants in the sections.
- Creation of entrepreneurial cooperatives, training of entrepreneurs in business plan development, mentoring of some projects to be financed.
- Creation of skills training courses for the rural population, as well as courses for rural tourism agents, promoting new jobs and sustainable tourism as a source of additional income for rural producers.
- Creation of a department for the promotion of youth entrepreneurship.
- Creation of green jobs.
- Creation of vocational guidance offices in vocational training centers, inclusion of an entrepreneurship module in training courses, and creation of a graduate follow-up program.
- Creation of business idea initiatives for recent graduates, business development.
- Creation of a methodology for implementing ICT in the context of my developing country.
- Business creation, teaching about various cities using the training received, giving talks about the training acquired.
- Creation of a portfolio for youth employment and entrepreneurship.
- Creation of a trade union research project for my trade union organization; Creation of an institutional support project for domestic workers in Mozambique; Development of various educational materials for workers in Mozambique.
- Creation of a multisectoral technical group for international labor standards that has received training in international standards.
- Creation of a youth initiative project through the Pfuneca Association called PTUS (Safe Urban Transport Program) with a duration of two years in the municipality of Chibuto.
- Creation of a network to combat child labor; Organization of lectures and meetings to raise awareness of the consequences of child labor; Improvement of labor relations
- Creation of the Social Consultation Council; ILO International Labor Standards and transition from the informal to the formal economy.
- Creation of labor mediation and arbitration centers and training of the first mediators in my country.

- Creation of a housing development project for young people in a new urban expansion area.
- Creation of a network of young workers in most labor sectors.
- Social dialogue projects were created, coordinated by the labor inspectorate.
- After the training, I raised awareness and disseminated ILO Convention 190, which eliminates gender-based violence and harassment. I also took the initiative to launch a campaign to raise awareness and disseminate the Social Protection Protocol, for possible ratification by the government.
- I served as director of a training center; development and management of social projects.
- Design of two modules for the training of RCA facilitators and verifiers.
- Design of the course "Job Search Guide for Employment Technicians"; Collective career guidance sessions for final-year trainees.
- Skills development; establishment of partnerships.
- Development of a training course for vocational training center managers with the participation of the centers' administrative managers.
- Development of instructional material on NIT (in progress).
- Social dialogue between employers and employees, implementation of mandatory social protection.
- Digitization of internal processes: Following training in management technologies, a digital registration system was implemented to monitor administrative activities, reducing paper use and increasing communication efficiency between sectors. Community Inclusion Project: Based on knowledge acquired about strategic planning and sustainable development, a project was created to involve the local community in environmental awareness activities, such as recycling campaigns and tree planting; Improved Conflict Management: After training in mediation, the team implemented an internal channel for resolving conflicts in the workplace, promoting a healthier and more collaborative organizational climate; These initiatives highlight how the lessons learned from the training were applied in a practical and innovative way to benefit both the institution and the community involved.
- Dynamics applied in meetings; Approach to partners; Preparation of meetings.
- Labor Rights in the Manufacturing Industry.
- Dissemination of the business continuity plan to minimize the effects of cyclones and natural disasters
- Division of labor, teamwork, and encouragement of the weakest.
- Circular economy, rural development.
- Development of new projects.
- Development of activity plans; Conflict management
- Development of educational projects.
- Preparation of social protection statistics bulletin.
- Preparation of District Strategic Development Plans including a Local Economic Development component.
- As a result, various activities were developed to disseminate knowledge/practices.
- In specific case trials.

- Youth empowerment.
- Gender entrepreneurship; community participation; gender auditing.
- Youth entrepreneurship; Women's entrepreneurship; Financial education; Local financing needs; Cross-border e-commerce: the experience of MSMEs in Cape Verde.
- Entrepreneurship and challenges; entrepreneurship with few resources;
- We gave a presentation on the requirements we learned
- Youth employment; decent work; projects.
- Understanding the needs of workers in the workplace
- This initiative helped identify and improve ways of organizing and budgeting for various projects. It helped define new strategic lines for addressing key issues in our area of intervention. Think about and develop new training methodologies for the LMS platform.
- We are discussing an action plan to promote employment for young people in rural areas.
- Structuring the organization; improving human resources policy; sustainable resource management; fundraising for the institution.
- Study and visit to disaster-prone areas in my province
- Job fairs organized at the institutional level; Job portal.
- Funding for 20 entrepreneurs in different areas of the formal and informal economy.
- We gave lectures at companies.
- Training and action within the institution; Promotion of youth entrepreneurship in universities; Consulting and technical assistance.
- Training for small businesses belonging to our members to improve their performance and help them move out of the informal sector.
- Training for farmers; Training for women entrepreneurs - agriculture; Training for entrepreneurs
- Training of trainers on human rights reporting mechanisms.
- Training of new labor inspectors - promotion of modules on harmonization of statistics; Project on Education Reference for the world of work, including training for teachers on PDFT, decent work, equality prevention of violence and harassment.
- Training of teachers, through our Moodle platform, on which we presented digital educational tools for teaching.
- Teacher training; learning course with the youth laboratory; understanding youth culture.
- Training and financing for young people and women.
- Training and promotion of female entrepreneurship.
- Training and sharing of knowledge and resources.
- Gender training for various courses as a cross-cutting area.
- Internal training; less reliance on specialists from other departments
- Initial pedagogical training for trainers in e-learning for trainers on an island that is difficult to access
- Training, updating of programs, and coordination
- Project management training

- Training courses delivered; meetings scheduled and held (positive results).
- Training for small and medium-sized enterprises and entrepreneurs.
- Formalization of companies in support of business initiatives by young people and women; Development of initiatives to promote decent work in rural areas based on agriculture and financial inclusion.
- Training teachers in the use of applications for creating more interactive content
- Training other members of the organization, which has made the organization's work easier thanks to the training received; helped in the sharing of information among members of the organization.
- Business management, creation of associations, incubation of Meras.
- Effective management; Self-sustainability of the institution; Better monitoring of trainees.
- Today, with the training on program impact assessment held in Turin, we have already begun to evaluate some programs. In the context of continuing education/lifelong learning, we are already giving more and more importance to the issue of continuing education.
- Identification of regional business potential and opportunities; creation of value chains for potential; and knowledge transfer.
- Implementation of projects related to the training of young entrepreneurs with discussion of topics such as HST; INSS and business formalization.
- Implementation of social protection statistics.
- New training actions implemented in a more organized and planned manner
- Importance of clean energy; Rationalization in the use and handling of available materials, resources, and equipment; Mastering ICTs.
- Importance of evaluation; Evaluation as a learning mechanism
- Encouraging young people in the area of entrepreneurship; Sharing the tools acquired with colleagues; Implementing the knowledge acquired in my daily life.
- Inclusion of the CODE module in vocational training activities
- I directly influence public policy.
- Initiatives learned: Information and career guidance; Planning; Matching supply and demand; and Active employment measures.
- Registration of the organization in the social security system and awareness-raising among other entities.
- Establishment of an institutional working group by the Labor Court of the 4th Region in Brazil to study and disseminate the NIT for inclusion in the judicial decisions of the magistrates who make up the Court.
- Introduction of concepts/content and methodology into the curriculum of the Vocational Guidance course; Training provided to coordinating teachers of the Vocational Guidance Office.
- Case law with conventionality control.
- Greater participation by managers in analyzing the best ways to motivate employees, valuing improved professional performance, and creating incentives for good practices.
- We maintain the good practices of past projects and programs; we are among the group of employees with the best performance in these approaches. We are concluding a process that has taken place over three decades.

- Leadership mechanisms; community-oriented project and gender-based violence project.
- Better communication with colleagues, decentralization of activities, and improved communication.
- Improved project and team management; improved supervision of training unit management processes.
- Improvement of processes that culminated in the improvement of recruitment and selection of candidates in public administration, teleworking, career paths, performance evaluation of civil servants, management and leadership positions, teleworking, among others.
- Improvement of the SGA; Company marketing; Organizational management
- Improvement of young people; Greater clarification; Valorization of human capital
- Improvement of planning processes, redefinition of product indicators, and presentation of statistical data
- Improvement in the selection process for candidates for professional qualifications; Close monitoring of trainees after they qualify; Assistance in helping trainees enter the job market; Improvement in the school's image.
- Working methods; Teaching technologies; Technological innovations.
- Minimizing waste; conserving the natural environment; and implementing sustainable procurement.
- Mobilization of workers in the informal economy to join associations, promote social dialogue between them and local authorities, and raise awareness of the importance of registering for social security.
- Installation of a photovoltaic system to reduce CO2 emissions and provide training in photovoltaic electricity.
- Change in training methodology, i.e., from training for employment to training for work focused on know-how, professional internships as a means of gaining professional experience, inclusion of self-employed workers in social security.
- Many of the skills have been put into practice, although not systematically.
- Empowered women, with self-employment and changing attitudes for the better.
- In the organization of instruments for the development of the National Qualifications Framework of Guinea-Bissau, among others.
- In the activities we carry out through the company GAPI.
- Negotiating with employers, training for members, and establishing good relations between workers.
- We are currently implementing projects on protection against gender-based violence and human rights.
- Within the scope of the MNE Declaration, we are taking steps towards the tripartite creation of focal points, although we have already identified sectors of activity in which we clearly verify their application, specifically the oil sector, where we already have many national frameworks formed by multinational companies operating in Angola, as well as fair remuneration and social protection for these workers. In the fight against child labor, we have an interministerial commission, coordinated by the Ministry of Labor, which also includes social partners, which has been developing activities to combat child

labor. In the area of compulsory social protection, we have seen the modernization of social security services, with the implementation of various laws on the subject.

- In the career guidance process, a personality test has been introduced for candidates for short-term training in the "My Career, My Future" project. Partnerships have been sought to set up Youth Entrepreneurship Incubators in five provinces, two of which are already operational and the rest will be inaugurated by the end of this year.
- With regard to conflict measurement, the techniques learned have been implemented.
- Our organization has shared all the information and knowledge acquired through meetings of the executive and national secretariats, training of new members, etc.
- New firms to approach regarding inspection activities in companies. Involvement of workers' representatives on some issues related to working conditions and others.
- Support for consolidating the process of recognizing acquired skills.
- Women's rights in the trade union movement and their integration into the Association's management.
- The CODE Entrepreneurship Model was implemented in the "One School, One Entrepreneur" project in partnership with CESAL in 2020-2021.
- The webinar "Employment and Decent Work for Peace and Resilience" highlighted the importance of decent work as a pillar for building resilient and peaceful societies. The event addressed guidelines for preparing reports and comments related to the general study on the topic. It brought together global experts to promote an exchange of good practices and reflections on inclusive and sustainable labor policies.
- Pro-employment budgeting; Incubation program
- Organization of training and education. Creation of networks.
- The knowledge was applied in the activity developed.
- Paid internships; Implementation of the Pape project; Implementation of content on entrepreneurship
- The members of the organization to which I belong benefited from several training and information sessions.
- Other initiatives included investing in partnerships with non-governmental organizations to finance training that benefits communities.
- Lectures and sharing of knowledge acquired through your training initiative.
- To make the training more dynamic, activities such as group discussions are held to promote the exchange of ideas and collaboration among participants; case studies are used to apply theory to real situations, making learning more practical; and interactive quizzes help to reinforce the content in a light and engaging way. These practices make the process more participatory and effective.
- Rural industrial parks in three provinces of Angola (Benguela, Malange, and Zaire)
- I participated in the preparation of several studies, including the National Strategy for the Promotion of Decent Employment, the Strategy for the

Transition from the Informal to the Formal Economy, and the mapping and cartography of actors participating in the ecosystem of MSME formalization in Cape Verde.

- Sharing examples of decent work; Sharing information and professional guidance.
- Sharing information via social media.
- We now hold joint planning meetings and monitor each other's activities.
- It has enabled us to improve the value chain component of the local development program (ProDEL) in the financing of the tomato, cassava, and honey value chains; The holding of inter-district trade fairs.
- Employment Policy Action Plan; Employment Bulletins;
- National Employment Policy; Action Plan to Combat the Worst Forms of Child Labor; Labor Statistics Bulletin.
- Agricultural practices based on resilience to climate change; Attention to natural disasters; Good harvesting, post-harvest and storage practices to ensure cereal conservation and food security.
- Preparation of content for online classes; Administration of online classes; Sharing knowledge with other colleagues about online classes.
- Preparation of support materials for awareness-raising/training activities for dissemination (e.g., training on Convention 190).
- Seek to guide beneficiaries to engage in activities that promote nature-based solutions. In the future, I intend to share with communities what nature-based solutions are, their importance, and how they can be applied.
- Online improvement program.
- Skills training program in various production chains; Youth in the Countryside program structured for various production chains; Succession in the Countryside program, aimed at ensuring the continuity of new generations in the family business.
- Community projects for women's empowerment; Vocational guidance and prevention of early pregnancy among young girls; Training on new agricultural strategies in the cooperative model (with and without community credit funds)
- Local Economic Development Projects in Mozambique funded by the government, UNDP, and the European Union. We already have a National Directorate for Local Economic Development within the Ministry of Agriculture and Rural Development.
- Projects, training, and consulting.
- Kitchen & Voice Project - Youth Employability - training for young people of African descent in partnership with institutions of the Public Prosecutor's Office, ILO Brazil, and others, aiming at social inclusion and integration into the labor market.
- Youth farmer employability project
- Social project "Transformation and social inclusion of vulnerable children and young people through music," which is being implemented by a young musician with the support of social partners.
- Vito Project - for the protection and conservation of turtles, seabirds, and endemic plants; Resilient Tourism Project; Ocean Week Project; Solar Park Project

- Projects for the development of production chains such as cachaça, handicrafts, etc.
- Implementation projects on diversity.
- Promotion of youth self-employment through training and financing initiatives
- Promotion of a corporate volunteer program for funding companies. This action has enabled the creation of networks between young people in training and professionals in the market.
- Proposal for tripartite dialogue and plan to support the development of organizations.
- Environmental protection, save humanity and the world
- Publication of the 1st BE on Social Protection
- When entering into negotiations with employers, we adopt a strategy of not losing out
- Carrying out replicable actions in Vocational Training Centers; Creating networks for different actions.
- Training of adult education coordinators in new technologies and teaching methodologies
- Training using shared material on decent work in the construction sector
- Conducting an impact study of active employment policy measures implemented in the country over the last three years
- Conducting an impact study in 2018, as a result of training I attended in Portugal that same year, which allowed for the inclusion of the control group approach Diagnostic study on anticipating skills needs - it was after training on the labor market information system that contact was initiated, which then led to the development of an action plan to implement the ANC system and a pilot exercise was carried out; In 2025, we intend to conduct an in-depth analysis of decent work in rural areas, taking into account that I have just participated in training on the DRTD.
- Training for young people on project design and management has been carried out.
- Two campaigns were carried out to ratify two ILO Conventions.
- Retraining of technicians; Preparation of a business plan; Monitoring of activities
- Collection of employment data and employment concepts.
- Local marketing networks, cooperative networks and associations, public sales to local government.
- Capacity building for communities and local government on development and sustainability projects to combat poverty and climate change.
- Reform, i.e., after each training course I gave, I expanded it to others as a training initiative.
- Replication of training for other teachers and also for 12th grade students and vocational training, both at the ETGDH technical school and the Assomada Employment Center.
- Social dialogue meetings; collective bargaining.
- These are important because they promote professional growth and improve the implementation of institutional plans
- Segmentation and identification of young NEETs.

- Monitoring and support for micro-entrepreneurs; examples from other countries
- Study and consulting services in the area of rural work and child labor
- Quality Management System; Internal Audit; Energy Audit.
- Especially in tripartite meetings between government, employers, and unions.
- Techniques for formalizing companies/businesses; advantages of registering with the INSS and formalization as a key element.
- We have been working on implementing the Public-Private Dialogue Mechanism for technical education and vocational training, thanks to training provided by CIT-OIT.
- We have a WhatsApp group where we exchange information, projects, and best practices.
- Work hand in hand with workers' representatives! Influence a change in attitudes among employers' representatives, promoting as much tripartite and bipartite dialogue as possible. Instead of encouraging strikes, focus on raising awareness of collective gains over individual gains in order to minimize conflicts of interest within the same union structure or within a particular class. This can be achieved through education on rights and duties, influencing a culture of compliance with institutional norms for both employers and workers.
- Fair work; Rural initiatives.
- Transformation from informal to formal
- To impart to students knowledge of the concepts of Fair Work and Rural Development and of tripartite action, the role of youth and women.
- A project to promote entrepreneurship and self-employment is based on seed actions and financial education, which are tools for empowering beneficiaries, preparing them to start their own businesses.
- An activity to monitor the implementation of training/capacity-building projects
- A new dynamic in rural schools on decent work; notions of decent work for human resources staff.
- Use of international labor standards in judicial decisions. Conference circle on the use of NITs by colleagues.
- Advantages and disadvantages of using digital platforms in the informal market and trade unions
- Entrepreneurial vision; Helping young people improve their business plans and actively collaborating in active employment policies.
- WORKSHOP on climate change; Social dialogue; Formalization of informal work.