



Final Independent evaluation of the South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific Project

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This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office.

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1. Acknowledgements

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2. Acronyms

ACTRAV	Bureau for Workers' Activities ILO
ACFTU	All-China Federation of Trade Unions
CoP	Community of Practice
DW	Decent Work
ICT ILO	International Training Center
ILO	International Labour Organization
LMS	Learning Management systems
ToT	Training of Trainers

3. Executive Summary

3.1. Introduction

In 2023, the International Labour Organization's Bureau for Workers' Activities (ILO-ACTRAV) celebrates the tenth anniversary of its South-South Cooperation with the All-China Federation of Trade Unions (ACFTU), aiming to advance the Decent Work Agenda in the Asia-Pacific region aligned with the 2030 Agenda for Sustainable Development. The project aimed to enhance the capacities of unions in the region and was aligned with multiple Sustainable Development Goals (SDGs). However, the COVID-19 pandemic forced a shift in project delivery from in-person to virtual capacity-building and outreach solutions. Key activities included five virtual training programs, a Training of Trainers event, and the launch of a Community of Practice and Learning Cloud for Trade Unions. Regional conferences were also organized, addressing various issues such as skills development, youth empowerment, and strategic workplans. Despite the pandemic challenges, ACTRAV remained committed to innovative capacity-building solutions for regional unions, ultimately contributing to the project's objectives of strengthening workers' organizations and advancing the Decent Work Agenda in the Asia-Pacific region.

3.2. Purpose, Scope, and Objectives

The Terms of Reference (ToR) (annexed) for the evaluation provide a comprehensive framework, aligning with the International Labour Organization's (ILO) evaluation policy guidelines, which aim to ensure accountability, improvement, and organizational learning. The specific objectives of the evaluation encompass assessing efficiency, relevance, impact, sustainability, coherence, achievement of stated objectives, implementation modalities, and providing recommendations and lessons learned. These objectives are further detailed through 15 evaluation questions, with a focus on the project's implementation from July 2019 to December 2023 and its impact on capacity-building programs and trade unions in the Asia-Pacific region. The primary audience for the evaluation includes the donor partner, the All-China Federation of Trade Unions, ACTRAV, key stakeholders involved in the project, service providers, consultants, participants, and representatives of trade unions in the region. The evaluation aims to inform strategic improvements and share valuable insights and best practices with relevant departments and partners.

3.3. Methodology

The evaluation methodology for the assessment of training programs is outlined in this section. It begins by highlighting the formulation of 26 evaluation questions categorized into 8 evaluation criteria, with a focus on efficiency, effectiveness, sustainability, and impact, among others. Due to time constraints, a selection of 15 evaluation questions was made. The evaluation timeline is provided, starting in October 2023, with phases involving desk research, online surveys, focus group discussions, and interviews. Data analysis tools such as Atlas.ti, Excel, and Tableau were employed for both qualitative and quantitative data analysis. The evaluation framework is structured around Kirkpatrick's four-level model, encompassing interaction, learning, behavioural change, and organizational change, with a hierarchical approach to assess the training programs' effectiveness and impact, aligned with the Theory of Change (ToC) and addressing key questions about knowledge application and organizational strengthening. The preliminary results of the evaluation were presented in Beijing from December 6th to 8th, 2024. During this workshop, exchange sessions were organized with various stakeholders and participants across different aspects of the evaluation. The preliminary results were validated by the stakeholders and participants, and new additional insights, included in this report, were shared.

3.4. Project Design Validity

The COVID-19 pandemic necessitated a complete revision of the program, rendering the initial logical framework unsuitable for the final evaluation. Consequently, the evaluator reconstructed a Theory of Change (ToC), outlining the project's shift towards strengthening the capacities of participating national trade unions and enhancing networking among them. The project's activities were divided into two major blocks: training Trainers of Trainers (ToT) and training National Trade Union leaders and staff, with a focus on upgrading their e-learning skills and knowledge. The ToC assumes that trained representatives and trainers will apply their upgraded skills within their unions, ultimately strengthening the organizations. Assumptions also include the dissemination of knowledge and skills, technical capabilities of Trade Union Training Institutes (TUTIs), and the application of training outcomes, all of which will guide the final evaluation's questions and framework.

3.5. Relevance

The strength of the South-South (S-S) program lies in its proactive approach to identifying and addressing the needs of its stakeholders, particularly trade unions across South Asia, Southeast Asia, and the Pacific. Through a bottom-up approach involving webinars and meetings with 49 representatives from trade unions across at least 17 countries, the program successfully identified and distilled key themes into five training modules and two Training of Trainers (ToT) courses. A survey affirmed that the program's offerings aligned well with the needs of individual participants and their respective trade union organizations. This adaptability was particularly crucial as the program transitioned to an online platform due to the COVID-19 pandemic, demonstrating its effectiveness and relevance in responding to exceptional circumstances. This practice of identifying real needs through a bottom-up approach is highly commendable and should be recommended for future projects (*see recommendation 4*).

3.6. Coherence

Furthermore, there is a strong coherence observed among the program's activities, with clear connections between the training modules, Training of Trainers (ToT) sessions, the Community of Practice (CoP), learning cloud, and regional conferences. Collaboration among various stakeholders, despite tight deadlines, was notably strong and committed, highlighting the program's coherence and effectiveness. Nonetheless, improvements in trade union representative selection and commitment are recommended for future iterations (*see recommendation 1*).

3.7. Effectiveness

The evaluation of the project's intended outputs and outcomes, primarily based on survey responses, online focus group discussions, and interviews with participants, reveals positive results. Both the Trainings and Training of Trainers (TOT) participants reported a significant increase in their knowledge, with higher agreement in the Trainings group (88% versus 76% for TOT). The perception of support from unions or organizations in applying newly acquired knowledge and skills was generally positive, with the TOT group indicating slightly higher support levels. Furthermore, a substantial majority in both groups reported successfully applying their learned knowledge and skills in their professional contexts, with a slightly higher rate in the TOT group (89% versus 82% for Trainings). The evaluation suggests that TOT participants may have stronger foundations or motivations to apply their learning due to their expected roles in teaching or leading others. While the results indicate effectiveness, it was challenging to assess long-term application and organizational changes within the program's framework. Nonetheless, these findings align with interviews and focus group discussions, showcasing meaningful applications of acquired knowledge and skills, such as online trainings, developing learning platforms, conducting awareness campaigns, and utilizing digital tools in communication. However, the absence of a follow-up makes it difficult to determine the sustained impact and organizational changes resulting from the training program (*see recommendation 1*).

3.8. Representativeness

The evaluation assesses the representativeness of the program based on participant demographics and country involvement. The analysis reveals a broad international engagement, with participants from 25 different countries, demonstrating the program's reach and inclusivity. Gender and age distribution data show a balanced representation of genders across training modules, with females slightly more prevalent (55%). The ToT program, however, exhibits a significantly higher participation rate among females (65%). The age distribution indicates a strong representation of middle-aged adults (30-49 years) and successful engagement with younger participants, with over half under the age of 40, aligning with the program's emphasis on gender inclusivity and youth inclusion in professional development opportunities. Based on discussions with various stakeholders, the evaluators believe that the efficiency (and effectiveness) of the online modules can be enhanced by continuing the training programs (see recommendation 2). Additionally, new potential training content, such as the topic of platform workers, was identified during the final evaluation conference in Beijing (*see recommendation 3*).

3.9. Impact & Sustainability

In evaluating the impact of the implemented program, the assessment was based on a comprehensive four-level model encompassing interactions, learning, behavioural change, and organizational change. The program demonstrated effectiveness by offering an engaging learning experience with ample interaction opportunities, particularly at Level 1. However, the experience's quality was influenced by participants' English proficiency, emphasizing the need for language support (see recommendation 1 & 2). Additionally, the program significantly enhanced participants' knowledge and skills at both the training modules and Training of Trainers (ToT) levels, aligning with Level 2. Despite these positive outcomes, assessing the extent of behavioural change resulting from the training remained challenging, hindering a comprehensive evaluation at Level 3. Notably, discernible organizational-level changes (Level 4) were not evident within the evaluation design, potentially due to the relatively short time frame since the program's conclusion.

Regarding sustainability, the program's design emphasized this aspect by training instructors to become e-trainers, ensuring the application of acquired skills and knowledge within their unions and national contexts. Instructional materials in a dedicated learning cloud facilitate this process, and an online Community of Practice (CoP) was established to promote continuous learning and interaction among participants. While the sustainability of acquired knowledge and skills (Level 2) is anticipated, the program's long-term impact at Levels 3 and 4 remains to be fully assessed. Enhancing sustainability can be achieved by introducing follow-up activities that track the implementation of action plans developed during training, addressing barriers, and involving the broader union organization. This approach is likely to foster positive changes within the unions at Levels 3 and 4 (*see recommendations 1, 2, and 4*).

3.10. Lessons Learned

English proficiency is crucial for effective participation in English-centric training programs. Tools for translation are limited during live discussions, emphasizing the need for advanced communication tools to bridge language barriers.

Clear communication about program objectives and participant profiles is essential to avoid inappropriate participant selections, ensuring union leaders' accountability for training outcomes.

3.11. Emerging Good Practices

A bottom-up approach effectively identified trade union training needs across diverse regions, aligning program content with identified needs and engaging participants.

The program's transition to online and blended learning during the COVID-19 pandemic demonstrated efficiency and efficacy in expanding outreach and engaging a wide audience, with potential for replication and alignment with broader labour and education goals.

3.12. Four recommendations

Recommendation 1: Implement a Training Follow-Up System to ensure the implementation of learned skills and knowledge, offering individual guidance, and overcoming barriers, with the involvement of union leaders to drive behavioural and organizational change.

Recommendation 2: Exploit and adapt the developed training modules, Community of Practice, and learning cloud for future use in the region and potentially other regions, fostering knowledge sharing and a multiplier effect.

Recommendation 3: Address the training needs related to platform workers, given their increasing significance in the evolving economic landscape, aligning with the ILO's policy priorities.

Recommendation 4: Maintain the bottom-up approach for needs assessment, involving union leadership and enhancing communication with union leaders through short online sessions to improve program understanding and participant selection for better alignment with specific needs.

4. Context and Project Description

4.1. Context

In 2023, the International Labour Organization's Bureau for Workers' Activities (ILO-ACTRAV) celebrates the tenth anniversary of its South-South Cooperation with the All-China Federation of Trade Unions (ACFTU). This initiative is dedicated to fostering solidarity between the ACFTU and union organizations within the Asia-Pacific region, with the aim of advancing the Decent Work Agenda through development cooperation. Paramount to the planning and execution of the project's activities is their harmonization with the 2030 Agenda for Sustainable Development, prioritizing the welfare of humanity and environmental sustainability. The unions of the Asia-Pacific region are increasingly in need of expedited actions and collaborative measures that will enhance their abilities, fortify their resilience, and alleviate potential risks. The ILO's extensive experience in South-South Cooperation and its effective leadership have been instrumental in making significant progress towards achieving decent work.

The project's goals were explicitly aligned with several Sustainable Development Goals (SDGs): SDG 8, which focuses on decent work and economic growth; SDG 13, which addresses actions against climate change; SDG 16, which aims for the establishment of peaceful and inclusive societies for sustainable development; and SDG 5, which concentrates on gender equality and the empowerment of women and girls.

The primary beneficiaries of this initiative were the unions within the Asia and Pacific region, which were intended to have their capacities substantially enhanced to fulfil a pivotal role in the defense of workers' rights and the construction of fair and inclusive societies. This objective was to be achieved particularly through the promotion of freedom of association and collective bargaining. Activities organized under the project, involving various levels of trade unions and workers' organizations in the region, were designed to disseminate knowledge and experiences, foster national platforms, and amplify the unions' influence in tripartite consultations and policy deliberations on social issues. This strategy aligns with the ILO Program and Budget for 2018-19's Outcome 10 (workers' organizations), which envisages "strong and representative workers' organizations."

Regrettably, the project's inception was profoundly impacted by the COVID-19 pandemic. The original design of the South-South cooperation project, which was intended to support in-person engagements such as conferences and meetings at various regional levels, had to be adjusted. Given the constraints imposed by the pandemic, ACTRAV was compelled to reconfigure the resources for the ACFTU South-South cooperation project to facilitate virtual capacity-building and outreach for unions in the Asia-Pacific region. In response to the pandemic, ACTRAV remains committed to identifying and implementing innovative capacity-building solutions for regional unions.

4.2. Project Description

The design of the South-South cooperation project was originally planned for supporting face-to-face activities (conferences, meetings, etc.) at regional and sub-regional levels for union capacity building on various issues.

Considering the new delivery approach brought about by the COVID-19 crisis, ACTRAV had to recalibrate the ACFTU South-South cooperation project resources to support an initiative for virtual capacity and outreach solutions for the unions in the Asia Pacific region. Because of the Covid-19 crisis and the fact that face-to-face interactions were impossible, the program had to be redesigned. This led to a new set of activities including virtual capacity building and outreach solutions. The most important activities are listed below.

A. Five virtual training programs were organized in 2021 and 2022:

1. Digital Communication for Trade Unions (October 2021)

2. Social Development and Advocacy (November 2021)
3. Trade and Decent Work (December 2021)
4. Social Dialogue for Solutions: Mechanisms and Strategies to Guarantee Workers' Voices (April/May 2022)
5. Economics at Work: Trade Unions Building Forward Better (May/June 2022)

A combination of live webinars, self-guided modules, peer-to-peer learning, written assignments, and forum discussions were at the core each module. The training material produced for each course is to be used by the unions themselves to deliver their own capacity building initiatives. A total of 189 trade union functionaries from 25 countries participated in the five training programs.

B. Training of Trainers Event

As a first blended course for trade unions, the flagship Training of online Trainers for Trade Unions in Asia and the Pacific took place virtually September 12th to 23rd 2022, and face-to-face in Bangkok, Thailand, from October 10th to 13th 2022. The Training of online Trainer's course was aimed at building both the individual and institutional capacities of trade unions in the region, as it focuses on improving the capacities of carefully selected trainers nominated by unions. Twenty-five trade union educators from the region participated in the blended activity.

A second edition of the Training of Online Trainers (Training of Trainers 2.0) took place in July 2023. The objective was to build further the capacities of trainers in the region to develop and adapt their own training programs. Whilst the first edition was focusing on teaching online facilitation tools, this program will focus on course design, to enable unions to create their own training program based on materials developed under the project.

C. Other activities.

- ILO-ACTRAV has launched with colleagues at the International Training Centre of the ILO (ITCILO) a Community of Practice for Trade Unions in Asia and the Pacific as part of the ACTRAV-ACFTU South-South Cooperation Project.
- In addition to the online Community of Practice, ILO-ACTRAV and ITCILO are working on the building of a Learning Cloud of training activity. The learning cloud can be seen as a sharing platform. Its aim is to provide training material and approaches to potential trainers and training implementors in Asia and the Pacific. The organizations can in turn re-use the material available for their own training activities.
- Regional Conferences:
 - A regional activity on Skills and Lifelong Learning was also organized in November 2022 in Bangkok, Thailand.
 - A camp for young trade union representatives in South Asia entitled "Youth Power for Safe Work" South Asia Trade Union Youth OSH Volunteers Camp was organised from 28 February to 2 March 2023 in Kathmandu, Nepal. The objective of the event, which is part of the sub-regional trade union activities on Building Forward Better, was for participants to understand the importance of Occupation Safety and Health as a new ILO fundamental principle and right at work.
 - In Southeast Asia, the project focused on developing the capacities of the Asean Trade Union Council (ATUC). A conference was organised in October 2022 in Manila, Philippines, which resulted in the signature of a strategic workplan.

While the regional conferences were not the primary focus of this evaluation, it was observed during events such as the workshop in Beijing from December 6th to 8th, 2024, that these conferences have significantly contributed to the establishment of networks, particularly among young union leaders, and have strengthened regional and sub-regional workers' organizations.

5. Evaluation Purpose and Methodology

5.1. Purpose, Scope and Objectives¹

The Terms of Reference (ToR) (annexed) comprehensively delineate the purpose, objectives, and the extent of the evaluation. Pursuant to the International Labour Organization's (ILO) policy guidelines on evaluation, the conduct of evaluations within the entity serves a tripartite purpose: to ensure accountability, foster improvement, and facilitate organizational learning. ILO project evaluations usually focus on the relevance of the project to beneficiary needs, the validity of the project design, the project's efficiency and effectiveness, the impact of the results and the potential for sustainability.

The specific objectives are:

- To assess the efficiency of the intervention's implementation, including effectiveness of management arrangement.
- To determine the relevance of the project through participants' evaluations and surveys.
- To understand the impact of the intervention on the organisations who nominated participants to take part in the training activities.
- To analyse if the intervention was sustainable and if measures were adequately taken to enhance the sustainability of the project after its end (e.g., exit strategy).
- To analyse the coherence of the intervention with priorities of workers' organisations in Asia and the Pacific.
- To assess the extent to which the project has achieved its stated objectives and expected results regarding building the institutional capacities of the targeted workers' organisations in Asia and the Pacific.
- To analyse the effectiveness of the implementation modalities chosen, especially regarding COVID-19 implications during the project's duration.
- To provide recommendations to key national projects stakeholders, ILO, and the donor, to promote sustainability and support further development of the project outcomes and towards similar interventions in the region.
- To identify lessons learned and good practices to inform the key stakeholders for future similar interventions.

The evaluation objectives have been translated in 26 evaluation questions, which will be discussed in the chapter below. Within the anticipated time frame of the evaluation, it was impossible to analyse all these evaluation questions in equal detail. Below we present a selection of evaluation questions analysed during the evaluation process.

Scope:

The evaluation covers the entire implementation of the project, namely from July 2019 to December 2023, assessing all the results and key outputs that have been produced in this period. The evaluation specifically measures the results of the capacity-building programmes by evaluating the impact of the project interventions on participants and the trade unions they represented. The geographical scope is in line with the setup of the project, which is to focus mainly on the regional level, with few dedicated activities to different sub-regions (South Asia, East and Southeast Asia, and the Pacific).

¹ This section is based on the Terms of References.

Audience:

The evaluation is primarily destined for the donor partner, the All-China Federation of Trade Unions.

Secondly, the evaluation is destined for ACTRAV, to be able to reflect on the project's intervention and to analyse strategically what can be improved for further capacity-building activities in Asia and the Pacific, but also in other regions covered by the Bureau.

Lastly, the evaluation will be shared with all key stakeholders for sharing lessons learned and good practice, namely:

- The International Training Center of the ILO, who provided support during the project's duration.
- Service providers who supported ACTRAV in developing key digital training solutions.
- External consultants, subject-matter experts, who participated in the delivery of capacity training.
- Participants, beneficiaries, and representatives of trade unions in Asia and the Pacific.
- In addition, the evaluation will be shared with people within PARTNERSHIPS, ACT/EMP, and other relevant departments as deemed useful.

5.2. Evaluation Methodology

5.2.1. Evaluation Questions

The ToR formulated 26 evaluation questions ordered into 8 evaluation criteria (Relevance, Coherence, Validity of the Design, Effectiveness, Efficiency, Impact, sustainability, and gender equality). Within the timeframe of this evaluation, it was impossible to thoroughly investigate and analyze all these evaluation questions. Therefore, delineation and selection were necessary. During inception phase it was proposed to keep all evaluation criteria (as this is necessary within the ILO evaluation policy) but limit the number of questions per evaluation criteria to a total of 15 evaluation questions, which are presented below. This proposition was approved by the ILO's Evaluation Office and supported by ILO-ACTRAV.

	Evaluation Questions	Indicators
EQ	Relevance	
No		
1	To what extent and how has the project responded to the needs and priorities of workers' organizations in Asia and the Pacific as well as their evolving needs?	1. Needs are identified, considering changing contexts 2. The project did respond to the needs
2	How were ILO constituents and other project' stakeholders, including the trade union training institutes in the region, involved in the formulation and implementation of the project?	1. All relevant stakeholders have been included in the needs assessment 2. All relevant stakeholders could participate on equal basis in the needs assessment study

	Evaluation Questions	Indicators
3	How did the project react to COVID-19 restrictions and adapted its modus operandi to respond to changes in circumstances?	<ol style="list-style-type: none"> 1. The project was adapted considering the Covid-19 restrictions. 2. The project was agile considering changing contexts
EQ No (new)	Coherence (internal/external)	
4	Does the project play a unique and coherent role in the ILO?	<ol style="list-style-type: none"> 1. Coherence with other capacity building initiatives of ITCILO 2. Coherence with other ILO interventions in the region 3. Uniqueness of the approach (based on other evaluation criteria)
	Validity of the Design	
5	Was the project design (implicit or explicit Theory of Change, implementation modalities, etc.) realistic, purposeful, and effective towards achieving its objectives?	<ol style="list-style-type: none"> 1. Reconstruction of ToC & Assumption. 2. Change chain is valid 2. Assumptions are valid
	Effectiveness	
6	To what extent did the project achieve its intended outputs and outcomes by end of the project period?	<ol style="list-style-type: none"> 1. Skills & Knowledge have been upgraded 2. Upgraded skills & knowledge have been used
7	How effectively did the project covered the targeted geographical area (Asia and the Pacific)? Were sub-regions adequately represented? Was there an imbalance in countries over-represented or sub-regions underrepresented?	<ol style="list-style-type: none"> 1. All regions have been targeted 2. Sub-regions have been represented 3. A balanced representation of countries within the sub-regions
8	How effective were the backstopping support provided by ACTRAV/HQ, ACTRAV/Field, and ACTRAV/Turin?	<ol style="list-style-type: none"> 1. Strong cooperation among ILO units & departments 2. (Prompt and) effective respons of units in case of (urgent) request

	Evaluation Questions	Indicators
	Efficiency	
9	To what extent have resources (human resources, time, expertise, funds etc.) been strategically allocated and used to achieve the projects objectives? In general, did the results achieve justify the costs? Could the same results be attained with fewer resources?	1. Average cost per Trainee 2. Benchmarking the average cost per Trainee (distinction made between trained staff en trained trainers (ToT)
	Impact	
10	Has the project contributed to achieving the proposed impacts? Is the project strategy and project management steering towards impact?	See effectiveness / This will be included in the effectiveness chapter & analysis of validity of ToC / Evaluation Framework of Training programmes
11	Has the project contributed to a significant change in practices, perceptions, technical capacity of the direct beneficiaries and their institutions at sub-regional and regional levels?	See effectiveness / This will be included in the effectiveness chapter & analysis of validity of ToC / Evaluation Framework of Training programmes
	Sustainability	
12	Have the project outcomes been achieved in a sustainable manner that enable continuing benefits to the target groups beyond the project's lifespan?	1. Trained Trainers using their upgraded skills & knowledge for their own developed e-learning modules. 2. Capacity of Trade unions has been strengtened.
13	To what extent will national institutions and implementing partners be willing/able to continue the project results without external funding or support?	1. Budget for e-learning have been made available by the national trade unions 2. Plan for e-leaning has been developed by the national trade unions

	Evaluation Questions	Indicators
14	How has south-south cooperation been enhanced within the project realm?	<ol style="list-style-type: none"> 1. New forms of cooperation between national trade unions within the regions and sub-regions 2. New networks of trade unions & trade union leaders have developed 3. Existing networks have been strengthened.
	Gender Equality	
15	To what extent had the project contribute to improve the gender equality and empowerment of women, youth, and people with disabilities?	<ol style="list-style-type: none"> 1. relative numbers of women and youth participants 2. inclusion of women and youth topics in the project content

5.2.2. Evaluation Schedule

The evaluation commenced on October 26, 2023, with a kick-off meeting featuring representatives from ILO ACTRAV and the ILO Evaluation Office. The first phase of the evaluation research consisted of a desk study, which culminated in an inception report that was approved on November 13, 2023. Subsequently, data was gathered through an online survey conducted among the participants of the training programs. Additionally, the training participants were invited to take part in online focus group discussions. Finally, representatives from ICT ILO, ACTRAV, ILO subject matter experts from field offices, and the service provider responsible for the development of the online training programs were also interviewed online. During the Final Evaluation Workshop in Beijing, held on December 6-7, 2023, the preliminary findings, and recommendations of the evaluation research to date were presented and validated by stakeholders and participants. The two-day event was also utilized to collect additional data from participants to further enrich the report.

5.2.3. Desk Research

The documents supplied by ACTRAV primarily consisted of reports from the needs assessment exercises and concept notes of the training programs. In addition, the evaluator had access to background variables of the participants and several Excel tables that included the results of a standard post-training survey conducted by ICTILO. To analyze the qualitative data, the evaluator employed Atlas.ti, where the documents (both PDF and Word documents) were coded using the evaluation questions as a guiding framework. For the analysis of quantitative data, both Excel and Tableau were utilized.

5.2.4. Data Collection Methods & Data Analysis

Based on the ToR, qualitative data has been collected through **online interviews and online focus group discussions**. Microsoft Teams has been used for this purpose. The interviews were audio-recorded and

subsequently transcribed verbatim. The analysis of these conversations has then been analyzed, as for the document analysis, in the software platform Atlas.ti.

The topic list for the semi-structured interviews and focus group discussions can be found in the Annex.

The following individuals and groups of individuals have been included in the data collection:

- Project staff in Bangkok and at HQ.
- Field Project staff involved in the project.
- Stakeholders of ITCILO in Turin.
- External Developers of the e-learning tools.
- Stakeholders involved in the needs assessment exercise.
- Participants of the Training program and participants in the ToT program, including participants of the TUTI

No specific sampling strategy is being outlined. All participants in the training program have been invited to participate in online interviews or online focus group discussions. Although many participants registered to participate, only few trainees showed up for online participation. Therefore, it was decided to include a short online survey (see Annex) in order to increase participation of trainees. The survey has been sent out to all 197 participants of the trainings, of which 55 responded. So, a response rate 28 percent has been achieved, which is reasonable compared to other online survey response rates. The survey data has been analyzed with Excel and Tableau. There was no need to use STATA as the data analyses was limited to frequency analysis.

5.2.5. Framework for Evaluating Training Programs

Several approaches are possible to evaluate training programs. Below, we present a model based on Kirkpatrick's four-level model², an adaptation of the four-level model by Hamtini³ and Gusky's five-level model⁴. Central to our approach is the inclusion of efficiency, effectiveness, sustainability, and impact of training programs at individual and organizational level. The evaluation model is hierarchical and consists of four levels. The first three levels relate to the individual level, while the last level explicitly refer to the effect/impact on the organizational level (see figure on the next page). The hierarchical approach means that the complexity of the effects of the training increases with the levels. With an increase in levels also comes more complicated data collection and analysis. Within the scope of this evaluation, the following framework was employed to specify the evaluation questions and, notably, to assess the criteria of effectiveness and impact of the training programs. In other words, elements of this framework will be reflected in the topic list and the survey questionnaire.

First level: Interaction (or Reaction).

The first level of evaluation looks at participants' reactions to the professional learning experience. At this level, questions focus on whether participants liked the experience. Did they feel their time was well spent? Within the context of e-learning environment the following questions can be asked:

- Were the trainees able to learn the material in a straight-forward manner?
- Was the technology conducive to learning?
- Was the learning environment enjoyable?
- Was the amount of effort needed to learn the material fair?
- Can the material learned in the course be extended to the work environment or be useful in other venues?

This data can be gathered during or immediately after the implementation of the training program. It remains to be seen whether this type of questions is included in ITCILO surveys.

² DL Kirkpatrick & J.D Kirkpatrick (2006). Evaluating Training Programmes. The Four Levels. San Francisco: Berrett-Koehler Publishers Inc, 3th Edition.

³ T. Hamtini (2008). Evaluating E-learning Programs: An Adaptation of Kirkpatrick's Model to Accommodate E-Learning Environments. In: Journal of Computer Science 4(8): 693-698.

⁴ Thomas R. Gusky (2000). Evaluating Professional Development. Thousand Oaks, California: Corwin Press, INC.

Second level: Learning

Level 2 focuses on the new knowledge, skills, and perhaps attitudes that participants gain because of the training program. Of course, the learning is depended on the objectives and goals of the training program (5 modules and ToT activities). So, for each of the training components, the objectives of the modules are set against the individual learning outcomes achieved. The data of this 'learning level can be surveyed immediately after the completion of the training program. To check whether the learning outcomes have been permanently internationalized among the participants, it is also possible to (re)survey the learning outcomes after a certain period of time. This assessment could, for example, be carried out after 6, 12 or 18 months. As far as the evaluator is correctly informed, data on learning should be available in the ITCILO survey database.

Third Level: Behavioural Change

The primary question at this level is: Did the new knowledge and skills that participants learned make a difference in their professional practice? The key component of this level is whether participants apply what they have learned in their professional context or in other contexts. Obviously, data collection at this level is less straightforward. Within the context of this evaluation, data on this will need to be identified through interviews and focus groups. This data can then possibly be further triangulated with additional supporting documents provided. Within the framework of the ToC, the following elements should be analysed: Do the Trained Trainers apply their knowledge in e-learning, and do they contextualize this knowledge? (Box 4 in the ToC). Subsequently do apply national trainers (trained by the project trainers) their upgraded skills in their trainings? (Box 6 in the ToC). Of course, training should lead to upgraded and skilled national trade union leaders/staff (box 3)

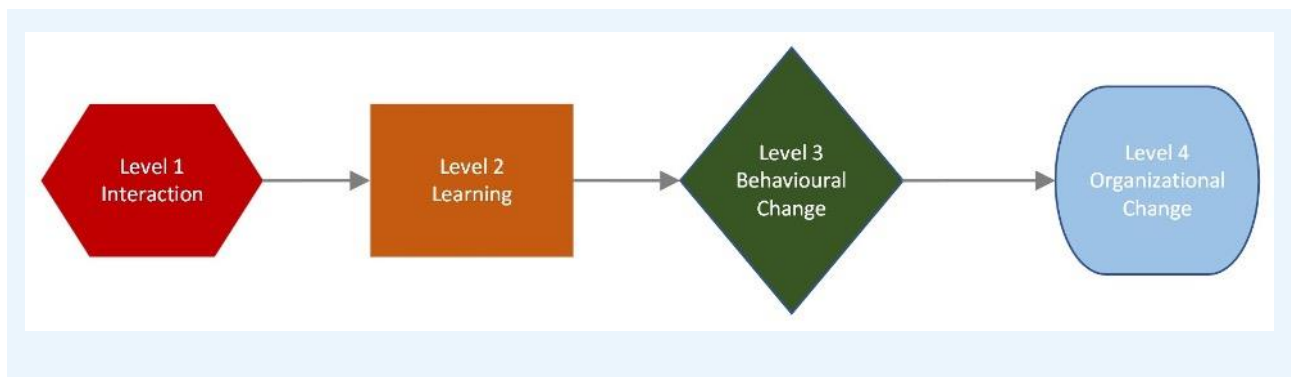
Fourth Level: Organizational Change

Finally, it is possible to assess whether, thanks to the training activities, changes have taken place at trade union level. The central questions then under this programme are: Have the organizational capacities of TUTI's (Box 7) and trade unions (Box 8 in ToC) been strengthened?

Within this framework, it is important to consider how organizational capabilities have been strengthened and whether the contribution of the training programme can be determined. This usually requires very extensive evaluation exercises that are difficult to conduct within the framework of this evaluation. Nevertheless, we will try to verify the contribution of possible organizational changes through the triangulation of data.

Finally, this evaluation framework can be directly linked to the ToC and to the evaluation questions around effectiveness (levels 2 &3), impact (level 4) and sustainability (levels 2, 3 and 4).

Four Levels of Evaluating Training Programmes



5.3. Limitations and Mitigation Strategies

The evaluation study also encompassed a range of limitations, which are enumerated below. While some of these limitations could be remediated, others could not.

1. One of the primary limitations was that stakeholders and participants could only engage in the evaluation online. The participants of the trainings, after all, resided in more than 24 countries across South Asia, Southeast Asia, and the Pacific. It was anticipated that their participation in the online focus groups would be substantial, given their familiarity with online meetings and exchanges through the online training programs. However, this was not the case. An explanation of the low participation is that participants were taking part in the training programs on their own free time and are often working full time for their unions or private employers. The issue of availability was reflected in delivering programs that did not take too much time for participants per week. The low online participation in the focus groups was addressed by conducting an online survey research with a participation rate of 28 percent, and through the live workshops and additional interviews organized during the Beijing evaluation workshop on December 6th and 7th, 2023.
2. A second limitation of the evaluation study pertained to the limited availability of certain documents. For the purpose of the evaluation, there were no documents available concerning activities beyond the training programs, such as regional conferences. This was not a fundamental issue, as the vast majority of the budget and activities were naturally allocated to the online training programs. Consequently, the evaluation report primarily focuses on the five developed online training modules and the two ToT modules.

6. Evaluation Findings

6.1. Project Design Validity

Because the program had to be completely revised due to the Covid-19 pandemic, the initial logical framework cannot be used for the final evaluation. Partly because of this, the Theory of Change was conceptualized in this inception report. In the figure below the reconstructed ToC has been visualized.

The project started from a needs assessment analysis of the different national trade unions in the different countries in the region. This needs assessment analysis took place based on a highly participatory bottom-up approach. The ultimate objective of the project was to strengthen the capacities of the participating national trade unions (see box 8). In addition (and this is not included in the ToC), the aim was to strengthen networking among national unions in the region. If we somewhat categorize the activities of the project, which were listed in the introduction chapter, two major blocks can be distinguished, namely training Trainers of Trainers (Box 2) with the objective of upgrading their skills and knowledge regarding e-learning. A second block involves training National Trade union leaders and staff to also upgrade their skills and knowledge (Box 3). For both groups, the 5 workshop themes were initially identified as key topics during the needs assessment exercise.

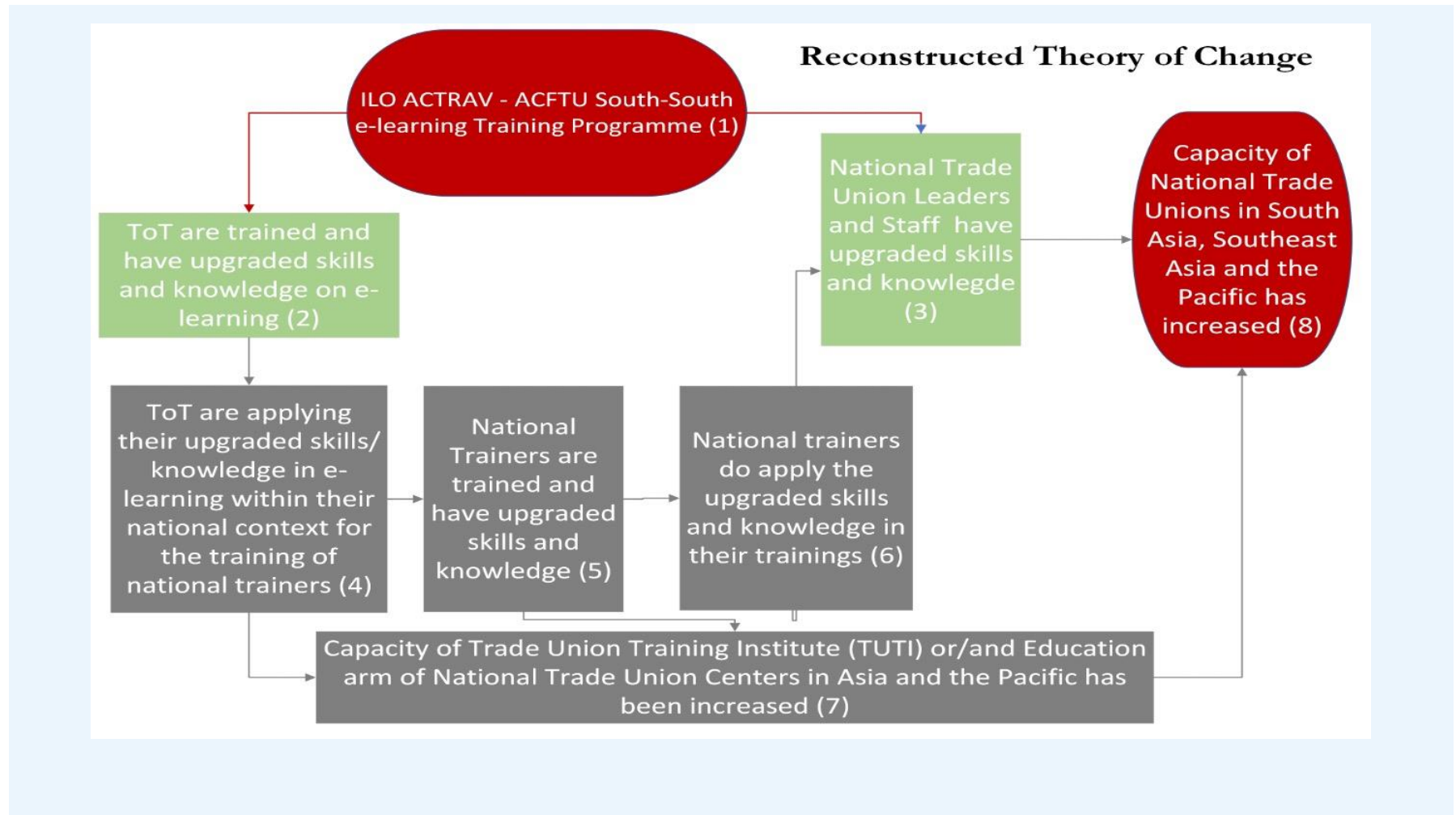
The implicit assumption in training representatives of National trade unions is that these trained representatives will use and apply their upgraded skills and knowledge in their unions and thus strengthen the unions organizationally (box 8) (main assumption 1). Training trainers (ToT) (box2) was explicitly included to enhance the sustainability of the project. Through the training, the trainers involved are expected to have acquired upgraded skills and knowledge related to setting up/organizing e-learning projects and programs. This should then lead to Trainers applying their upgraded skills and knowledge in their own national union contexts for training national trainers (box 4). It is then intended that the Trainers, form national trainers (box5) and that these national trainers then apply their upgraded skills and knowledge in their own training courses (box 6). In the long run, this should then lead to national trade union leaders and staff with upgraded skills and knowledge (box3) and strengthened trade union capacities (box8). The training of trainers, at the different levels should lead to increased capacity of national trade union training institutes (TUTIs)⁵ (box 7).

The main assumption within the ToC is that trainers who are trained apply their upgraded skills and knowledge in their own national contexts (main assumption 2) and that those who are trained by the project disseminate their upgraded skills and knowledge to other national trainers (main assumption 3). In addition to the objectives already mentioned, there are several other assumptions that need to be mentioned. In ToC, it is assumed that knowledge and skills are built through training (main assumption 4) and thus subsequently applied. Another important assumption that we did not yet mention is the technical capabilities of the TUTIs to use and develop digital platforms within their national context (main assumption 5).

The assumptions and the ToC provided important guidance for this final evaluation and that the evaluation questions formulated were framed within the ToC. This evaluation demonstrates that the Theory of Change (ToC) remains highly relevant for future programs, taking into consideration the recommendations outlined in this report.

⁵ Sometimes national trade unions and trade union training institutes are the same organizations. There may be a leg of the union who is specialized in training.

Reconstructed Theory of Change

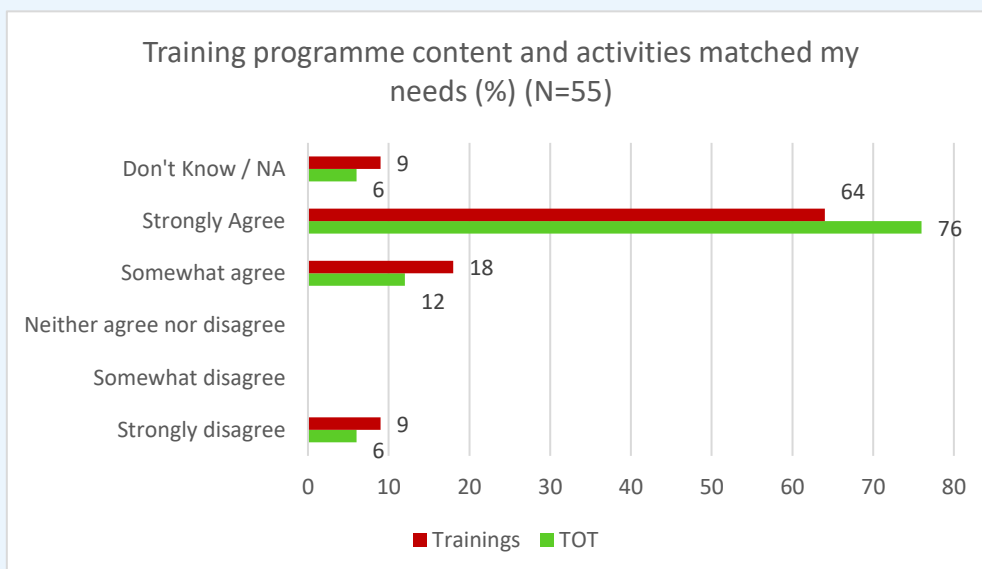


6.2. Relevance to Stakeholders Needs and Priorities

The strength of the South-south cooperation project lies in its considerable focus on mapping the needs of its target audience, namely the needs of the trade unions in the three regions (South Asia, Southeast Asia, and the Pacific). In the period of February-March 2021, various webinars and online follow-up meetings were organized, engaging no fewer than 49 representatives from trade unions across at least 17 countries to identify their needs. From this, initially, 9 themes were selected: technological skills, organizing skills, social dialogue, strengthening social security, research & analysis, reskilling and upskilling of union members, advocacy and communication skills, trade union transformation, and gender equality. Subsequently, these themes were distilled into 5 training modules, as mentioned above, and developed as online courses. Additionally, the needs for Training of Trainers (ToT) were identified, resulting in two courses: ToT and ToT 2.0, based on blended learning. The effectiveness of this bottom-up approach in aligning the offerings with the needs of the trade unions is also confirmed in the results of a survey, in which most respondents indicated that the trainings met their individual needs and those of their trade union organizations (for more information, refer to the discussion of the two tables below). The transition of the program into an online training platform was a consequence of the Covid-19 pandemic and the associated restrictions on face-to-face interactions. The program's ability to respond effectively and efficiently to these exceptional circumstances with relevant offerings for the trade unions in the region should be regarded as highly positive.

The bar chart presents participants' responses regarding the alignment of training program content and activities with their needs. Two categories are compared: Trainings and TOT (Training of Trainers). A majority of participants, 76% for TOT and 64% for Trainings, 'Strongly agree' that the programs met their needs. However, a notable difference is observed in the 'Somewhat agree' category, where TOT has a higher percentage (18%) compared to Trainings (12%). Dissent is minimal, with 'Strongly disagree' at 9% for Trainings and 6% for TOT. Ambivalence ('Neither agree nor disagree') and lack of information ('Don't Know / NA') are relatively low across both categories. This suggests that TOT programs may be slightly better perceived in meeting participants' needs than general Trainings.

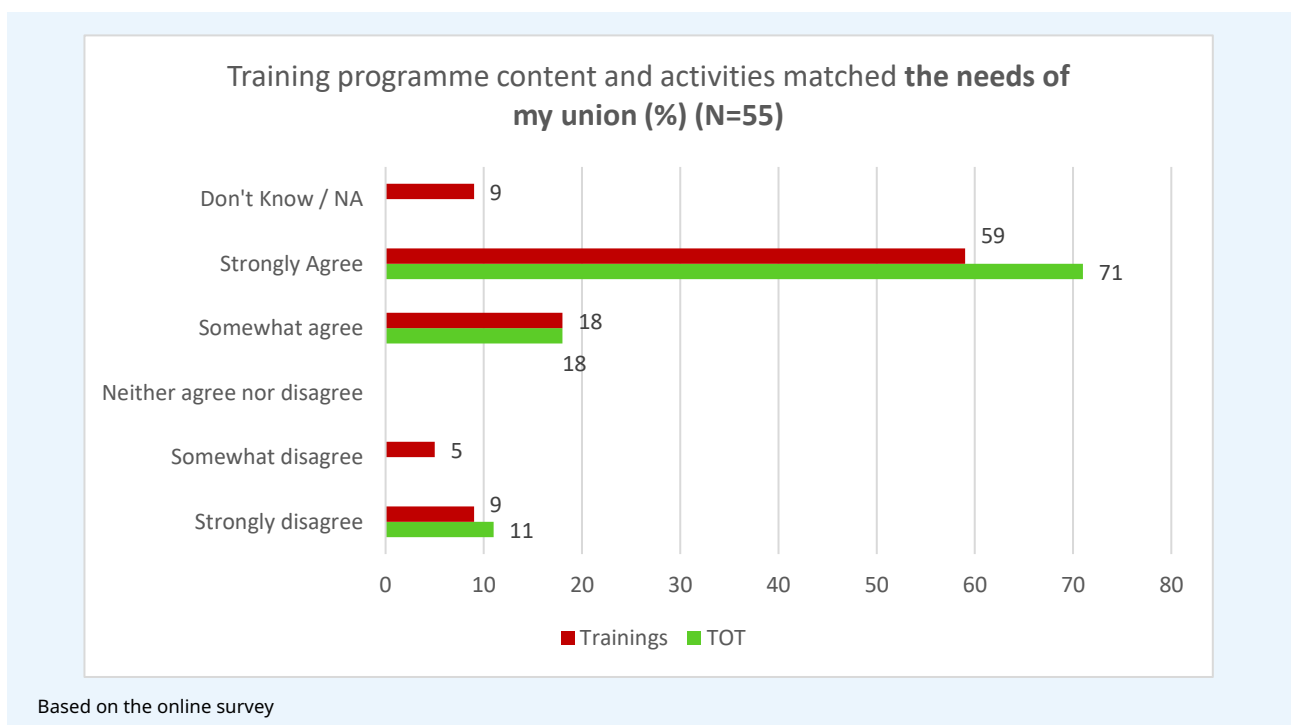
Training programme content and activities matched needs %



Based on the online survey

The bar chart below depicts survey responses on the extent to which training programme content and activities met the needs of participants' unions. It compares responses between 'Trainings' and 'Training of Trainers' (TOT) among 55 respondents. A higher proportion of participants in TOT (71%) 'Strongly agree' that their needs were met compared to Trainings (59%). The 'Somewhat agree' responses are equally distributed at 18% for both categories. Notably, there is no ambivalence, as indicated by the absence of 'Neither agree nor disagree' responses. 'Strongly disagree' responses are slightly higher for Trainings (11%) compared to TOT (9%), and a minor dissent is noted in 'Somewhat disagree' for Trainings (5%), with no corresponding dissatisfaction in TOT. No respondents selected 'Don't Know / NA'. The data suggests that TOT programmes are perceived to align more closely with union needs than general Trainings.

Training programme content and activities matched the needs of my union



The identification of needs was a very good practice and could serve a textbook example of a bottom-up approach to identify real needs. We therefore suggest continuing applying this methodology for future projects (**see recommendation 4**).

Although the needs assessment indicated specific needs among migrant workers and persons with disabilities, the development did not specifically focus on increasing participation from these groups. This does not imply that persons with disabilities were ignored, as the training program was offered online, where ITCILO provides tools that enable some persons with disabilities to participate.

To further elaborate, during the needs assessment phase, it became evident that for example persons with disabilities have unique requirements that necessitate tailored approaches for effective learning and engagement. Despite this, it is important to note that the inclusive nature of the online training platform did inherently support accessibility to some extent. ITCILO's provision of specialized digital tools facilitated participation for individuals with certain disabilities, ensuring that the online format was more accommodating than traditional, in-person training methods might have been. Nevertheless, a more deliberate and focused effort to address the distinct needs of migrant workers and a broader range of disabilities could have significantly improved the inclusiveness and effectiveness of the training program.

6.3. Coherence

In evaluating the coherence criterion, the focus was primarily on investigating the uniqueness of the South-South project and its coherent role within the International Labour Organization (ILO). Based on the interviews conducted and the desk research, the South-South project can be considered a particularly unique initiative, aligned with the substantive priorities of the ILO, for the following reasons:

- The project demonstrated a robust bottom-up approach, commencing with the needs of trade unions across various regions in Asia and the Pacific. This ensured stakeholder involvement from the early stages of the program's formulation. Despite significant efforts to include all relevant parties, the evaluator observed that not all selected individuals might have been the most suitable for each country. Therefore, it may be crucial in the future to establish clear selection criteria for the trade union representatives involved and to seek greater commitment from the participating unions (see recommendation 1).
- The unique nature of the program is further illustrated by the participation of no fewer than 197 individuals from 25 countries in the online training modules.
- The evaluator also noted a strong coherence among the various types of activities organized within the program. Specifically, there was a significant connection between the five training modules, the Training of Trainers (ToT) sessions, the establishment of the Community of Practice (CoP), the learning cloud, and the regional conferences. For instance, the five training modules were also utilized in developing the ToT modules, allowing trained trainers to adapt these modules to their national contexts. Another example is making all online training material available to national trainers for use in their respective national contexts.
- The development of online training modules required extensive collaboration among various stakeholders, including ILO-ACTRAV, ITCILO, subject matter experts, regional experts, and service providers. Interviews conducted by the evaluator with all involved stakeholders revealed that, despite stringent deadlines, there was strong and committed collaboration among the various partners.

6.4. Effectiveness of Interventions

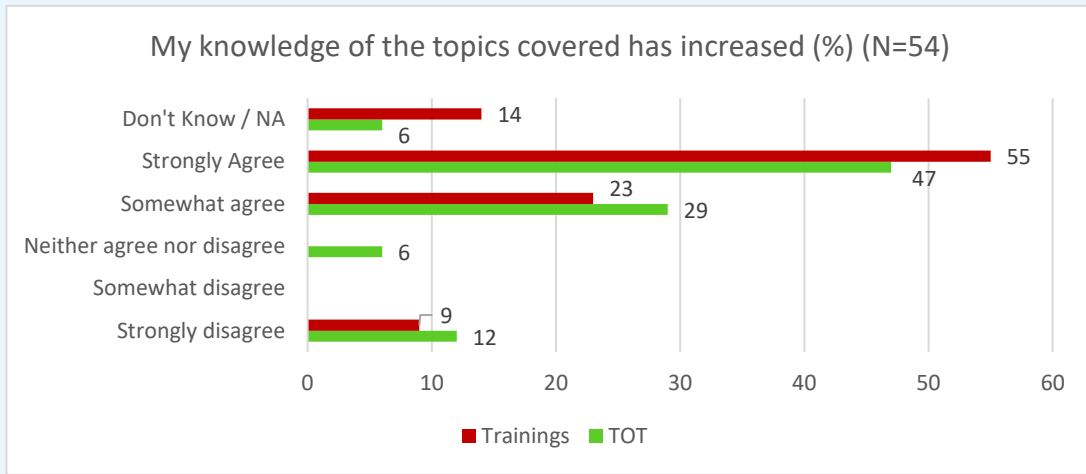
6.4.1. Outputs & Outcomes

To evaluate the extent of the intended outputs and outcomes of the project, the evaluator primarily based their assessment on the survey responses from the program participants, as well as the online focus group discussions and interviews with these participants. Initially, we will briefly discuss the survey results, and subsequently provide a summary of the analysis of the focus group discussions and interviews.

The bar chart below compares the percentage of participants' knowledge increase between two groups - Trainings and TOT (Training of Trainers). Most participants in both groups "Strongly Agree" that their knowledge has increased, with 55% in Trainings and 47% in TOT. "Somewhat Agree" is the second most common response for both, with 23% for Trainings and 29% for TOT. Notably, the TOT group has a higher percentage of "Don't Know / NA" responses (14%) compared to Trainings (6%). There is a small percentage that "Strongly Disagree" in both groups, with Trainings at 9% and TOT at 12%. Nobody in either group chose "Neither agree nor disagree" or "Somewhat disagree".

Overall, the chart indicates that most participants in both types of programs felt an increase in their knowledge, with a higher agreement in the Trainings group (88%, versus 76% for the ToT participants).

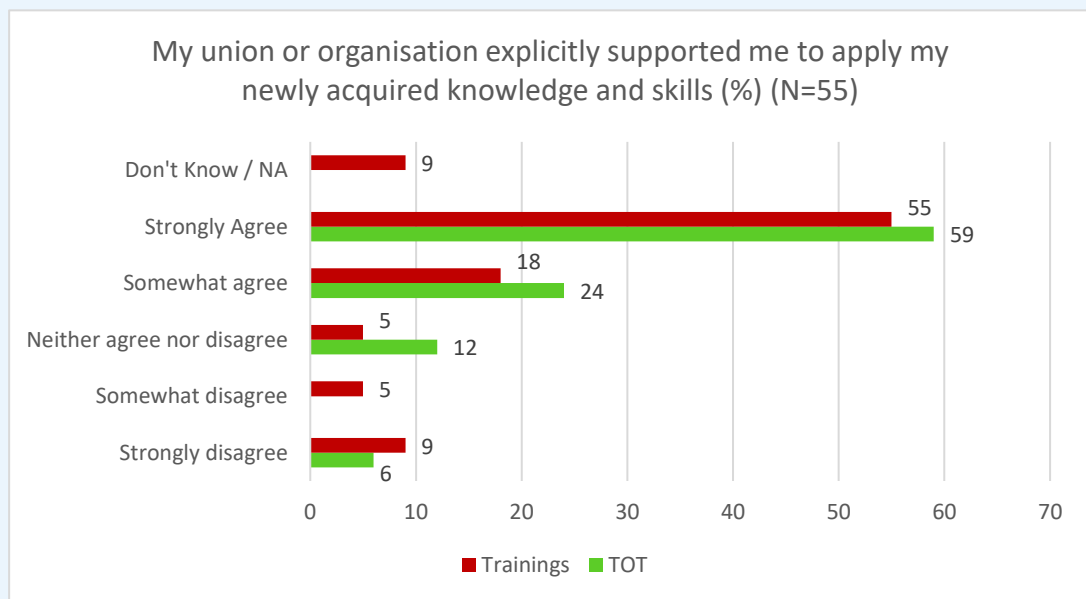
My knowledge of the topics covered has increased.



Based on the online survey

The bar chart below presents data on the support provided by unions or organizations in applying newly acquired knowledge and skills, as perceived by participants from Training and TOT programs, with a sample size of 55. Combined, a majority of participants from both groups feel supported, with 73% (Training) and 83% (TOT) either "Strongly Agree" or "Somewhat Agree" with the statement. The TOT group has a slightly higher percentage of support when combining both agreement categories compared to the Trainings group. Notably, 9% of participants in the Trainings group did not have an opinion ("Don't Know / NA"), compared to none in the TOT group. A small minority in both groups disagree (either "Somewhat" or "Strongly") with the statement, at 5% for Trainings and 6% for TOT. Neutral responses ("Neither agree nor disagree") are more common in the TOT group (12%) than in the Trainings group (5%). In conclusion, the TOT group perceives higher explicit support from their unions or organizations in applying their knowledge and skills, with fewer neutral and non-responsive participants, indicating potentially better organizational support structures or expectations among the TOT participants.

My union or organization explicitly supported me to apply my newly acquired knowledge and skills.



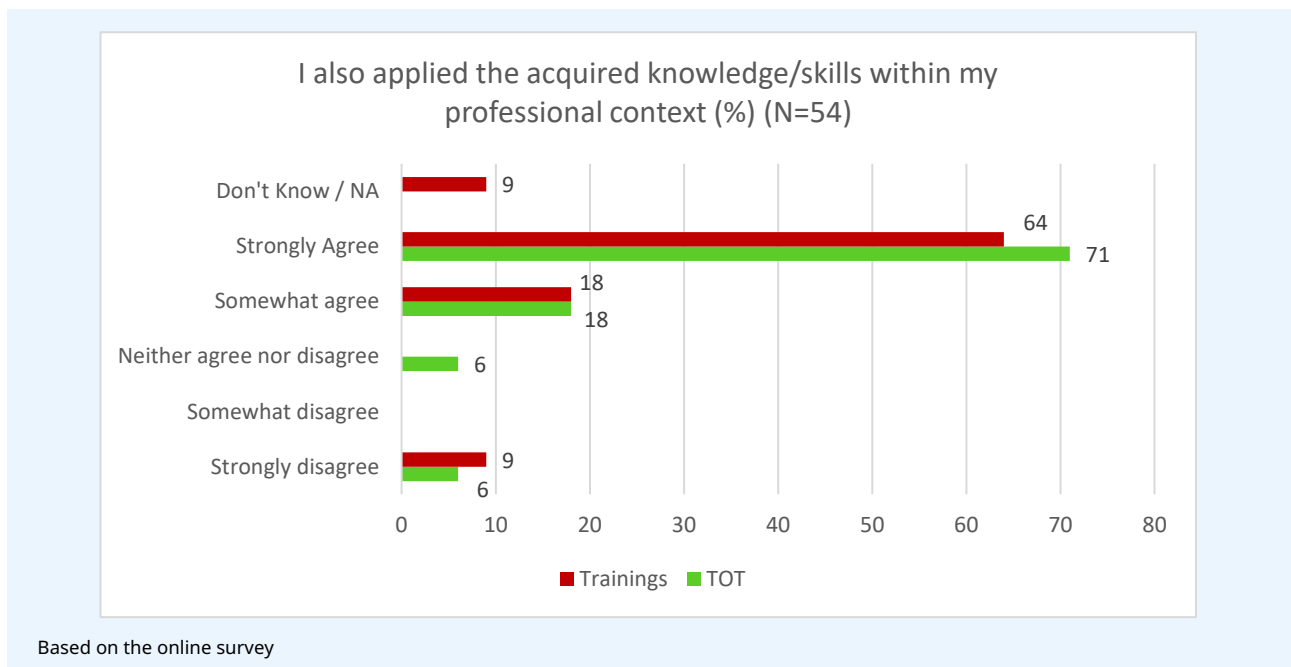
Based on the online survey

The bar chart below represents below responses from 54 individuals regarding the application of knowledge/skills in their professional context from Training and TOT programs.

Combining "Strongly Agree" and "Somewhat Agree," a significant majority of both groups have applied their learning, with 82% in Trainings and 89% in TOT. The TOT group shows a slightly higher application of knowledge/skills (89%) compared to the Trainings group (82%). "Don't Know / NA" responses are only present in the Trainings group, accounting for 9%. Neutral responses ("Neither agree nor disagree") are more prevalent in the TOT group (6%) versus none in Trainings. A minority in both groups disagree with the application of knowledge/skills, with 9% in Trainings and 6% in TOT "Strongly Disagree."

In summary, the data indicates a high level of application of learned skills in both groups, with TOT participants reporting a marginally higher rate. The presence of some uncertainty or lack of application is noted in both groups, albeit to a small degree.

I also applied the acquired knowledge/skills within my professional context.



There is a consistent pattern where TOT participants report slightly better outcomes in knowledge increase, support, and application. This could be due to the nature of TOT programs, which often involve participants who may have a stronger foundation or motivation to apply their learning, as they might be in positions where teaching or leading others is expected.

The Training group, while also reporting positive outcomes, shows a bit more variability with a slightly lower percentage of strong agreement and a higher percentage of non-responses or neutrality.

Without comparative data from other similar training courses, it's challenging to gauge the relative success of these programs. However, the high levels of agreement in the positive categories ("Strongly Agree" and "Somewhat Agree") across all three metrics suggest that these programs are effective. Typically, for professional development programs, high levels of reported knowledge gain and application are indicators of success. If these rates are significantly above typical response distributions from other courses, which often hover around a more even spread across the spectrum of agreement, it would imply that these programs are particularly effective.

These findings are entirely consistent with the analyses derived from the individual interviews and the focus group discussions that were conducted. Notably, in accordance with the Four Level Model of Evaluating Training Programs, the primary importance is attributed to the application of the acquired knowledge and skills (Level 3 Behavioural change). In other words, the trainees have implemented their knowledge within their respective unions

and contexts, and the Trainers of Trainers (ToT) have applied and contextualized their knowledge about e-learning. Charting this was a challenging task due to the absence of written sources available to the evaluator. Therefore, based on oral interviews, highly interesting applications were identified. The most significant of these are outlined below:

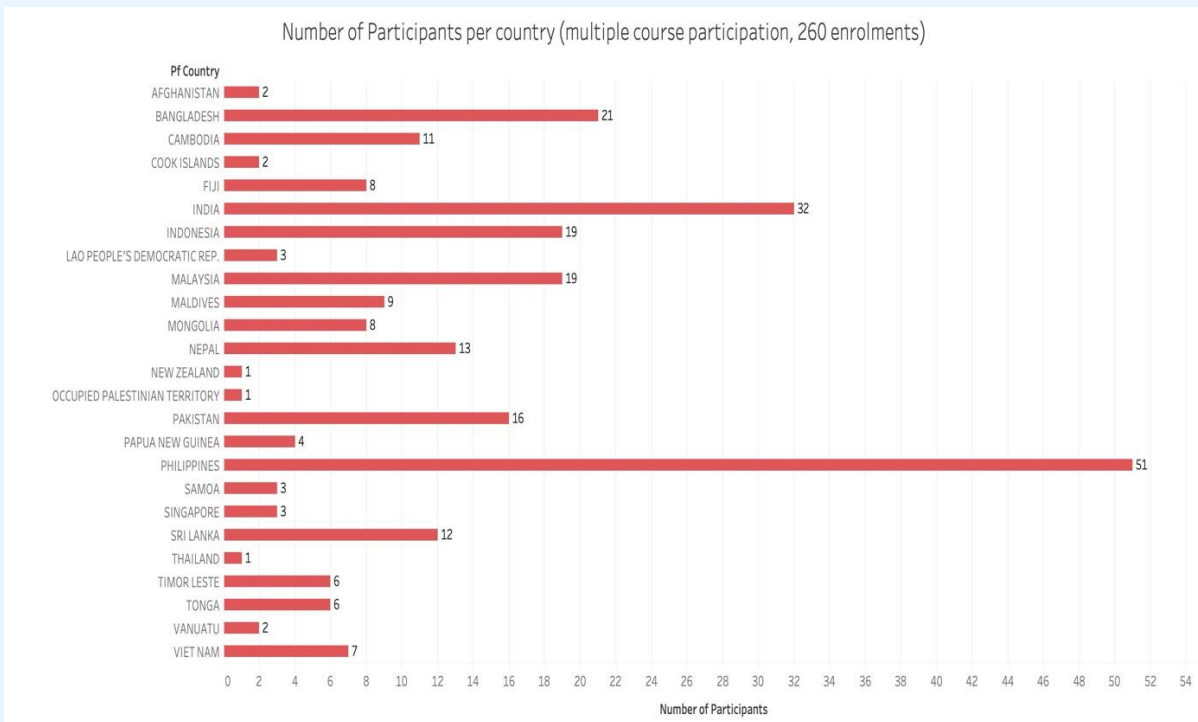
- Conducting online trainings for youth & women (ToT)
- Developing online learning platforms for unions (ToT)
- Sharing general knowledge (from the training modules) to the workers by conducting information sessions, whatsapp information groups, facebook pages (Trainees)
- Conduct awareness raising to government & legislators on ILO R.204 and Just Transition (Trainees)
- Use of digital platforms and tools in daily communication with workers and media (Trainees)
- Applied skills applied during activities in social dialogue and de-escalating worker & employer conflicts (Trainees)

Although the evaluator assessed the upgraded knowledge and skills as highly effective, both the evaluator and various stakeholders acknowledged that within the framework of the program, it was not feasible to conduct a follow-up to determine whether the effectively learned skills and knowledge were adequately applied within the context of the national unions. This requires a specific individual approach that was not possible within the confines of this program. Consequently, it was also not feasible to ascertain whether effective organizational changes (level 4 organizational change) occurred as a result of the training program.

6.4.2. The representativeness of the project.

The horizontal bar graph below displays the number of participants from various countries enrolled in multiple courses, totaling 260 enrollments. The Philippines leads with the highest participation at 51, followed by India and Bangladesh, each with 32 and 21 participants respectively. A group of countries, including Indonesia, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Sri Lanka have a moderate level of participation, ranging from 8 to 19. On the lower end of the scale, several countries are represented by a single participant, such as New Zealand and the Occupied Palestinian Territory, while others show participation numbers between 2 and 7. In total, the graph lists 25 different countries, illustrating a broad international engagement in the courses offered.

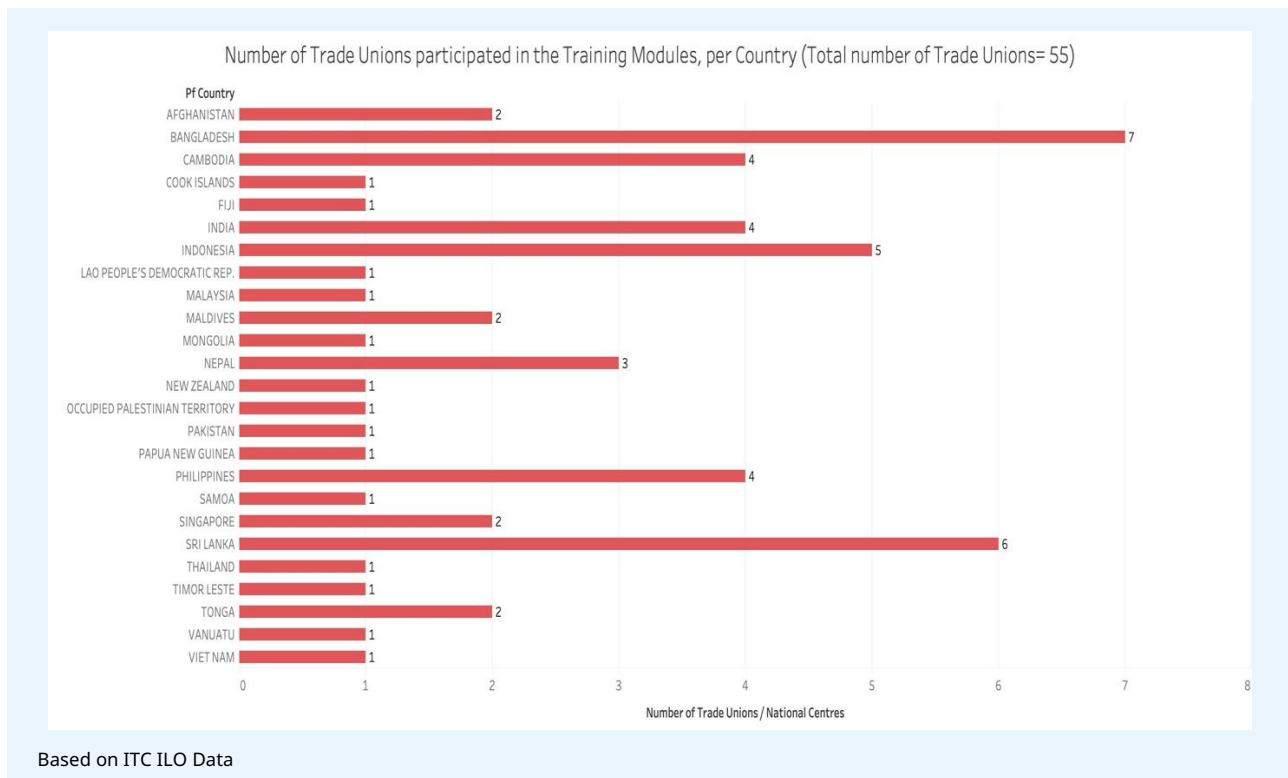
Number of participants per country (multiple course participation, 260 enrolments)



Based on ITCILO data

The bar graph "Number of Trade Unions participated in the Training Modules, per Country (Total number of Trade Unions=55)" below illustrates the participation levels of trade unions in training modules by country. Bangladesh leads with the participation of 7 trade unions. Cambodia, India, and the Philippines each have a representation of 4 trade unions, while 5 trade unions in Indonesia and 6 trade unions in Sri Lanka sent out participants. Nepal was represented by 3 trade unions. A group of three countries, including Afghanistan, Maldives, Singapore, and Tonga, show a participation level of 2 trade unions. The remaining countries on the list have 1 trade union each participating in the training modules.

Number of Trade Unions participated in the Training Modules, per country



The graph below presents a list of the eight training courses conducted within the scope of the programme, each with a varying number of participants. Among these, we can discern two distinct categories of training: the Training of Trainers (ToT) courses and a set of other courses which are mostly regarded as the core content of the International Labour Organization's (ILO) approach.

The ToT courses, which include the "Training of online trainers 2.0" and the "Training of Online Trainers," are specialized programs with lower enrolment numbers, reflecting their specialized nature. These courses, with 23 and 25 participants respectively, are designed to equip trainers with the skills to educate others, suggesting a format that benefits from a smaller, more focused learning environment.

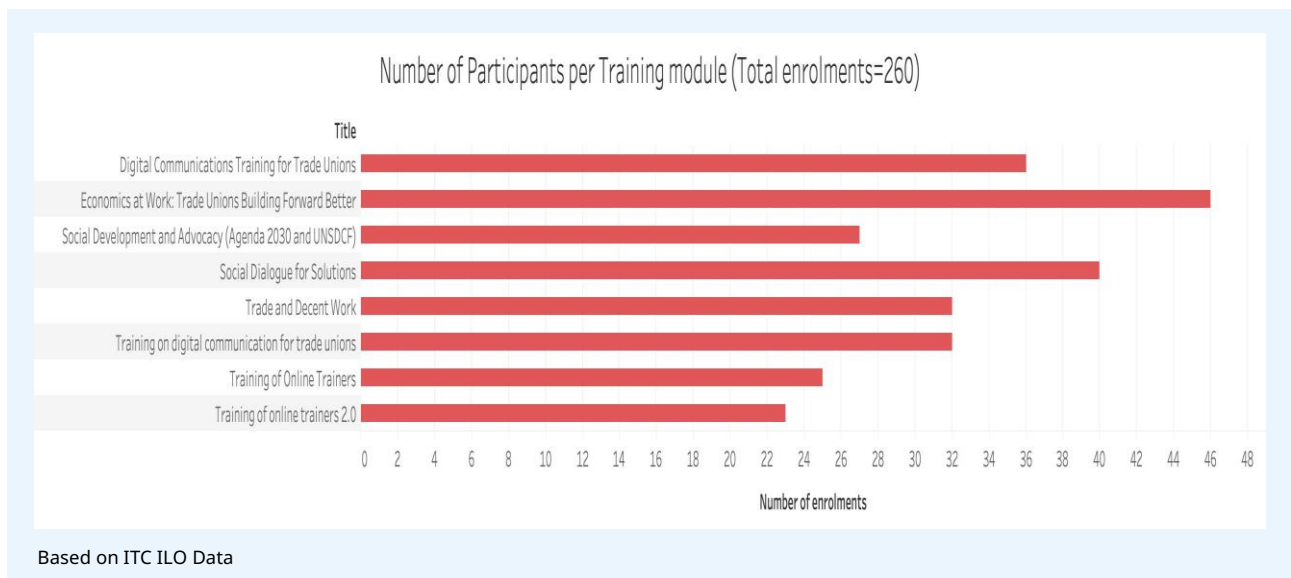
In contrast, the other five courses cover a range of topics central to the mission and strategy of trade unions. Four of these are described as being at the heart of the ILO's approach, implying their fundamental role in advancing the organization's objectives. These courses command a higher number of participants, which indicates a broad interest and the essential nature of the knowledge and skills they impart to the leaders, staff and members of trade unions.

The "Training on digital communication for trade unions," despite not being listed as part of the ILO's core content, stands out due to its importance. Digital communication skills are essential in today's interconnected world, allowing trade union members to effectively disseminate their message to members, the media, and the public.

The enrolment for this course is quite robust at 36 participants, highlighting its significance and the recognition of its value among the trade union community.

The remaining courses, "Trade and Decent Work," "Social Dialogue for Solutions," "Social Development and Advocacy," and "Economics at Work: Trade Unions Building Forward Better," show a spectrum of participation levels, with "Economics at Work" attracting the most participants at 46. This may indicate a heightened interest or need within the trade union community for economic strategies and knowledge, especially in the context of building a better future for work. On the other end, "Social Development and Advocacy" has the fewest participants among the non-ToT courses, which could reflect a more specialized interest or limited availability for this training.

Number of Participants per Training Module

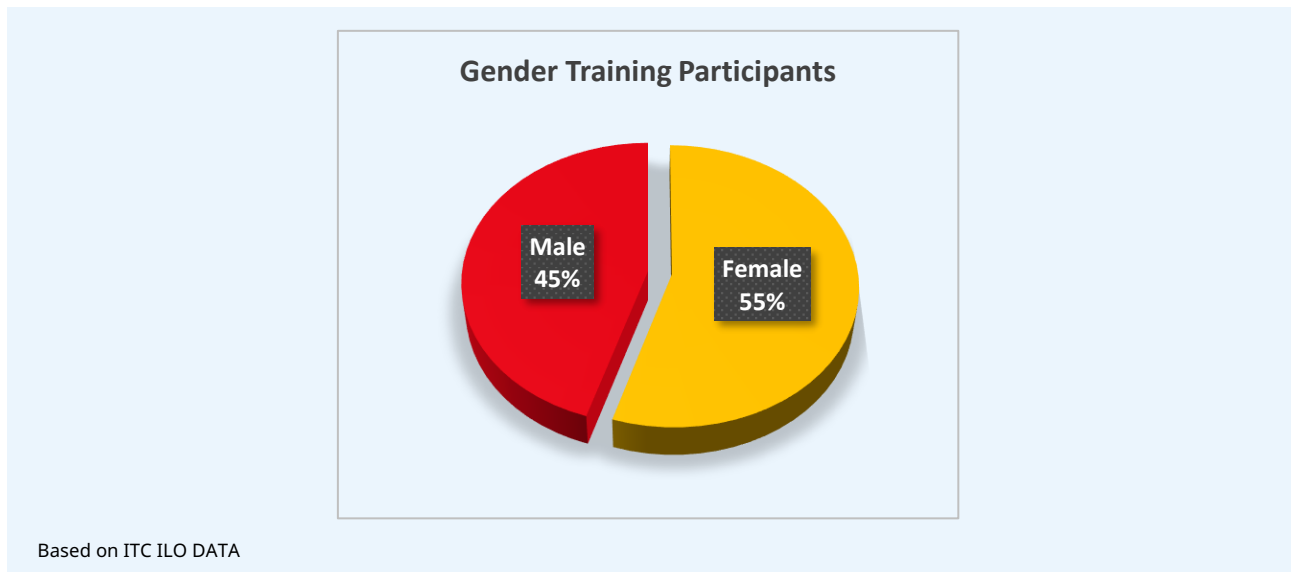


6.4.3. Gender and Age distribution.

In the conception and execution of program, a significant emphasis on achieving equal gender representation and actively including young people was placed. The data presented below is a testament to the success of these efforts.

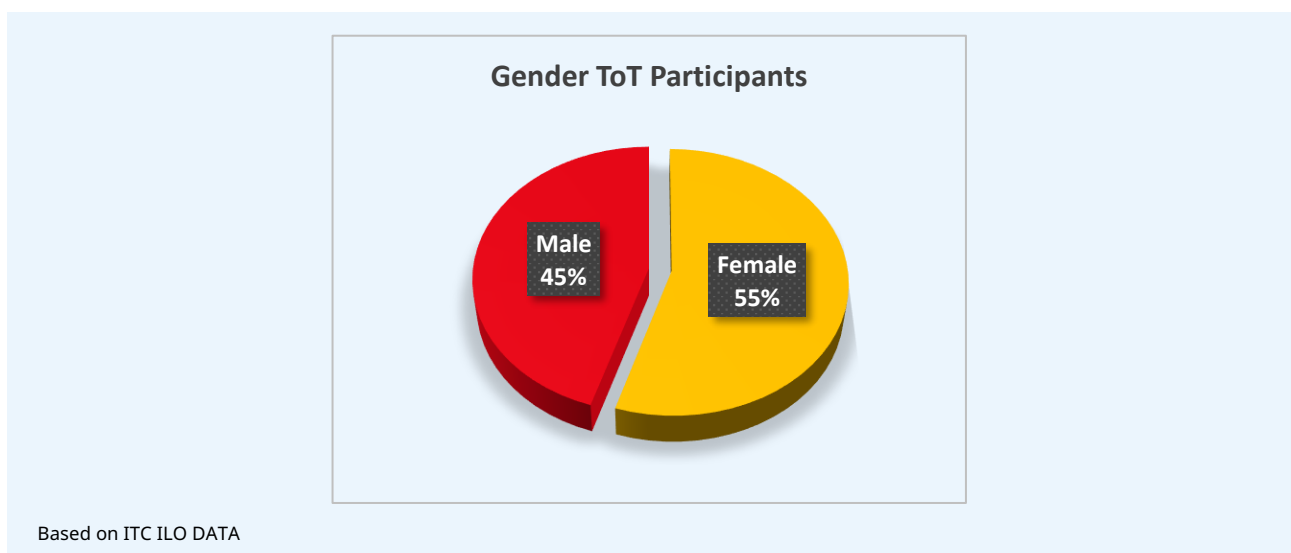
The pie chart below illustrates the gender distribution of participants across five training modules. From the information displayed, females represent the majority with 55% participation, while males account for 45%. This distribution suggests that the training modules are slightly more popular among female participants. The close percentages, however, indicate a relatively balanced representation of genders, with neither being significantly overrepresented. The almost equal participation could reflect an organization's commitment to gender inclusivity in their training opportunities. It might also suggest that the content of the training modules is equally appealing or necessary to both genders.

Gender Training Participants



The pie chart below illustrates the gender distribution of participants in a Training of Trainers (ToT) program. The chart is color-coded to differentiate between male and female participants: Female participants make up a larger proportion, represented by the yellow section, and account for 65% of the total participants. Male participants are represented by the brown section, making up 35% of the total participants. From this data, we can infer that the ToT-program has a significantly higher participation rate among females compared to males.

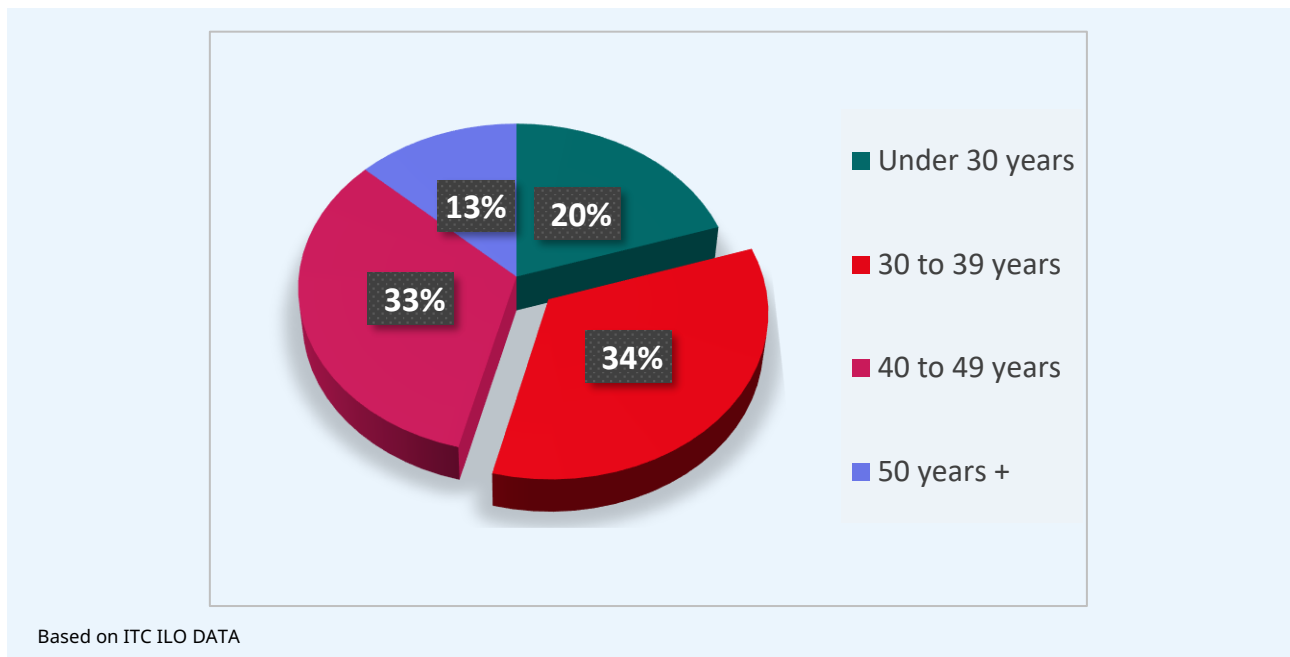
Gender ToT Participants



The pie chart below displays the age distribution of participants in training courses. The largest age group is those aged 30 to 39 years, making up 34% of participants. This is closely followed by those aged 40 to 49 years, who represent 33% of the total. The next significant group is those under 30 years old, comprising 20% of participants. The smallest group is individuals aged 50 years and above, accounting for 13%. This distribution suggests that the training courses are most popular among middle-aged adults, particularly those in their 30s and 40s, who may be seeking to advance or change their careers. The data clearly indicates that younger age

categories are well represented, with over half of the participants being under the age of 40. This demonstrates that the objective of the program to include younger individuals has been successfully met, ensuring that this demographic is adequately engaged in professional development opportunities.

Age Distribution Training & ToT participants



6.5. Management Effectiveness and Resource Efficiency

The intention of the evaluation study was not to conduct a detailed cost analysis, and within this framework, the evaluator did not possess a comprehensive accounting overview of the incurred expenses. This delineation of the study's scope is crucial in understanding the parameters within which the evaluation was conducted. It implies that while the research might provide insights into various aspects of the project or program under review, it does not extend to a granular financial examination. Consequently, any conclusions drawn from the study should be considered with the understanding that a detailed financial assessment was not within its purview.

Nevertheless, the evaluator opines that, owing to the majority of the training courses being conducted online (a necessity due to Covid-19) and the Training of Trainers (ToT) courses being organized through blended learning methods, a greater number of participants were engaged than initially anticipated through face-to-face (F2F) trainings and conferences. This observation underscores the unintended yet beneficial impact of the pandemic-induced shift in educational delivery methods, which, in this instance, expanded the reach and inclusivity of the program beyond its original scope.

Naturally, the initial cost of developing online training modules is quite substantial. However, the fact that these modules have been made available to the trained trainers for future use in their own training sessions, with the flexibility to tailor them to the specific needs of their target audience, signifies that the cost per participant is expected to decrease over time. This approach not only ensures the sustainability and adaptability of the training resources but also enhances their long-term value and effectiveness, thereby justifying the initial investment. It is important to note that, according to certain stakeholders, ICTILO has committed to continuing the Community of Practice (CoP) beyond the scope of the project, ensuring ongoing benefits for the participants. This is of utmost significance in the context of sustainability criteria. As previously illustrated under the heading of effectiveness, it is reasonable to assume that the knowledge and skills acquired through these online trainings have been enhanced in a manner comparable to what would have been achieved with exclusively face-to-face trainings. This assumption

is grounded in the observed outcomes and feedback from participants, suggesting that the online format, despite its inherent differences, has effectively conveyed the intended content and fostered skill development at a level akin to traditional in-person methods.

From a series of interviews conducted with the service provider of the online training modules and the Training of Trainers (ToT) sessions, as well as with subject matter experts, the International Training Centre of the International Labour Organization (ICTILO), the Bureau for Workers' Activities (ACTRAV), and the field offices of the International Labour Organization (ILO), it has been deduced that there was an exceptional level of flexible collaboration among the various stakeholders. This was particularly noteworthy given the strict deadlines and the challenges posed by the stakeholders operating across different time zones.

From the perspective of monitoring, it was observed that the International Training Centre of the International Labour Organization (ICTILO) dispatched standard evaluation forms to the participants of the training modules. However, it remains unclear to the evaluator to what extent these data were taken into consideration in the development of subsequent modules. The evaluator was able to determine that within the program, no resources were allocated for the specific follow-up of the participants of the trainings. More specifically, there was no provision for individual, tailored guidance to support the practical application of the acquired knowledge and skills within the trade unions in the 25 countries and over 50 participating unions. For future programs, it is recommended that resources and time be allocated for this purpose (**see recommendation 1 & 2**).

6.6. Potential Impact and Likelihood of Sustainability

In the following paragraphs, we will delve into the impact and sustainability of the implemented program. The impact of the program is largely linked to observations regarding its effectiveness. In analyzing the sustainability criteria, an attempt is made to ascertain the extent to which the effects created will have a lasting impact and/or generate new effects in the future.

6.6.1. Potential Impact

In assessing the impact of the training program, the evaluator employed the theoretical 4-level model, which facilitates a comprehensive evaluation across the dimensions of interactions (level 1), learning (level 2), behavioural change (level 3), and organizational change (level 4). The chapter dedicated to the program's effectiveness revealed, through various data sources, that the program successfully created a pleasant and inviting learning experience, enriched with ample interaction opportunities for participants, aligning with level 1 of the model. However, it is noteworthy that this experience was significantly contingent upon the participants' proficiency in English (**see recommendation 1 & 2**). Additionally, it was evident from multiple sources that there was a substantial increase in the knowledge and skills of the participants, both in the five training modules and in the Training of Trainers (ToT) sessions, further indicating success at level 2. Despite these positive outcomes, the evaluator noted that while there were several examples of concrete implementation of acquired knowledge and skills by the trained participants within their respective national unions and contexts, systematically gaining insight into the extent of behavioural change resulting from the trainings remained elusive. This highlights a limitation in fully assessing the impact at level 3 of the model.

Within the scope of this evaluation, substantial changes at the organizational level (level 4) were not discernible. This lack of evident change could be attributed to several factors. Foremost, and perhaps most significantly, is the temporal aspect; it may simply be too early to gauge the organizational impact of the training programs. The most recent session, Training of Trainers (ToT) 2.0, concluded less than a year ago, suggesting that a longer period may be necessary to observe tangible organizational transformations. Another factor, as highlighted by various stakeholders, which impedes progress at both level 3 and level 4, is the presence of technical barriers. These include challenges such as smooth internet access and the need for contextualizing the existing Learning Management System (LMS). Lastly, multiple stakeholders reported that in some countries, particularly those with limited internet access, the practice of participating in online courses is not yet a part of everyday norms. Consequently, there is a prevalent preference for conducting training in traditional classroom settings. This cultural and infrastructural

aspect presents a significant hurdle in fully realizing the potential of online training programs at both the behavioural and organizational levels.

6.6.2. Sustainability

During the design phase of the program, exceptional emphasis was placed on the sustainability component. Primarily, Training of Trainers (ToT) sessions were developed to ensure that the trained instructors could apply their acquired skills and knowledge within their respective unions and national contexts. The advent of COVID-19 necessitated the training of these individuals to become e-trainers in their own environments, utilizing content from the five additional training modules. To facilitate this, all instructional materials are made available in a dedicated learning cloud, enabling national trainers to use and adapt these resources for context-specific training development. Furthermore, an online Community of Practice (CoP) was established, providing a platform for training participants to share experiences and learn from one another. The intention is for this community to not only persist into the future but also to expand in terms of increasing interactions among participants.

As previously mentioned, the program has not concluded long enough to fully assess its sustainability, and the evaluator has identified a paucity of tangible data confirming that sustainability is entrenched at levels 3 and 4. While the acquired knowledge and skills (level 2) are likely to persist for some time, it is crucial that they eventually lead to behavioral changes. An example of such change could be the organization of online courses by unions on a sufficiently large scale, contextualized to strengthen the union organizations themselves. The evaluator suggests that the sustainability of the program could be enhanced through the provision of follow-up activities. These activities should aim to ascertain the extent to which the action plans developed by participants during the training sessions have been implemented. This also involves identifying the barriers participants face in effectively executing their plans and exploring ways to overcome these obstacles. Such an approach could transcend the individual nature of the trainings and participation, involving the broader union organization in the implementation of certain plans. This, in turn, would likely have positive effects on changes within the unions at levels 3 and 4 (***see recommendations 1, 2 and 4***).

7. Lessons Learned and Emerging Good Practices

7.1. Lessons Learned

Lesson Learned 1: English Proficiency of Training participants

In the evaluation of the training sessions, a pivotal lesson has been unearthed pertaining to the English proficiency of participants. Stakeholders have reported that a subset of individuals attending the training sessions, delegated by various trade unions, demonstrated an inadequate command of the English language, which significantly hindered their ability to follow the live, interactive modules that are integral to the program. These sessions, predominantly conducted online, necessitate a robust understanding of English to enable active engagement and interaction. Although digital translation tools offer a partial remedy by allowing for the translation of course materials, they fall short during live discourse, which is essential for the full absorption of training content. This situation underscores a foreseeable need for advanced communication tools that might one day bridge the gap between language barriers. Until such advancements are realized, it is imperative for trade unions to scrutinize the language capabilities of their chosen representatives to ensure effective participation in these English-centric educational endeavors. Moreover, administrative reminders to the trade unions are crucial, emphasizing that language proficiency is not merely desirable but essential for the efficacy of English-language training programs.

Lesson Learned 2: Robust Bottom-up approach.

The evaluated program was characterized by a robust bottom-up approach, which involved mapping the needs of trade unions in South Asia, Southeast Asia, and the Pacific. However, some union leaders noted that they were not sufficiently informed about the specifics of the training program, resulting in the selection of inappropriate participants at times. This situation appeared peculiar given that ACTRAV had developed and disseminated brief concept notes to the unions. Consequently, one of the lessons learned is the potential benefit of organizing brief, oral online sessions. In these sessions, ACTRAV could succinctly outline the objectives of the training programs, present the methodology briefly, and describe the desired profile of the participants. An additional consequence is that union leaders are thereby made co-responsible for the outcomes of the training sessions. It is also noteworthy to mention that we can emphasize the robust and cooperative content creation and pedagogical approach. Involving the Desk Officer, ACTRAV clusters, field specialists, and subject matter experts represents a commendable practice within an integrated model for designing and delivering our capacity-building programs under the project. (*see recommendations 1, 2 and 4*).

7.2. Emerging Good Practices

Good Practice 1: Bottom-up approach identifying training needs.

The project has been characterized by a robust bottom-up approach in identifying the training needs of trade union organizations, which was particularly essential given the varied subregions and the diverse nature of these organizations. Amidst the travel restrictions imposed by COVID-19, the program successfully organized multiple online sessions, facilitating the active engagement of over 50 participants from 17 countries across Southeast Asia, South Asia, and the Pacific. These sessions were instrumental in mapping out specific training requirements of trade unions, which led to the careful selection of topics for five training modules and the Training of Trainers (ToT) sessions through collaborative discussions with union representatives. The shift to online and blended learning formats was well-received, evident from the 260 registrations across seven modules, involving approximately 200 unique participants. Although establishing a definitive cause-effect relationship between the needs assessment and participant turnout is challenging, the feedback from surveys, interviews, and focus groups suggest that the program was effectively tailored to meet the identified needs. The impact of the practice is quantifiable with the

number of registrations and unique participants, highlighting the targeted beneficiaries. Given its successful implementation, there is a high potential for replication of this practice by organizations such as ACTRAC and ICTILO. Moreover, the program's content aligns closely with the Decent Work (DW) agenda and supports the International Labour Organization's (ILO) Strategic Framework, thus contributing to broader organizational goals.

Good Practice 2: Online and Blended learning

The online and blended learning as executed by ACTRAV during the unprecedented times of the Covid-19 pandemic is considered as a very good practice. With agility and innovation, ACTRAV adeptly transitioned to an online training format, which facilitated a considerable expansion of outreach, engaging participants from 25 countries and incorporating 55 distinct trade unions. This strategic pivot not only sustained but enhanced the educational engagement, underscoring the efficiency and efficacy of virtual learning environments in connecting diverse and extensive audiences.

The scalability of online and blended learning is evident, with the potential to broaden the spectrum of content and courses offered. The increased proficiency with digital tools across a global demographic during the pandemic supports this expansion. Nevertheless, one must consider the prevailing limitations, such as inconsistent internet accessibility across regions and the persistent preference for traditional, in-person educational settings.

Although the immediate impact on trainees, in terms of skills and knowledge acquisition, is pronounced, there is a paucity of evidence to confirm the long-term application and the resultant transformative effects within the trade unions, primarily due to the recency of the latest Training of Trainers.

The practice holds promise for replication, spearheaded by entities such as ICTILO and ACTRAV, which could potentially catalyze broader educational instructions. Moreover, the alignment of the program's content with the Decent Work agenda and the International Labour Organization's (ILO) Strategic Framework enhances its relevance and underscores its contribution to overarching goals in labor and education.

8. Conclusions

The evaluation of the project underscores several key aspects of project design validity, relevance, coherence, effectiveness, representativeness, impact, and sustainability.

In terms of project design validity, the COVID-19 pandemic necessitated a fundamental revision of the program, leading to the reconstruction of a Theory of Change (ToC) that refocused the project on enhancing the capacities of national trade unions and fostering networking among them. While this shift was essential given the circumstances, it highlights the need for flexibility in project design to adapt to unforeseen challenges. Recommendations emphasize the importance of follow-up activities to ensure that the learned skills are effectively implemented within unions (see recommendation 1).

Relevance emerges as a significant strength of the South-South (S-S) program. The program's proactive approach in identifying and addressing the specific needs of stakeholders, especially trade unions in South Asia, Southeast Asia, and the Pacific, stands out. This adaptability was particularly crucial as the program transitioned to an online platform during the pandemic. Recommendations highlight the commendable practice of identifying real needs through a bottom-up approach and suggest continuing this approach in future projects (see recommendation 4).

Coherence is evident in the program's activities, which are well-connected and complement each other. Collaboration among various stakeholders was strong and committed, ensuring the program's effectiveness. However, there is room for improvement in terms of representative selection and commitment, which is recommended for future iterations (see recommendation 1).

Effectiveness is demonstrated through survey responses, discussions, and interviews, revealing positive results in terms of knowledge gain, support from unions, and application of learned skills. While the short-term impact is evident, assessing long-term application and organizational changes remains a challenge. Recommendations highlight the importance of follow-up activities to track and enhance the sustained impact of the program (see recommendation 1).

Representativeness is another area of strength, with participants from 25 different countries, balanced gender and age representation, and strong engagement with younger participants. The recommendations focus on improving the efficiency and effectiveness of online modules and introducing new training content based on stakeholder input (see recommendations 2 and 3).

The impact of the program is assessed using a four-level model, revealing success in creating an engaging learning experience and enhancing knowledge and skills. However, measuring behavioral and organizational changes remains challenging within the program's timeframe. Sustainability is embedded in the program's design, with training instructors to become e-trainers and an online Community of Practice (CoP) for continuous learning. Recommendations emphasize the need for follow-up activities to enhance sustainability and foster positive changes within unions (see recommendations 1, 2, and 4).

In conclusion, the evaluation highlights the program's adaptability, relevance, and effectiveness, with recommendations focused on improving representative selection, follow-up activities, efficiency of online modules, and introducing new training content based on stakeholder needs. The program's success in engaging a diverse group of participants and its potential for long-term impact and sustainability make it a valuable initiative for the future.

9. Recommendations

Recommendation 1. Developing Training Follow-Up system

One of the key findings from the evaluation research is that the South-South program was particularly effective (and efficient) in terms of upgrading the knowledge and skills of the trainees. Based on the data available to the evaluator, it can be concluded with high certainty that the objectives in this area have been achieved. Translating this into the theoretical model for evaluating training programs, the program succeeded in achieving the learning objectives (Level 1). In terms of concrete changes and implementations by the trainee of the learned skills and knowledge in their own organizations (Levels 3 and 4), only anecdotal examples are found and there is no evidence of systematic implementations of the learned knowledge and skills in the parent unions of the participants. Therefore, the evaluator is of the opinion that the impact of the training program could potentially be enhanced by providing follow-up with the participants, in addition to the online training modules and blended learning formulas. All training modules provided for the development and elaboration of ideas and implementation plans by the participants. To ensure that these plans are implemented by the trainees after completing the training, individual guidance and follow-up could be provided. This could involve facilitating the implementation, identifying barriers and difficulties, and developing strategies, along with the trainee, to overcome these. An additional advantage of such a follow-up approach is that union leaders can be involved in the follow-up exercise. This increases the likelihood that plans will actually be implemented, thus bringing about behavioral and organizational change (Level 3 & 4 impact of training programs). Therefore, it is advisable that follow-up activities be an integral part of project designs.

Responsible Units	Priority	Timing	Resource Implications
ACTRAV, ITCILO, ACFTU	Medium	Medium	High

Recommendation 2: Continue to exploit the developed platforms and training modules.

In the development of the five training modules, the establishment of a Community of Practice, and the creation of a learning cloud, significant energy was invested, resulting in a highly attractive, inviting, and effective online learning environment. It is recommended that in the future, these training modules be made available for repetition by new participants in the region. Additionally, the training modules could be adapted for other regions. It is also advisable to continue supporting the Community of Practice to allow it to reach its full potential, facilitating the exchange of ideas and experiences among union representatives across different countries and regions. Finally, the learning cloud holds substantial potential since the developed online training materials can be utilized by trainers in their national contexts, potentially leading to a multiplier effect (this point should be considered in conjunction with recommendation 1).

Responsible Units	Priority	Timing	Resource Implications
ITCILO, ACTRAV, National Trade unions	High	Medium	Low to Medium

Recommendation 3: Platform Workers identified as training topic of interest.

During the evaluation workshop held in Beijing, various stakeholders formulated new training themes. One theme that received considerable support from most stakeholders was the topic and issues surrounding platform workers. The discussions made it evident that the rights and working conditions of these platform workers warrant explicit attention in a rapidly changing economic context in Asia and the Pacific. The emergence and growth of platform work appear to be phenomena that are rapidly gaining ground in many countries. Furthermore, this theme aligns with the policy priorities of the International Labour Organization (ILO).

While there was a broad consensus among various stakeholders and participants to introduce the issue of platform workers as a training theme, we propose, in accordance with best practices (and recommendation 4), to convene various stakeholders once again to conduct a needs assessment. The needs assessment approach was one of the success factors of the evaluated program and appears to be crucial for a new topic such as platform workers. While it has become or will become an important occupational category worldwide, it is essential to investigate common challenges and potential solutions, considering contextual differences. This needs assessment exercise should involve union leaders from different countries. Consideration should be given to the possibility of involving unions from other continents in addition to unions in Asia and the Pacific. The needs assessment may also include organizing workshop sessions with potential donors to identify possible strategies and sub-themes.

From an operational standpoint, and again in line with the identified best practices from this evaluation, it seems appropriate to continue using the developed online platforms and introduce forms of blended learning. This can, of course, be accompanied by in-person conferences. Special attention should be given to follow-up activities in every new training program, providing (individual) guidance to participants to effectively implement developed plans and ideas.

Responsible Units	Priority	Timing	Resource Implications
ACTRAV, National Trade Unions, ACFTU	High	Medium	High

Recommendation 4: Continue to apply the bottom-up approach to identify needs and try to involve trade union leadership as much as possible.

One of the strengths of the evaluated South-South program was its initial approach to mapping the needs of the unions in Southeast Asia, South Asia, and the Pacific in a participatory manner. This was achieved through various online meetings and webinars, involving approximately 50 union workers from no fewer than 17 countries. As a result, the developed training programs were highly aligned with the specific needs. Given the vast region, the large number of countries, and the unions involved in this program, this is a significant achievement. Therefore, it is recommended that this methodology be replicated in the development of future programs to ensure that the training offerings continue to meet the specific needs of the unions in the different countries. It is also worth noting that organizing many sessions online allowed for the engagement of a greater number of stakeholders. Given the increasing travel costs, the capacity to involve individuals in person has become somewhat limited. Therefore, online sessions serve as a highly effective alternative.

During the evaluation workshop in Beijing, however, it emerged that the union leaders were not always well-informed about the content of the training programs, despite having received sufficient written information from ACTRAV (in the form of training concept notes). It appears that the written information was not always processed effectively and efficiently. Consequently, it is worth considering the organization of very short online sessions for the involved union leaders during training cycles and modules. These sessions could also be used to engage union

leaders in selecting trainees based on the profile needed within the offered formats and to involve them in the follow-up of the trainees in the implementation of concrete actions (see also recommendation 1).

Responsible Units	Priority	Timing	Resource Implications
ACTRAV, ITCILO, National Trade Unions & Trade Union leaders	High	Short	Low

10. Annex A. List of Desk Review Documents

- Original project documents.
- TNA webinars series, Needs assessment.
- TUTU webinar series.
- Digital communication course documentation.
- Social Development and Advocacy course documentation.
- Trade and Decent work course documentation.
- Social Dialogue for Solution course documentation.
- Economics work course documentation.
- Learning Cloud workshop documentation
- Training of Trainers and Training of Trainers 2.0 documentation.
- DL Kirkpatrick & J.D Kirkpatrick (2006). Evaluating Training Programmes. The Four Levels. San Francisco: Berrett-Koehler Publishers Inc, 3th Edition.
- T. Hamtini (2008). Evaluating E-learning Programs: An Adaptation of Kirkpatrick's Model to Accommodate E-Learning Environments. In: Journal of Computer Science 4(8): 693-698.
- Thomas R. Guskey (2000). Evaluating Professional Development. Thousand Oaks, California: Corwin Press, INC.

11. Annex B. List of Stakeholders interviewed

- Ariel Castro, Project Manager ACTRAV
- Laurent Mottier, Project Staff
- Rafael Mapalo, ICT ILO
- Yuki Otsuki, Field specialist
- Andreas Hörfuter, Common Sense, service provider
- Alea Pleiner, Common Sense, service provider
- Juvy Gervacio, Common Sense, service provider
- Wilma Kosi, training participant
- Sheela Bhagat, training participant
- Raphael Waiyalaka, training participant
- Suphasay Thepphavong, training participant
- Joey Lim Siok Leng, training participant
- Roslina Ruslan, training participant

12. Annex C. Topic Lists for Interviews and Focus Group Discussions

Topics on Relevance

- What are the training needs of your organization?
- How are the training needs identified within the framework of South-South cooperation?
- Can you explain in detail to what extent you have been involved in the needs assessment process?
- How were the training needs translated in the formulation and implementation of the process? Does this correspond with the needs identified?
- Have you been involved in the formulation process of the project?
- What was the impact of Covid-19 on the needs assessment exercise and project formulation? Was the programme adapted accordingly?
- What are the main lessons learned with regard the needs assessment process and formulation process?
- What can be considered as a good practice?
- Do you have any recommendation on the process of needs assessment and project formulation?

Topics on Coherence

- How would you describe the project in terms of added value compared to other projects? Is it unique? In what sense?
- Did you participate in other ILO projects?
- Do you consider the project coherent with other ILO initiatives? In what sense?
- Is there any overlap with other projects from ILO or other organizations?

Topics on Validity of the Design.

- Do you consider the ToC valid? What about the assumptions?
- What are the difficulties/hindering factors considering the long-term objectives of the ToC and project?
- What are the key success factors?

Topics on Effectiveness and Impact.

See framework of Evaluation of Training programmes.

Interaction

- How pertinent was the subject of the training to your interests and needs?
- Was the learning environment enjoyable? Was the technology (platform) conducive to learning?
- How did you evaluate the platform, modules and learning material?
- Was the amount of effort needed to learn the material fair? Can the material learned in the course be extended to the work environment or be useful in other venues?
- How do you value the interaction with instructors and co-learners?

Learning

- What have you learned during training programme (go into detail of each of the programme courses)
- Can you give details?
- Did you gain new knowledge? How? What? (details!!)
- Did you use the new knowledge? How?
- Did you gain new skills? How? (details!!)
- Did you practice new skills? How? How often?

- Do you feel confident to apply the new skills and knowledge?
- Are you evaluated about the training programme? How? By whom?
- Have you got feedback on your performance because of the training? How? By whom?
- How are you selected as participant?

Behavioural change

- Did the new knowledge and skills that you learned make a difference in their professional practice? How? When? Examples?
- Did you apply the training results in your professional life? Other contexts? How? Examples?
- What are the main challenges?
- Do you need more training needs?

Organizational Change

- How did you integrate your training results into your trade union? When? What? Examples?
- What are the key results achieved in your trade union as a result/consequence of your training?
- Have you got support from your trade union to implement your upgraded knowledge and skills into you?
- What are the main organizational challenges to realize change in order to apply your upgraded skills and knowledge?
- What are main lessons learned? Good Practices
- Recommendations?

Topics on Sustainability

- See question on organizational change.
- Will you continue to apply your upgraded skills and knowledge in the future, even if the projects won't be extended?
- What do you need to continue? What are the needs of your trade union to continue to implement your knowledge and skills?
- Have you a plan (in case it is not yet implemented/created) to create an own e-learning platform within your trade union? How? How can ILO support you in order to implement this plan?
- What are the challenges, hindering factors to continue?
- Have you built up new networks with colleagues in your own country, other countries in the region because of the project?
- Are existing networks strengthened because of the project?
- Are you going to continue the community platform on the ILO e-campus? How? Why?
- Have you any recommendation to increase the sustainability of the project?

Topics On Gender Equality

- Were women and men treated equally.
- Could women raise their voices easily?
- Were gender and youth topics included in the training programme? How? To what extent?
- Were women encouraged to take up an active role?
- Have you learned new knowledge and skills about gender equality and gender mainstreaming?
- Could apply this in your professional life? How? To what extent?
- Any recommendation to stimulate gender equality or gender mainstreaming in the training programme?

13. Annex D. Survey Questionnaire

Q1 To which age group do you belong?

- 18 to 24 (1)
- 25 to 34 (2)
- 34 to 44 (3)
- 45 to 54 (4)
- 55 to 64 (5)
- 65+ (6)

Q2 Which country are you currently living in?

Country (1)

▼ Afghanistan (1) ... Zimbabwe (195)

Q5 I am

- Female (1)
- Male (2)
- Other (3) _____
- I'd rather not answer that (4)

Q3 What training programme have you completed or in or what activities have you participated in within the framework of the South-South Cooperation ILO-ACTRAV? Please select all that apply.

- Training Needs Assessment (TNA) Webinar Series (2021) (1)
- Trade Union Training Institutes (TUTI) Webinar Series (2021) (2)
- Course Digital Communication (2021) (3)
- Course Social Development and Advocacy (2021) (4)
- Course Trade and Decent Work (2021) (5)
- Course Sociale Dialogue for Solutions (2022) (6)
- Economics at Work: Trade Unions Building Forward Better (2022) (7)
- Learning Cloud Workshop (2022) (8)
- Trainers of Trainers course (2022) (9)
- Trainers of Trainers 2.0 (2023) (10)
- Other, please specify (11) _____

Q4 Are you currently working for a union in your country?

- No (1)
 - Yes (2)
-
-

Q7 To what extent do you AGREE or DISAGREE with the following statements?

Thanks to the programme & activities I could change some practices in my trade union or organisation. (7)

My trade union or organisation has been strengthened as a result of the training programme. (8)

Q8 Can you please describe in detail how you have applied the learned content of the training and activities in your professional life? Feel free to give some examples. If it was not possible to apply them, please also feel free to mention this.

Q9 Can you please describe in detail how the training programme has strengthened your union or organisation? Feel free to give some examples. If it was not possible to achieve change, please also feel free to mention this.

Q10 We are almost at the end of the questionnaire. Would it be possible to make some recommendations to make the programme (even) better? Please feel free to indicate if you need any additional training needs or other support

Q11 Is there anything else you would like to communicate to the evaluators and ILO that was not covered in the questions above?

14. Annex E. CEI & Terms of Reference



Call for Expression of Interest

Final independent evaluation of the project “South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific”

The Evaluation Office of the International Labour Organisation (ILO/ ILO-EVAL) is seeking expressions of interest from a consultant (home-based) to conduct an independent final evaluation of the above project. The prospective candidates can apply either individually or as part of a service provider.

The duration of the assignment is estimated at a total of 30 working days for the consultant, working mostly remotely, with participation in a face-to-face evaluation workshop in Beijing, China, at the start of December 2023.

Further details are provided in Terms of Reference below.

Interested candidates are required to supply the following information together with a Cover Letter:

1. A description of how the candidate's skills, qualifications and experience are relevant to the required qualifications of this assignment (maximum 1 page)
2. A list of previous evaluations that are relevant to the context and subject matter of this assignment, indicating the role played by the consultant(s) applying (they can be highlighted in the CV)
3. A copy of a few example evaluation reports from the list in #3 above
4. A copy of the candidate's curriculum vitae
5. A statement confirming their availability to conduct this assignment,
6. A statement confirming that the candidates have no previous involvement in the implementation and delivery of the project to be evaluated, or a personal relationship with any ILO Officials who are engaged in the project
7. A specific statement that the evaluation will comply with UN Norms and standards
8. The names of two referees (including phone and email address) who can be contacted
9. A financial proposal indicating a daily professional fee expressed in US dollars. Note that fees must be commensurate with the consultants' qualifications and experience.

NOTE: Applications submitted without a fee/rate in US\$ will not be considered for evaluation.

The deadline for the submission of an expression of interest for this assignment is **13 October 2023, at midnight of Central European Time (CET)**. Prospective candidates should send their expression of interest by email to the Evaluation Manager **Ms Rattaporn Pongpattana** (poungpattana@ilo.org) copying **Mr Michael Watt** ACTRAV Evaluation Focal Point (watt@ilo.org), with the subject header "Evaluation of South-South Cooperation Project".



International
Labour
Organization

Terms of Reference:

Final independent evaluation of the Project “South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific”

Key facts

Title of project being evaluated	South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific
Project DC Code	RAS/19/05/ACF
Administrative Unit in the ILO responsible for administrating the project	ACTRAV
Technical Unit(s) in the ILO responsible for backstopping the project	ACTRAV
Donor	All-China Federation of Trade Unions (ACFTU)
Project implementation date	July 2019 – December 2023 (with a no cost extension between 1 August 2021 and 31 December 2023)
Project budget	USD 1,000,000
P&B outcome (s) under evaluation	Outcome 1: Strong tripartite constituents and influential and inclusive social dialogue
SDG(s) under evaluation	SDG 5 (Gender equality), SDG 8 (Decent work and economic growth), SDG 13 (Climate action), SDG 16 (Peace, justice and strong institutions)
Type and timing of evaluation	Final Independent Evaluation
Date of evaluation	October-December 2023
Evaluation manager	Ms Rattanaporn Pongpattana, M&E Officer, ILO ROAP

Background information

The project aims at building and enhancing the core capacities of trade unions and workers’ organizations, individually and jointly, in the Asia and Pacific region to effectively participate and take action on issues of common interest to support the achievement of the SDGs, define and undertake strategies to build the future of work and influence policy agendas on social, economic and environmental issues. It is the fruit of a collaboration between ILO’s Bureau for Workers’ Activities (ACTRAV) and the All-China Federation of Trade Unions (ACFTU).

ILO-ACTRAV and ACFTU entered into a South-South Cooperation agreement to assist trade union development in Asia and the Pacific region since 2013. From 2013 to 2018, a first phase of the project was implemented. The project involved ACFTU providing funding resources to ACTRAV to enable the design and implementation of activities linked to the overall ACTRAV priorities, guided at the time by Outcome 10 of the ILO’s Programme and Budget. Outcome 10 is expressed in the programme and budget of 2018-2019 as “Workers’ have strong, independent and representative workers’ organizations”. The current phase of the project now refers to

outcome 1 of the current programme and budget (2022-2023): “Strong tripartite constituents and influential and inclusive social dialogue”.

The south-south cooperation project seeks to promote the solidarity between the ACFTU and workers’ organizations in the Asia and Pacific region to promote the Decent Work Agenda through development cooperation. Project activities which included sharing of knowledge, experience, training and technology transfer have been supported. These project activities have been developed and designed to contribute to mitigate the effects of current crisis, placing employment and social protection at the centre of development policies, including identifying successful models in developing countries and sharing contributing to the promotion of Decent work and sustainable development for all.

An important consideration in the design and implementation of project activities is its alignment and consideration of the 2030 Agenda for Sustainable Development which puts people and the planet as the central focus. The unions in the Asia Pacific region needs, now more than ever, accelerated actions and cooperation efforts that will develop capacities, build resilience, and mitigate the risks. It is widely known that the ILO has a strong background in South-South Cooperation and with through its strong leadership has advanced on delivering results on decent work.

In particular, the project contributes to SDG 8 on decent work and economic growth, SDG 13 to take action to combat climate change and its impact, SDG 16 to promote peaceful and inclusive societies for sustainable development and SDG 5 to achieve gender equality and empower all women and girls.

The project’s intervention

The start of the project was severely affected by the COVID-19 pandemic. The design of the South-South cooperation project was originally planned for supporting face-to-face activities (conferences, meetings, etc.) at regional and sub-regional levels for union capacity building on various issues. Considering the new delivery approach brought about by the COVID-19 crisis, ACTRAV had to recalibrate the ACFTU South-South cooperation project resources in order to support an initiative for virtual capacity and outreach solutions for the unions in the Asia Pacific region. By adapting to the pandemic, ACTRAV has been committed to pursue innovative solutions for capacity building of unions in the region. Most of the project activities took place virtually, with a minority of blended learning (combining online and face-to-face) the alternative.

The most notable activities organised under the project are the five training programmes delivered virtually in 2021 and 2022 on five key core ILO issues, which were identified by the participants in a “Training Need Assessment” webinar series and exercise as the most important capacity training needs of trade unions in the region. The five topics covered were; (1) Digital Communication for Trade Unions, (2) Social development and advocacy, (3) Trade and Decent Work, (4) Social dialogue for solutions: Mechanisms and Strategies to Guarantee Workers’ Voices, and (5) Economics at Work: Trade Unions Building Forward Better. A combination of live webinars, self-guided modules, peer-to-peer learning, written assignments, and forum discussions were at the core each training programme. A total of 189 participants took part in the five training programmes, representing no less than 25 countries in the region.

A flagship Training of online Trainers for Trade Unions in Asia and the Pacific took place virtually September 12th to 23rd 2022, and face-to-face in Bangkok, Thailand, from October 10th to 13th 2022. The Training of online Trainers course was aimed at building both the individual and institutional capacities of trade unions in the region, as it focuses on improving the capacities of carefully selected trainers nominated by unions. Participants gained relevant skills in digital learning that is helping them become better skilled trainers, for delivering innovative trade union education for their organization and members. The main objective of this activity was to ensure that the trade union education and training structures and/or institutes will adapt and use the online training modules for their own clientele. This component is essential to ensure the sustainability of the project beyond our intervention. A programme entitled “Training of Trainers 2.0” subsequently took place in July 2023, to further reinforce the knowledge and capacities of trainers in the region to develop the education’s offering of their unions.

Beyond the regional aspect of the project, several sub-regional activities have been organised under the project's intervention, to answer specific needs in each of the three sub-regions in Asia and the Pacific. In South Asia, activities to enhance the institutional capacities of trade unions on Youth and Occupational Safety and Health (OSH) were delivered, notably with a face-to-face Youth camp for OSH planned for February 2023. In Southeast Asia, the project focused on developing the capacities of the Asean Trade Union Council (ATUC). The ASEAN Trade Union Council (ATUC) is a regional grouping of 18 national labor centers and confederations in ASEAN member states except Brunei but including Timor Leste. A conference was organised in October 2022 in Manila, Philippines, which resulted in the signature of a strategic workplan.

ILO-ACTRAV also worked with colleagues at the International Training Centre of the ILO (ITCILO) to develop a Community of Practice of the ACTRAV-ACFTU South-South Cooperation Project. This platform now serves as an online learning platform, a website built to create an inventory of training material developed within the project, and an online space dedicated for trade unions in the region to collaborate and exchange experiences with one another. The Community of Practice has been launched in April 2023. The platform also allows for trade union representatives to access all training material and resources to trainers and training implementors in Asia and the Pacific. Members can access learning journeys to learn on different topics at their own time, but they can also download the resources for their own education programmes. This is part of the sustainability approach developed *under this project*.

Further detailed information on each project activity will be shared with the evaluator, including the evaluation of each capacity-training activity in the form of surveys (quantitative and qualitative data).

Evaluation background

ILO considers evaluation as an integral part of the implementation of technical cooperation activities. As per ILO evaluation policy and procedures all programmes and projects with a budget above USD 1 million must have to go through a final independent evaluation.

The final independent evaluation will be managed by an ILO staff designated as evaluation manager, and conducted by an independent evaluator.

The evaluation should be conducted in the context of criteria and approaches for international development assistance as established by the OECD/DAC Evaluation Quality Standard; and the UNEG Code of Conduct for Evaluation in the UN System.

The evaluation shall follow the ILO policy guidelines for results-based evaluation; and the ILO EVAL Policy Guidelines Checklist 4.8 "Preparing the inception report"; Checklist 4 "Validating methodologies"; and Checklist 4.2 "Preparing the evaluation report".

Purpose and objectives

According to the ILO policy guidelines for evaluation, evaluations in the organization are conducted for three reasons: accountability, improvement, and learning.

ILO project evaluations usually focus on the relevance of the project to beneficiary needs, the validity of the project design, the project's efficiency and effectiveness, the impact of the results and the potential for sustainability. For each criterion, above, the evaluation manager should formulate two or three specific questions.

The purpose of the evaluation is:

- *To be accountable to the project's donor partner, the All-China Federation of Trade Unions.*
- *To ensure organizational learning for ACTRAV towards future capacity-building interventions in Asia and the Pacific, as well as in other regions.*
- *To understand the extent to which and how the results from the project's intervention generated the institutional capacity development of workers' organisations in Asia and the Pacific*

The specific objectives are:

- To assess the efficiency of the intervention's implementation, including effectiveness of management arrangement
- To determine the relevance of the project through participants' evaluations and surveys
- To understand the impact of the intervention on the organisations who nominated participants to take part in the training activities
- To analyse if the intervention was sustainable and if measures were adequately taken to enhance the sustainability of the project after its end (e.g., exit strategy).
- To analyse the coherence of the intervention with priorities of workers' organisations in Asia and the Pacific
- To assess the extent to which the project has achieved its stated objectives and expected results regarding building the institutional capacities of the targeted workers' organisations in Asia and the Pacific
- To analyse the effectiveness of the implementation modalities chosen, especially regarding COVID-19 implications during the project's duration.
- To provide recommendations to key national projects stakeholders, ILO and the donor, to promote sustainability and support further development of the project outcomes and towards similar interventions in the region.
- To identify lessons learned and good practices to inform the key stakeholders for future similar interventions.

Scope

The evaluation will cover the entire implementation of the project, namely from July 2019 to December 2023, assessing all the results and key outputs that have been produced in this period. The evaluation will specifically measure the results of the capacity-building programmes by evaluating the impact of the project interventions on participants and the trade unions they represented. The geographical scope is in line with the setup of the project, which is to focus mainly on the regional level, with few dedicated activities to different sub-regions (South Asia, East and Southeast Asia, and the Pacific).

For all practical purposes, these Terms of Reference and ILO Evaluation policies and guidelines define the overall scope of this evaluation. Recommendations, emerging from the evaluation, should be strongly linked to the findings of the evaluation and should provide clear guidance to stakeholders on how they can address them.

The evaluation should help to understand how and why the project has obtained or not the specific results from outputs to potential impacts.

Clients

The evaluation is primarily destined for the donor partner, the All-China Federation of Trade Unions.

Secondly, the evaluation is destined for ACTRAV, to be able to reflect on the project's intervention and to analyse strategically what can be improved for further capacity-building activities in Asia and the Pacific, but also in other regions covered by the Bureau.

Lastly, the evaluation will be shared with all key stakeholders for sharing lessons learned and good practice, namely:

- The International Training Center of the ILO, who provided support during the project's duration.
- Service providers who supported ACTRAV in developing key digital training solutions.
- External consultants, subject-matter experts, who participated in the delivery of capacity training.
- Participants, beneficiaries, and representatives of trade unions in Asia and the Pacific.

In addition, the evaluation will be shared to Colleagues in PARTNERSHIPS, ACT/EMP, and other relevant departments as deemed useful.

Evaluation criteria and questions (including Cross-cutting issues/ issues of special interest to the ILO)

The ILO applies the OECD/DAC Criteria for Evaluating Development Assistance, as part of the [ILO policy guideline for results-based evaluation](#). The final evaluation of the project should be based on the five criteria, namely:

- **Relevance:** The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.
- **Coherence:** The extent to which other interventions support or undermine the intervention, and vice versa. It addresses the synergies and interlinkages between the intervention and other interventions, as well as the consistency of the intervention with the relevant international norms and standards to which the Office adheres. It also considers the consistency of the intervention with other actors' interventions in the same context.
- **Effectiveness:** The extent of which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.
- **Efficiency:** The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
- **Impact:** The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.
- **Sustainability:** The extent to which the net benefits of the intervention continue, or are likely to continue.

The evaluation should consider key evaluations dimensions including human-rights, Sustainable Development Goals (relevant SDGs and indicators and the principle of "no one left behind") and ILO cross-cutting themes such as gender mainstreaming, non-discrimination (i.e., people with disabilities), social dialogue and tripartism, international labour standards and just transition to environmental sustainability.

The human-rights perspective in the evaluation means (i) linking the process to people, (ii) setting tools and approaches appropriate for collecting data; (iii) set-up processes of broader involvement of stakeholders, and (iv) enhance access of the evaluation results and process to all stakeholders.

A gender equality perspective implies (i) applying gender analysis by involving both men and women in consultation and evaluation's analysis, (ii) inclusion of data disaggregated by sex and gender in the analysis; (iii) the analysis of gender-sensitive strategies and objectives and gender-specific indicators addressing strategic and operational needs of women. The evaluation will address [UN-SWAP-GEEW requirements, which are detailed in the UN-SWAP scorecard](#).

In line with the results-based approach applied by the ILO, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation criteria and the achievement of the outcomes/objectives of the project.

The list of questions presented below should be reviewed and adjusted during the preparation of the Inception report. It should reflect the dimensions and cross-cutting themes presented above. Any adjustment should be approved as part of the approval of the inception report by the Evaluation manager.

Key Evaluation Questions

The evaluator shall examine the following key issues:

Relevance

- To what extent and how has the project responded to the needs and priorities of workers' organisations in Asia and the Pacific as well as their evolving needs?
- How were ILO constituents and other project' stakeholders, including the trade union training institutes in the region, involved in the formulation and implementation of the project?
- How did the project react to COVID-19 restrictions and adapted its modus operandi to respond to changes in circumstances?

Coherence (internal and external)

- Is the project aligned with national and international development frameworks including the National Development Plan, United Nations Sustainable Development Cooperation Framework (UNSDCF), ILO Country Programme Outcomes (CPOs), and SDGs and their targets?
- Does the project play a unique and coherent role in the ILO?
- Is the project coherent with capacity-building offerings from the International Training Center of the ILO and other training organisations?
- How well does the project complements and fit with other ongoing ILO, UN agencies and government projects, interventions, and programmes in the region?

Validity of design

- Was the project design (implicit or explicit Theory of Change, implementation modalities, etc.) realistic, purposeful and effective towards achieving its objectives?

Effectiveness

- To what extent did the project achieve its intended outputs and outcomes by end of the project period?
- Have (expected , unexpected positive or negative) results (outputs and outcomes), that would affect the achievement of the project goal, been developed by, or as a consequence of, the project intervention?
- What were the main internal and external factors that influenced the achievement or non-achievement of project outcomes?
- How effectively did the project covered the targeted geographical area (Asia and the Pacific)? Were sub-regions adequately represented? Was there an imbalance in countries over-represented or sub-regions underrepresented?
- How effective were the backstopping support provided by ACTRAV/HQ, ACTRAV/Field, and ACTRAV/Turin?

Efficiency

- To what extent have resources (human resources, time, expertise, funds etc.) been strategically allocated and used to achieve the projects objectives? In general, did the results achieve justify the costs? Could the same results be attained with fewer resources?
- Were goods, service and works delivered on a timely manner? If not, what were the bottlenecks encountered?
- How effectively has the project implemented its monitoring and evaluation strategy? To what extent that this contribute to accountability, management and learning?

Impact orientation

- Has the project contributed to achieving the proposed impacts? Is the project strategy and project management steering towards impact?
 - Did the project make any significant contribution to the institutional capacity development of trade unions in Asia and the Pacific, to contribute to support the achievement of decent work agenda and SDGs?
 - Has the project contributed to a significant change in practices, perceptions, technical capacity of the direct beneficiaries and their institutions at sub-regional and regional levels?
1. **Sustainability** of projects outcomes and impacts beyond the project's lifespan.
- Has an effective and realistic exit strategy been developed and implemented?
 - Have the project outcomes been achieved in a sustainable manner that enable continuing benefits to the target groups beyond the project's lifespan?

- To what extent will national institutions and implementing partners be willing/able to continue the project results without external funding or support?
- How has south-south cooperation been enhanced within the project realm?

Gender equality

- Was sufficient information collected during the implementation period on specific result indicators to measure progress on human rights and gender equality results?
- To what extent has Gender been mainstreamed in the project?
- To what extent had the project contribute to improve the gender equality and empowerment of women, youth and people with disabilities?

Methodology

The evaluation will be carried out through a mix methods approach including quantitative and qualitative dimensions. The specific development of the evaluation methodology will be defined in consultation between the independent evaluator and the evaluation manager and will be described in detail in the inception report to be submitted by the evaluation team.

During the data collection process, the evaluator will compare and cross-validate data from different sources (project staff, project partners and beneficiaries) to verify their accuracy, and different methodologies (surveys, interviews) that will complement each other.

For required quality control of the whole process, the evaluator will follow the EVAL evaluation policy guidelines and the ILO/EVAL checklists available in the Annex I.

The evaluator is encouraged to propose alternative mechanism or techniques for the data collection phase. These will be discussed with the project and the evaluation manager at the Inception phase. Any alternative should be reflected in the Inception report.

The evaluation will be implemented through a consultative and transparent approach and made use of the following methods, tools, and resources:

- Desk review of country and ILO policy documents, progress reports and project documents, to be provided by the project team and on request of the evaluator.
- Semi-structured interviews with key informants and stakeholders, including e.g. the project team, field specialists, ITCILO team members, service providers, subject-matter experts.
- Focus groups with selected participants of the different capacity training programmes implemented during the project.
- Quantitative analysis of the evaluations conducted for several capacity training programmes which were delivered in partnership with ITCILO. ITCILO conducts formatted evaluations for each training with the use of a standard survey. All data will be made available to the evaluator by ITCILO through the EM.
- A face to face stakeholder workshop in which all key stakeholders will take part, including donor and beneficiaries, to provide feedbacks and validate preliminary findings, lessons learned, conclusions, and recommendations.
-

Inception phase

A desk review will analyze project documentation including all project documents, annual reports project deliverables, and other relevant documents. This desk review may suggest a number of initial findings that in turn may point to additional or fine-tuned evaluation questions.

The evaluator will have a first methodological briefing with the evaluation manager, and after that, another meeting with the project team and EM to plan the data collection and understand project expectations. The evaluator will be able to send any questions they have via emails to the project team to complete any missing information.

This will be reflected in the Inception report that will translate the TORs in an operational work plan. The Inception report will be reviewed and approved by the evaluation manager, and project manager/technical officer prior to the next phase.

Data collection and analysis phase

Quantitative analysis

The evaluator will receive raw data from evaluations conducted by ITCILO of several capacity training programmes delivered during the project. Participants that took part in the activities submitted evaluation questionnaires at the end of each training. The evaluator will be tasked with analysing this data and formulating concrete findings from it. The data will be shared via Excel.

Interviews (virtual)

The evaluator will undertake group and/or individual interviews with selected stakeholders including ACTRAV/HQ, ACTRAV/Field, and ACTRAV/Turin specialists who are involved in the management and implementation of the project. A first meeting will be held with the Project Manager, Project staff, and Evaluation Manager. After that, the evaluator will meet other relevant stakeholders including project beneficiaries to undertake more in-depth reviews. An indicative list of persons to be interviewed will be developed by the project team and will be refined by the evaluator. This will include, but not limited to:

- ACTRAV/HQ: Project Manager and Project Staff
- ACTRAV/ITCILO: Programme Manager for Asia and the Pacific
- ACTRAV/Field: Specialists in Regional Office for Asia and the Pacific, Country-Office New Delhi.
- Service providers who took part in the delivery of the project (project managers)
- Subject-Matter Experts

Focus groups (virtual) will be carried out with the direct beneficiaries of the different capacity training programmes implemented during the project. These may include representatives of trade unions in Asia and the Pacific who took part in capacity building activities, and trade union trainers specifically who took part in training of trainers activities.

Stakeholders' validation workshop

A 2-days final evaluation workshop will be organised in W1 December 2023. The objective of the workshop will be to gather all main stakeholders of the project, including the project team, donor, and beneficiaries of the project (i.e. representatives of the targeted Workers' organisations in Asia and the Pacific). The workshop will take place in Beijing, China, using the facilities of the main donor.

During this event, the evaluator will need to present the initial findings from their research. Subsequently, participants will also be invited to share their views on lessons learned, good practice, and room for improvement. The evaluator should include the input from the evaluation workshop in their final evaluation report. Moreover, the evaluator will be requested to give their input into the programme of the workshop, to complete data gaps with key stakeholders in their most preferable way.

The project team will be responsible to organise the workshop. The evaluation team will be responsible for organizing the workshop. The identification of the participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluator.

After the workshop, the evaluator will have a debriefing session with the project team.

Development of the evaluation report

The evaluator will develop an evaluation report in a draft and final version. The evaluator will submit the first draft of the report to the evaluation manager, who after a methodological review and adjustments by the evaluator if needed, will circulate it to the project team and relevant stakeholders for comment. The evaluation manager will collect the feedback on the first draft, consolidate and submit it to the evaluator that will incorporate the feedback as appropriate, and send the final report to the evaluation manager.

At the end, after EVAL/ILO approval, the evaluation report will be submitted to all key stakeholders by ACTRAV's Management and uploaded in the EVAL public repository of evaluation reports (e-discovery).

Main deliverables

The evaluator will be responsible for the following deliverables:

1. Inception report (with detailed work plan and data collection instruments) following ILO EVAL Checklist 3, the report, in English, should include:
 - Refined evaluation questions and completed evaluation matrix
 - Description of the evaluation methodology and instruments to be used in sampling, data collection and analysis and the data collection plan mentioned above;
 - Guide questions for possible surveys/interviews;
 - The proposed report outline.
2. A draft report that presents the initial findings from the data analysis, to be the basis of the content to be presented in the final evaluation workshop. This report should include:
 - Cover page includes key programme and evaluation data
 - Executive summary
 - Description of the project
 - Purpose, scope, and clients of the evaluation
 - Methodology and limitations
 - Clearly identified findings for each criterion or per objective
 - Conclusions
 - Recommendations
 - Lessons learned and good practices
 - Annexes
3. A final version of the evaluation report in English with an Executive Summary. The evaluation report will not exceed 50 pages (this does not include annexes), as per the following proposed structure:
 - Cover page with key project and evaluation data
 - Executive Summary
 - Acronyms
 - Description of the project
 - Purpose, scope and clients of the evaluation
 - Methodology and limitations
 - Clearly identified findings for each criterion or per objective
 - Conclusions
 - Recommendations (i.e., for the different key stakeholders)
 - Lessons learned and good practices (including findings from final evaluation workshop)
 - Annexes:
 - ToR
 - Evaluation matrix

- List of people interviewed
 - Documents reviewed
 - Data collection tools
 - Lessons learned using ILO template (*to be provided*)
 - Emerging good practices using ILO template (*to be provided*)
4. ILO template stand alone Evaluation Executive summary (English).
 5. Power Point Presentation file that contains evaluation findings and recommendations

All reports, including drafts, will be written in English.

Ownership of data from the evaluation rests jointly with the ILO and the evaluator. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of the ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

Management arrangements and work plan (including timeframe)

The evaluator will report to the Evaluation Manager, Ms Rattanaporn Pounpattana, with whom they should discuss any technical and methodological matters. The evaluation Manager will supervise the evaluator with oversight of Mr Michael Watt, ACTRAV Evaluation Focal Point. The final approval of the report will be done by EVAL.

The evaluation will be carried out with logistical and administrative support of the project team. The project team will be responsible for sharing contact information of all main stakeholders. For organising interviews, the evaluator will be responsible for setting up online meetings. The project team will provide support in sending introductory emails to interviewees.

All draft and final outputs, including supporting documents, analytical reports and raw data should be provided to the Evaluation Manager in electronic version compatible with Microsoft Word. The first draft of the report will be circulated for a review by the relevant stakeholders and submit their comments in two weeks period. The evaluation manager will consolidate comments from stakeholders and present it to the evaluator for integration into the final reports as appropriate. For comments that are not incorporated in the report, the consultant is expected to document reason(s) why these are left out.

It is expected that the work will be carried out over a period of five (5) months, with the bulk of the work happening in the first two (2) months according to the timetable below. It is estimated the work will take a total of 30 working days as indicated in the schedule below.

Tentative Work plan

No.	Task	Responsible person	Time frame (by end)
1	Preparation, sharing and finalization of the TOR	Evaluation Manager	28 September-
2	Approval of the TOR	ACTRAV Evaluation Focal Point	29 September-
3	Issuance of Call for Interests, advertisement of consultant, and selection of consultant	Evaluation Manager/ ACTRAV Evaluation Focal Point + Project team	30 Sept-10 October 2023
4	Issuance of contract	Project	15 October 2023
5	Draft mission itinerary for the evaluator and the list of key stakeholders to be interviewed	Project technical officer	15 October 2023
6	1 st Meeting with ACTRAV project team	Evaluation Manager and Project team and evaluator	12 October 2023
7	Document review and interviews with stakeholders (donor, ILO HQ, ITC, ILO DWTs, etc.), analysis of quantitative and qualitative data, and development of the inception report to be submitted to Evaluation Manager	Evaluator	16-29 October 2023
8	Inception report approved	Evaluation Manager	31 October 2023
9	Data collection and drafting of report	Evaluator	1-30 November - 2023
10	Internal debriefing (online) with project team	Evaluator	1 December 2023
11	Face to face Stakeholder workshop		6-8 December 2023
12	Draft report submitted to Evaluation Manager	Evaluator	5 December 2023
13	Sharing the draft report with all concerned stakeholders for comments for two weeks	Evaluation Manager	(in the contract: 9-23 December 2023) (actual : W2 Dec -W2 January)
14	Consolidated comments on the draft report and send to the evaluator	Evaluation Manager	23 December 2023
15	Finalization of the report and submission to Evaluation Manager	Evaluator	(actual : W3 of January 2024
16	Approval of the final report	ACTRAV Evaluation Focal Point and	(actual : W4 of January 2024

No.	Task	Responsible person	Time frame (by end)
		Sr Evaluation Office	

Evaluator's profile

The independent evaluator will be recruited and selected by the Evaluation Manager in consultation with the project team and Sr Evaluation Office of the ILO, following an open international call for evaluators. The evaluator will conduct their work mostly virtually, although they will need to participate in the face-to-face evaluation meeting tentatively scheduled for 6-8 December 2023 in Beijing, China. The responsibilities of the evaluator are listed below:

Evaluator's responsibilities
<ul style="list-style-type: none"> a. Briefings with Evaluation Manager and Project Team b. Desk review of project, evaluations, and related documents c. Preliminary discussions with the Project Team and relevant stakeholders d. Development of the Inception report including the evaluation instruments e. Undertake virtual interviews with selected stakeholders f. Facilitating of the presentation of preliminary findings workshop and organising of sessions to gather further data g. Development of the draft evaluation report h. Development of the final evaluation report

The evaluator will possess the following characteristics:

- Applies professional evaluation standards to the highest quality.
- Aware of self as an evaluator (knowledge, skills, bias) and reflects on personal evaluation practice (improvement and areas for growth)
- Understands the knowledge base of evaluation (theories, models, types, methods and tools)
- Understands the purpose of the evaluation, and defines the relevant evaluation questions, designs, and methods relevant for framing the evaluation.
- Analyses data provided by ILO, using innovative quantitative and qualitative methods. Excellent knowledge of Microsoft Word and Excel is required.
- Presents a report using ILO's branding template (provided by ILO), presenting data and recommendations with relevant visual graphics.
- Draws conclusions and makes recommendation that can help improve the delivery of capacity building programmes of ILO-ACTRAV and other ILO departments.
- Has no personal links to the people involved in managing the project (not a family member, friend, or close former colleague)
- Have no previous or current involvement – or offers of prospective employment – with the ILO project or programme being evaluated
- Is proficient in English.

Qualifications:

- A minimum of five years of experience in working as an evaluator for International Organisations is desirable (UN agencies, Social Partners, NGOs, etc.)
- An advanced degree in a relevant field (political science, social science, economics, business administration, statistics, etc.) is desirable.
- A proof of certification in Monitoring & Evaluation is desirable.

- A proof of certification in Project Management (including Results-Based Management) is desirable.

Experience:

- Relevant experience working for ILO/ITCILO as an evaluator is desirable.
- Proven experience with logical framework. Theory of change, gender analysis and other strategic planning approaches is desirable
- Experience in qualitative and quantitative data collection and analysis, including survey design is essential.
- A good understanding of ILO mandate and tripartite structure and the UN system. Experience working with workers' organisations is desirable.
- Experience in facilitating workshops for evaluation findings is desirable.
- Experience working in the Asia and the Pacific region is desirable.

Legal and ethical matters

The final evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure maximum freedom of expression of the implementing partners and stakeholders, the project staff will generally not be present during interviews. However, programme staff may need to make introductions whenever necessary, to facilitate the final evaluation process. The evaluator will follow the standard Code of Conduct which should be carefully read and signed.

Budget

A budget under the full control of the evaluation manager will cover:

For the evaluator:

- Fees for 30 working days for the Evaluator.
- Travel costs for the Evaluation Workshop in Beijing, China, including DSA (as per ILO regulation).

Annex 1: Relevant documents and tools on the ILO Evaluation Policy

1. [Code of conduct form](#) (to be signed by the evaluator)
2. [Checklist 4.8 Writing the inception report](#)
3. [Checklist 4.2 Preparing the evaluation report](#)
4. [Checklist 4.9 Rating the quality of evaluation report](#)
5. [Protocol on collecting evaluative evidence on the ILO's Covid-19 response measures through project and programme evaluations](#)
6. [Guidance note 4.5 Stakeholders participation in the ILO evaluation](#)
7. [Guidance note 3.1. Integrating gender equality in M&E](#)
8. [Guidance Note 3.2: Adapting evaluation methods to the ILO's normative and tripartite mandate](#)
9. [Code of conduct form \(To be signed by the evaluator\)](#)
10. [UNEG integrating Human Rights and Gender Equality in evaluations](#)
11. [United Nations Evaluation Group. 2008. *Ethical Guidelines for Evaluation in the UN System*](#)
12. [United Nations Evaluation Group. 2014. *Integrating Human Rights and Gender Equality in Evaluations*](#)
13. [United Nations Evaluation Group. 2016. *Norms and Standards for Evaluation*](#)
14. [United Nations Evaluation Group. 2018. *UN-SWAP Evaluation Performance Indicator - Technical Note and Scorecard*](#)
15. [ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations, 4th ed., \(Nov 2020\)](#)

Annex F. Lesson learned

South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific

Project DC/SYMBOL: RAS/19/05/ACF

Name of Evaluator: Patrick Vander Weyden

Date:27/02/2024

LESSON LEARNED ELEMENT	English Proficiency of Training participants
<p>Brief description of lessons learned (link to specific action or task)</p>	<p>In the evaluation of the training sessions, a pivotal lesson has been unearthed pertaining to the English proficiency of participants. Stakeholders have reported that a subset of individuals attending the training sessions, delegated by various trade unions, demonstrated an inadequate command of the English language, which significantly hindered their ability to follow the live, interactive modules that are integral to the program. These sessions, predominantly conducted online, necessitate a robust understanding of English to enable active engagement and interaction. Although digital translation tools offer a partial remedy by allowing for the translation of course materials, they fall short during live discourse, which is essential for the full absorption of training content. This situation underscores a foreseeable need for advanced communication tools that might one day bridge the gap between language barriers. Until such advancements are realized, it is imperative for trade unions to scrutinize the language capabilities of their chosen representatives to ensure effective participation in these English-centric educational endeavors. Moreover, administrative reminders to the trade unions are crucial, emphasizing that language proficiency is not merely desirable but essential for the efficacy of English-language training programs.</p>
<p>Context and any related preconditions</p>	<p>In a program that includes more than 24 countries, it is evident that language barriers are a significant contextual factor. For most participants, English is their second or third language. An additional contextual factor is that the participants have a specific union profile.</p>
<p>Targeted users /Beneficiaries</p>	<p>ACTRAV, ITCILO, Trade unions and union participants</p>
<p>Challenges /negative lessons - Causal factors</p>	<p>A subset of individuals attending the training sessions, delegated by various trade unions, demonstrated an inadequate command of the English language. This significantly hindered their ability to follow the live, interactive modules that are integral to the program.</p>

Success / Positive Issues - Causal factors	Effective Participant Selection Enhances Training Outcomes: Ensuring that trade unions delegate representatives with adequate English proficiency is crucial. This proactive selection process significantly improves the effectiveness of participation in English-language training programs, thereby enhancing overall training outcomes.
ILO Administrative Issues (staff, resources, design, implementation)	The first component pertains to the selection of candidates who have a sufficiently high level of English comprehension and speaking skills. A second component could naturally involve contextualizing courses to accommodate different languages and contexts. This would, of course, require additional investments, which are likely to become feasible in the near future with the implementation of AI.

South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific

Project DC/SYMBOL: RAS/19/05/ACF

Name of Evaluator: Patrick Vander Weyden

Date: 27/02/2024

LESSON LEARNED ELEMENT	Robust Bottom-up approach
Brief description of lessons learned (link to specific action or task)	The evaluated program was characterized by a robust bottom-up approach, which involved mapping the needs of trade unions in South Asia, Southeast Asia, and the Pacific. However, some union leaders noted that they were not sufficiently informed about the specifics of the training program, resulting in the selection of inappropriate participants at times. This situation appeared peculiar given that ACTRAV had developed and disseminated brief concept notes to the unions. Consequently, one of the lessons learned is the potential benefit of organizing brief, oral online sessions. In these sessions, ACTRAV could succinctly outline the objectives of the training programs, present the methodology briefly, and describe the desired profile of the participants. An additional consequence is that union leaders are thereby made co-responsible for the outcomes of the training sessions. It is also noteworthy to mention that we can emphasize the robust and cooperative content creation and pedagogical approach. Involving the Desk Officer, ACTRAV clusters, field specialists, and subject matter experts represents a commendable practice within an integrated model for designing and delivering our capacity-building programs under the project. <i>(see also recommendations 1, 2 and 4).</i>
Context and any related preconditions	The evaluated programme was driven by a robust bottom-up approach, focusing on identifying the needs of trade unions in South Asia, South-East Asia, and the Pacific, with efforts to ensure comprehensive involvement in capacity building initiatives.

Targeted users /Beneficiaries	ACTRAV, Trade Union Leaders
Challenges /negative lessons - Causal factors	Some union leaders were not adequately informed about the specifics of the training programme, leading to the selection of inappropriate participants despite the distribution of short concept notes
Success / Positive Issues - Causal factors	The programme's collaborative content development and pedagogical approach were notable strengths, involving Desk Officers, ACTRAV clusters, field specialists, and subject matter experts in an integrated model for effective capacity building.
ILO Administrative Issues (staff, resources, design, implementation)	Conduct very short online sessions (based on existing concept notes) to inform trade union leaderships

Annex G. Good Practices

South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific

Project DC/SYMBOL: RAS/19/05/ACF

Name of Evaluator: Patrick Vander Weyden

Date:27/02/2024

GOOD PRACTICE ELEMENT	Bottom-up approach identifying training needs
<p>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</p>	<p>The project has been characterized by a robust bottom-up approach in identifying the training needs of trade union organizations, which was particularly essential given the varied subregions and the diverse nature of these organizations. Amidst the travel restrictions imposed by COVID-19, the program successfully organized multiple online sessions, facilitating the active engagement of over 50 participants from 17 countries across Southeast Asia, South Asia, and the Pacific. These sessions were instrumental in mapping out specific training requirements of trade unions, which led to the careful selection of topics for five training modules and the Training of Trainers (ToT) sessions through collaborative discussions with union representatives. The shift to online and blended learning formats was well-received, evident from the 260 registrations across seven modules, involving approximately 200 unique participants. Although establishing a definitive cause-effect relationship between the needs assessment and participant turnout is challenging, the feedback from surveys, interviews, and focus groups suggest that the program was effectively tailored to meet the identified needs. The impact of the practice is quantifiable with the number of registrations and unique participants, highlighting the targeted beneficiaries. Given its successful implementation, there is a high potential for replication of this practice by organizations such as ACTRAC and ICTILO. Moreover, the program's content aligns closely with the Decent Work (DW) agenda and supports the International Labour Organization's (ILO) Strategic Framework, thus contributing to broader organizational goals.</p>
<p>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</p>	<p>The bottom-up approach appears to be a textbook example of how to identify high training needs within trade union organizations across various subregions characterized by significant differences. Consequently, replicability is desirable. By organizing numerous online sessions with a substantial number of representatives, it was possible to clearly map out these needs.</p>
<p>Establish a clear cause- effect relationship</p>	<p>It is not feasible to establish a definitive causal relationship between the needs assessment exercise and the high number of participants. Nevertheless, the results of the survey conducted with participants, along with data gathered from interviews and focus groups, indicate that</p>

	the programme was responsive to identified needs.
Indicate measurable impact and targeted beneficiaries	260 registered participants in 7 training modules, 200 unique participants.
Potential for replication and by whom	High, by ACTRAC & ICTILO
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The content of the programme has been highly relevant to DW agenda and ILO's Strategic Framework.
Other documents or relevant comments	

South-South Cooperation to Enhance the Institutional Capacities of Trade Unions in Asia and the Pacific

Project DC/SYMBOL: RAS/19/05/ACF

Name of Evaluator: Patrick Vander Weyden

Date: 27/02/2024

GOOD PRACTICE ELEMENT	Online and Blended learning
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	ACTRAV demonstrated remarkable flexibility when the world faced stringent travel restrictions due to the Covid-19 pandemic. They swiftly transitioned to an online training format, a move that proved to be a successful strategy. This adaptation garnered a relatively high number of participants from 25 different countries, involving no fewer than 55 distinct trade unions. Clearly, these online trainings have proven to be an efficient and effective method for engaging a large and diverse group of participants from numerous countries. Consequently, it appears that online and blended learning are here to stay.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Naturally, it is feasible to scale up the practice of online and blended learning to encompass a wider range of content and courses. It is evident that due to Covid-19, a significantly larger and more diverse group of people across numerous countries have become adept at using online tools and communication methods. However, there are limitations to consider: in some countries, internet access remains restricted, and often people still prefer training in traditional classroom settings.

Establish a clear cause- effect relationship	NA
Indicate measurable impact and targeted beneficiaries	The effectiveness of online programs appears to be substantial for the trainees in terms of acquired knowledge and skills. However, concerning the concrete applications and actual changes realized within the trade union, at this point in time (less than one year after the latest Training of Trainers), insufficiently strong cases have been identified to demonstrate these impacts.
Potential for replication and by whom	ICTILO and ACTRAV
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The content of the programme has been highly relevant to DW agenda and ILO's Strategic Framework.
Other documents or relevant comments	