

ILO EVALUATION

South-south cooperation to reinforce decent youth employment through work-based learning

Evaluation Title	Final Self-Evaluation
ILO TC/SYMBOL	RAF/16/54/ESP
Type of Evaluation	Self-Evaluation
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Names of Staff	Kazutoshi Chatani, Manuela Di Cara
ILO Administrative Office	ILO HQ
ILO Technical Backstopping Office	Skills and Employability Branch, ILO HQs
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Budget	350,433.67 USD
Evaluation Manager	
Key Words	Work-Based Learning, Skills Mismatch, North Africa, South-South and triangular cooperation

1. Executive summary

This document summarises the findings of self-evaluation of the DC project: South-south cooperation to reinforce decent youth employment through work-based learning (RAF/16/54/ESP). The evaluation was conducted following the ILO standard evaluation criteria. It relied on desk review and a satisfaction survey of target beneficiaries. Overall, the evaluation concluded that the project was successfully implemented as it has delivered all the outputs and achieved the immediate objectives of the project. Key findings along the evaluation criteria are the following:

Relevance: The project interventions fit to the knowledge and capacity-building needs of beneficiaries.

Validity of design: The project activities were carefully designed to achieve the immediate objectives of the project within the given resources of the project.

Effectiveness: The project's immediate objectives were achieved in a satisfactory manner.

Efficiency: The financial resources were used adequately and efficiently in terms of achieving the stated project objectives. Financial and technical inputs were appropriate in terms of achieving desired outputs.

Sustainability: The project was designed to build the capacity of national employers' organizations and facilitate social dialogue on WBL in order to sustain its impact beyond the life of the project.

Gender: Prevailing socio-cultural contexts of North Africa in terms of gender-based inequality affected the project's ability in mainstreaming gender equality. The project could have paid more attention to gender issues.

Tripartism and social dialogue: The national and regional workshops successfully assembled the multi stakeholders of WBL and fostered social dialogue among them.

International Labour Standards: The project design and activities were in line with relevant ILO conclusions.

2. Project Background

High youth unemployment, especially among the educated, has been a major issue in the Maghreb region. Since work-based learning (WBL) is known to facilitate school-to-work transition of young people, the ILO, with the funding support of the Spanish Cooperation Agency for International Development (*AECID*), aims to address the problems of skills mismatch and youth unemployment in Algeria, Tunisia and Morocco through the promotion of WBL. The project aims to promote the engagement of employers in the design and delivery of WBL in order to improve the quality and the relevance of vocational training to the needs of enterprises.

The employers' organizations directly involved in the project include:

- The General Confederation of Algerian Enterprises (CGEA)
- General Confederation of Moroccan Enterprises (CGEM)
- The Tunisian Union of Industry, Trade and Handicrafts (UTICA)

Through this project the ILO promotes the South-South and triangular cooperation (SSTC) which adds new forms of and actors in development cooperation. The project strives to reinforce SSTC by facilitating peer-to-peer learning and knowledge-sharing on effective WBL systems and in-depth discussions on the improvement of existing WBL systems.

The project proposed three-fold strategies under two immediate objectives

Immediate objective 1: Constituents share visions to improve WBL systems (a country process)

Immediate objective 2: WBL is further stimulated as a result of peer-learning effect (peer-learning and regional cooperation)

Component 1: Country process

Strategy 1: Promotion of in-depth discussion on the improvement of WBL systems

Rounds of consultation meetings were conducted with employers' associations in the three target countries in order to identify key issues in WBL. The project commissioned out studies to help address these identified challenges. The selected study themes are:

The selected subjects of study were the following:

- Algeria: Institutional coordination between enterprises and vocational education and training (VET)
- Morocco: Financial, technical and administrative support to engage more SMEs in WBL
- Tunisia: Skills requirements for selected occupations as a basis for WBL in the chemical sector.

The studies have served as a basic tool for promoting social dialogue through national workshops so that social partners can share their visions on how to improve WBL systems. In order to promote knowledge exchange and to benefit from in-depth discussions on several topics related to the improvement of vocational training and skills development, the project organized a regional workshop (Alger, 02-03 May 2018) on WBL bringing together the employers' organizations of the 3 target countries, Algeria, Morocco and Tunisia as well as Mauritania (The National Union of Patronage of Mauritania) and Egypt (Federation of Egyptian Industries).

Component 2 - Peer-Learning and Regional Cooperation

Strategy 2: Promote the exchange of good practices and knowledge on effective WBL systems through peer learning

- The project implemented a workshop on WBL at the ILO's International Training Center (ITC) in Turin, Italy, 24-24 April 2017. The event aimed to facilitate the sharing of knowledge among employers' organizations on effective workplace training systems and to promote debate on the improvement of existing systems.
- The project also organized a Study Visit on the involvement of the social partners in WBL in the Netherlands on 02-05 of October 2017. The visit presented a concrete example of involvement of the social partners in the development of WBL policies and coordination mechanisms between the different actors.
- An apprenticeship learning forum in Nairobi, Kenya on quality apprenticeship has been set up in cooperation with ITC on 18-22 September 2017. The event invited policy makers and social partners from 11 African countries and Haiti.

Strategy 3: Capacity building between policy makers and social partners to strengthen the public-private partnership

The project strengthened the capacity of employers' organizations to improve vocational training systems in their respective countries. Employer representatives learned about good practices, recent research findings, experiences from different countries from ILO experts, researchers and recognized professionals.

3. Evaluation Background

Overall scope of the evaluation

The project is subject to one final and self-evaluation which draws lessons from the project and provides recommendations to sustain results achieved under the project. More specifically, the final self-evaluation serves two main purposes:

- i. Evaluate project outputs and outcomes related to:
 - The level of achievement of the project based on the following criteria: relevance, validity of design, efficiency, effectiveness, sustainability, gender and social dialogue
 - Lessons learned and emerging good practices
- ii. Provide new recommendations to:
 - Improve the design of future development cooperation projects on WBL in the Maghreb region and beyond

Clients of the evaluation

The primary clients of the evaluation include the national employers' organization in the three targeted countries.

4. Methodology

The final evaluation is carried out based on the ILO's standard evaluation criteria: i) relevance and strategic fit; ii) validity of design; iii) project progress and effectiveness; iv) efficiency of resource use; v) effectiveness of management arrangements; and iv) impact orientation and sustainability, as defined in ILO policy guidelines for results-based evaluation. The evaluation was conducted also following the UN evaluation standards and norms, as well as the glossary of key terms in evaluation and results-based management developed by the OECD's Development Assistance Committee (DAC).

The evaluation took the following two steps:

- **Desk review** examined project documents, progress reports, the project expenditures.
- **Satisfaction survey** was sent to the beneficiaries of the project after the closure of the project.

Limitations

The aforementioned satisfaction survey achieved a response rate of 53 per cent. While this response rate is deemed sufficient in comparison to similar surveys, it might have affected the evaluation outcome as views of about a half of project beneficiaries are not reflected in this evaluation report.

5. Main findings

a. Relevance

The project was relevant to beneficiaries' needs because the project objectives were in line with global policy priorities and it reflected local demand in the project design.

The objectives of this development intervention reflected global policy priorities (e.g. ILC conclusions) and research evidence: WBL is instrumental in addressing the skills mismatch and reducing youth unemployment. In fact, countries with successful apprenticeships tend to perform better in labour market indicators relating to youth employment. As the target countries suffer from high youth unemployment, the project was timely and relevant.

The ILO has repeatedly received requests for technical assistance on youth employment and skills mismatch from the target countries. The project was conceived to respond to such demand from the ILO constituents. The project activities were carefully planned in consultation with representatives of the national employers' organizations, the employers' and skills specialists in charge of the three target countries, HQ-based skills specialists, and ILO's country office in charge of Maghreb countries in order to meet target countries' priority needs in the field of WBL. For instance, the project selected the topics of national studies in consultation with employers' organizations in the respective countries, which also assured a fit of the project to the priorities of the beneficiaries.

The relevance of the project is corroborated by the satisfaction survey outcome. Indeed, 50 per cent of the survey respondents stated that the activities of the project were consistent with their needs and 37,5% highly consistent.

Comments from the project evaluation survey confirms it:

"Discussions on improving the existing WBL system are a very good thing if, from their conclusions lessons are learned and put into practice. Hence the major role of the state."

"An experience to promote"

The activities of the second component - Knowledge sharing on effective WBL systems - has been proven to be equally relevant.

"In the case of Algeria, this event served to enlighten and sensitize the employer community on the strategic importance of VET, and its correlation with economic performance. The project strongly reminded the malfunctioning of its implementation, contrary to the universal values of vocational training. Last but not least, the financing aspect and its weakness in respect of national requirements must find a solution " with employers " and private capital. The project has contributed significantly to bringing CGEA closer to the VET institution."

"The exchanges of good experiences with the African English speaking countries were particularly interesting."

Furthermore, the participants expressed their high satisfaction with the study visit to the Netherlands (Very satisfied: ~60% Satisfied: ~40% Unsatisfied: 0% Very unsatisfied: 0%). The visit allowed them to learn practices that could be adapted to their national contexts or that can constitute a basis for stakeholder discussions.

“A highly instructive study visit that allowed us to identify some of the most relevant avenues of progress [...] and from which we can draw inspiration to try to improve our own training system in Morocco.”

Cherradi Toufik, Vice-President Professional Training Committee, CGEM, Morocco

From the testimonies of participants, it can be stated that the project has effectively served the needs of the target beneficiaries and built their capacity on WBL through project activities.

b. Validity of Design

All the project activities were carefully planned in order to meet the project objectives within the given budget. In the design phase of the project, SKILLS consulted with key stakeholders and reflected their suggestions and advice in designing the project. The project design benefitted from helpful comments from key stakeholders including representatives of national employers' organizations, the IOE, employers' and skills specialists in DWT-Cairo, HQ-based skills specialists, and ILO's country office in charge of Maghreb countries.

The design of the project was coherent and logical in view of the project objectives. The project built the capacity of target beneficiaries and promoted social dialogue on WBL via technical workshops, peer-learning and knowledge-sharing through SSTC, and national workshops that facilitated social dialogue based on national study outcomes. The project further implemented a regional workshop to share knowledge and promote regional cooperation on WBL, using the savings of the project budget. This event was not initially planned, but the project felt the importance of a regional workshop in meeting the project objectives and sustaining the impact of the project.

A notable feature of the project design is SSTC based on a belief that suitable solutions to youth unemployment and skills mismatch needs to be found locally, with insights from advanced countries. Technical discussion on common issues among the North African countries with similar socio-economic backgrounds allowed the participants to share experiences and inspire each other. While policies and practices in advanced economies may not be directly applicable in developing countries, they may be an eye-opener. In fact, the study visit to the Netherlands, where social dialogue on WBL is systematic, allowed the North African employer representatives see their problems clearly - a lack of coordination and systematic approaches to social dialogue. Some satisfaction survey respondents noted:

“I will remember the words of this senior official who said “our pride is to dialogue, even with people with whom we do not agree”

“A very interesting comparison between the Dutch model and other experiences, particularly in Africa.”

c. Effectiveness

Overall, the project's immediate objectives were achieved in a satisfactory manner. Visions on how to improve WBL and social dialogue has been enhanced through national workshops and studies on key WBL issues (Immediate objective 1). WBL has been further stimulated through a study visit, workshops and a learning forum (Immediate objective 2). Regional peer-learning and capacity building has been realized by the regional workshop. Details of the achievements are explained below:

Country process

- **Morocco:** The national workshop was successfully organized and implemented. The event attracted around 30 relevant stakeholders including government officials, employer representatives, trade union representatives and academic experts. Since the Ministry of Vocational Training is currently revising its legal framework on WBL, the CGEM considered the study on incentives to promote apprenticeships/alternating systems in SMEs is timely and intends to use this research output as an advocacy tool for future policy debate.
- **Tunisia:** The event attracted around 50 stakeholders, including government officials, employer representatives, members of federations and experts. The UTICA has circulated among public agencies the skills repository for chemical sectors for their comment and approval. This pilot project was an occasion to discuss the use of professional profiles in human resources management (eg recruitment, skills development, performance evaluation and promotion) and promote social dialogue on systematic approaches to updating professional profiles.
- **Algeria:** The national workshop attracted over 50 participants. The main findings of the study generated lively discussions among the participants. Stakeholders highlighted and debated issues such as the limited capacity of micro and small enterprises to train apprentices, the negative perception of FP and the necessary reforms in regulations. Participants recognized the need for closer coordination and collaboration among stakeholders, especially between business and the education sector, and greater social dialogue among stakeholders.
- At the **regional level**, the regional workshop discussed three national studies conducted in Algeria, Morocco and Tunisia. It facilitated peer-learning as intended and provided an occasion for employer representatives to explore future regional cooperation. Establishing regional occupational profiles and competency standards in the construction sector for greater labour mobility was identified as priority for future regional collaboration.

Peer-learning activities

The SSTC Workshop on Vocational Training at the ITC

The workshop allowed representatives of employers' organizations to:

- Compare and learn from different national experiences on WBL;
- Understand the various forms of cooperation between companies and vocational training institutions
- Capture funding mechanisms for effective workplace training systems;
- Understand and evaluate the strengths and weaknesses of the models of practical training in business encountered in their respective countries; and
- Recognize the role that employers can play in improving the national workplace training framework.

ILO Learning Forum on Quality Apprenticeship in Nairobi, Kenya

The event was jointly organized with another development cooperation project to generate a greater impact. It invited policy makers and social partners from 11 African countries and Haiti. The project sponsored the participation of 9 employer representatives from the three target countries in this capacity building course. Participants had the opportunity to learn lessons that can be adopted to improve current WBL systems approaches in their country, reflecting best practices in other African countries.

Study visit on the involvement of the social partners in vocational training in the Netherlands

The Study visit allowed all the participants to learn aspects that could be adaptable in their national contexts. In particular, according to the event evaluation survey, 88% of the participants responded that stakeholder collaboration and coordination mechanisms among the different VET stakeholders in the Netherlands were insightful for improving WBL systems in their countries. The survey asked the

participants to evaluate to what extent each objective of the study visit was met, using a scale of 1 (highly disagreeing) to 4 (highly agreeing). All the respondents indicated that the objectives were successfully met. About a half of the participants strongly agreed that the study visit made it possible to understand the main issues related to the involvement of the social partners in TVET. Similarly, 53 per cent of the participants strongly agreed with the statement that the study visit and the workshop were useful for envisaging future actions to improve WBL in their respective country.

d. Efficiency

The financial resources of the project were used adequately and efficiently in terms of achieving the stated project objectives.¹ The project consulted regional specialists, the country office and employers' organizations and carefully selected consultants in each country, which allowed the project to gain cost-efficiency in producing intended outputs (e.g. national studies). It also followed ILO internal regulations in procurement (e.g. workshop venues), which helped save the cost without compromising the quality of project activities.

Efficiency in the use of financial resources allowed the project to achieve more outputs and impact than initially planned. The ILO allocated its internal resources to co-finance the study visit to the Netherlands. The project co-organized the learning forum on quality apprenticeships in Nairobi together with another development cooperation project. These arrangements generated synergy between AECID's funding contribution and other resources, and allowed an important saving for the project. The savings were used to organize the regional workshop on WBL in May 2018. The regional event was an additional activity of the project in order to enhance and maintain the impact of the project.

The project collaborated with competent internal and external implementation partners, which allowed the project to tap their networks, accumulated know-hows and experiences to the benefit of the project. The CO-Alger and the skills and employer specialists of the DWT-Cairo provided vital support to the project. Their technical inputs and logistical supports were a key success factor of the project. For another example, the project designed and implemented the study visit to the Netherlands in cooperation with the Amsterdam Institute for Advanced Labour Studies of the University of Amsterdam. The Institute used its network and facilitated making appointments. The project also worked with the ITC, a specialist organization for capacity building, and enhanced the learning impact of workshops.

Through this project, the ILO promoted the South-South and Triangular Cooperation (SSTC) which added new forms of and actors in development cooperation. In line with the ILO's strategy, the project strived to reinforce SSTC by facilitating peer-to-peer learning and knowledge-sharing on effective WBL systems and in-depth discussions on the improvement of existing WBL systems. Algerian, Moroccan and Tunisian representatives of employers' organizations benefited from SSTC, beneficial exchanges among the 3 countries. The ILO with its own funding invited Mauritians employers to project activities (i.e. the workshop on WBL in Turin and the study visit in the Netherlands), which enriched regional knowledge sharing and cooperation through the project.

¹ The initial budget of the project was US\$ 219,298.25. The budget was increased to US\$ 350,433.67 on 21 September 2016. Subsequently, the project adopted new outcomes and outputs. On 12 July 2017, the Skills and Employability Branch (SKILLS) proposed a 6 months no-cost extension of the project in order to implement the national workshops and deliver an additional regional workshop. The project has been extended until June 2018. In order to implement project activities smoothly, SKILLS proposed a budget revision to engage a former intern who worked for the project as programme officer. The new budget included staff cost for an administrative assistant in order to implement and administer project activities.

e. Sustainability

The project was designed to build the capacity of national employers' organizations and facilitate social dialogue on WBL in order to sustain its impact beyond the life of the project. The success or failure of the project in this regard needs to be seen. It is premature to judge on sustained impact of the project at this time, two months after the closure of the project.

The national employers' organizations actively participated in the project as they saw benefits of the project. They appreciated ILO's approach to address weakness of WBL systems and technical inputs. As a result, they all expressed interest in continuously working with the ILO on WBL in the region. The project has achieved its objectives, but it was merely a few steps forward in addressing skills mismatch. Obviously, more technical assistance and interventions are necessary in order to improve WBL systems in the target countries. One satisfaction survey respondent noted this point:

"The project has certainly strengthened the capacity of our organization in terms of implementation of the WBL but this remains insufficient."

f. Gender

Prevailing socio-cultural contexts of North Africa in terms of gender-based inequality affected the project's ability in mainstreaming gender equality. While the project encouraged participation of women in project events, the employers' organizations nominated more men than women. In part this was because members of these organizations were dominated by men and people who work on skills development issues in the employer bodies mirrored this gender imbalance. Given the considerable gender imbalances in labour participation and in the access to training in North Africa, the project could have taken up gender issues within the content of the national studies and workshops.

g. Tripartism and social dialogue

The national workshop successfully assembled the multi stakeholders of WBL and fostered social dialogue. Although the direct target beneficiaries of the project were employers' organizations, the tripartite constituents played a constructive and important roles during the national workshops and technical discussions.

h. International Labour Standards

The project design and activities were in line with the increasing global emphasis on vocational training as a means to address high youth unemployment. At the international level, the Human Resources Development Recommendation (No. 195, 2004) called on governments, employers and workers to renew their commitment to education and training on the basis of social dialogue. Secondly, two resolutions of the International Labour Conference (ILC) encouraged governments and social partners to promote vocational training: the 97th ILC of 2008, "Skills to boost productivity, employment growth and Development ", and the 101st ILC 2012, "The Youth Employment Crisis: A Call to Action ". The project strived to materialize these ILC conclusions.

6. Conclusion

The project has achieved its immediate objectives by building the capacity of a key actor of the WBL (i.e. national employers' organizations) and encouraging social dialogue. The project's approach, combining a national process (i.e. national social dialogue based on study results) and a regional peer-learning process, has turned out to be effective in achieving these objectives. Project's SSTC approach was particularly effective as good practices of WBL exist in the North African countries and many of the target beneficiaries preferred home-grown solutions over solutions imported from advanced economies with different institutional set-ups.

The ultimate objective of the project was to address the skills mismatch and high youth unemployment through promotion of WBL. This remains to be seen in the coming years. Given the limited resources, the project has made modest but concrete contributions to a long process of improving WBL systems.

7. Lessons learnt & Good practices

Lessons learned

- **Allow sufficient budget for background studies**
The budget for the national studies was modest (10 000 USD), and allowed to analyse one specific element of a complex and multidimensional WBL system. WBL in the region generally suffers from modest labour market relevance and quality of training. Since WBL is a multi-stakeholder scheme, it took longer than anticipated before the project reached an agreement with employers' associations as to the topic of the study. While the study was successfully conducted, stakeholder discussions at the national workshops covered a broad range of WBL issues as the selected issue was embedded in a broad context of skills development system. A larger budget could have been allocated to national studies in order to carry out more comprehensive research.
- **Set up criteria for nomination of participants**
Employers' organizations nominated their representatives who participated in the project activities. Setting more detailed criteria for selecting participants, especially gender balance of the country delegation members, could have enhanced the impact of the project.

Emerging good practices

The Maghreb region faces common challenges in WBL such as a lack of effective stakeholder coordination mechanism and sustainable funding for WBL. In this context, it has turned out to be very helpful to discuss these issues, share knowledge and experiences among employer representatives of Algeria, Morocco and Tunisia. The project has witnessed a clear benefit of promoting SSTC on WBL in the region.

8. Recommendations

Recommendations to the ILO

- Integrating SSTC in development cooperation projects may enhance the impact of project interventions. While excellent practices are often observed in advanced economies, they may not be most suitable in developing countries because of differences in institutional set-ups and socio-economic contexts. What works in a developing country might work in another country at a similar stage of development. In this light, SSTC can bring benefits to the constituents who like to learn from peers.
- Given the significant gender imbalance in labour participation in North Africa, it is necessary for ILO project interventions to make particular efforts to promote gender equality. Letting local stakeholders to choose participants of project activities tends to preserve a business-as-usual scenario. It would be worth enforcing gender-based criteria for nomination of participants.
- From the experiences of this project, it is important to have sufficient budget for staff, both technical and support staff, even though this may increase staff cost ratio in the project budget. Needless to say, without staff members project activities cannot be implemented. It may be worth reviewing the DC project budget guideline and allowing a high staff budget ratio for small scale projects (e.g. 50 per cent).

Recommendations to the constituents

- All DC projects are time-bound. Providers and beneficiaries of DC projects inevitably face this dilemma of not being able to continue the project beyond the end date of the project. While the providers need to design projects to generate sustainable impact on the beneficiaries, the beneficiaries might need to use the project interventions strategically. In this regard, it is helpful for the project team and the beneficiaries to discuss and plan project activities jointly so that potential impact of the project can be maximized. Active participation of beneficiaries can enhance benefits of projects.

9. Annex

Annex 1: Satisfaction survey questionnaire to beneficiaries

1. Veuillez sélectionner le(s) activité(s) auxquelles vous avez participé dans le cadre du projet *

- ☐ Atelier de CSST sur la FP au CIF à Turin (Turin, septembre 2017)
- ☐ Cours de formation (Nairobi, septembre 2017)
- ☐ Visite d'étude sur l'engagement des partenaire sociaux dans la FP aux Pays-Bas (La Haye, octobre 2017)
- ☐ Atelier national sur la Formation Professionnelle (Casablanca/Tunis/Alger, 2018)
- ☐ Atelier régional sur la Formation professionnelle (Alger, mai 2018)

2. Pertinence du projet

2.1 Selon vous, dans quelle mesure les activités du projet ont été conçue de manière à répondre aux exigences des employeurs ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Plainement

2.2 Estimez-vous que la stratégie du projet - promouvoir les discussions sur l'amélioration du système de FP existant - soit conforme aux exigences des employeurs et les priorités de votre pays ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Plainement

Commentaries/Recommendations

Votre réponse

2.3 Estimez-vous que la stratégie du projet - favoriser l'échange de bonnes pratiques et connaissances sur des systèmes de FP efficaces par l'apprentissage par les pairs - soit conforme aux exigences des employeurs et les priorités de votre pays ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Plainement

Commentaries/Recommendations

Votre réponse

2.4 Selon vous, le projet a efficacement utilisé les avantages comparatifs du BIT (L'expertise du BIT dans les systèmes de développement des compétences et les apprentissages de qualité, facilitations pour les rencontres tripartites, promotion de la coopération sud-sud) ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Plainement

Commentaries/Recommendations

Votre réponse

3. Validité dans la logique d'intervention

3.1 Dans quelle mesure le processus par pays (études nationales, atelier national et régional) vous a semblé conçu de manière cohérente et logique ?

	1	2	3	4	5	
Pas cohérent du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Très coherent

Commentaries/Recommendations

Votre réponse

3.2 Dans quelle mesure le processus d'apprentissage par les pairs (atelier de formation à Turin, visite d'étude aux Pays-Bas, cours de formation à Nairobi) vous a semblé conçu de manière cohérente et logique ?

	1	2	3	4	5	
Pas cohérent du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Très cohérent

Commentaries/Recommendations

Votre réponse

4. Efficacité de l'intervention

4.1 Estimez-vous que le projet a atteint son objectif de promouvoir davantage les discussions sur l'amélioration des systèmes de FP existant ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Entièrement

4.2 Estimez-vous que le projet a atteint son objectif de favoriser l'échange de bonnes pratiques et connaissances sur des systèmes de FP efficace ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Entièrement

Commentaries/Recommendations

Votre réponse

4.3 Estimez-vous que le projet a atteint son objectif de contribuer au développement des capacités des organisations d'employeurs dans les conceptions et la mise en œuvre de la FP ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Entièrement

Commentaries/Recommendations

Votre réponse

4.4 Estimez-vous que les activités du projet ont été organisés de manière efficace ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Entièrement

Commentaries/Recommendations

Votre réponse

5. Viabilité du projet et autres dimensions

5.1 Votre participation aux activités du projet ont pu vous transmettre des connaissances ou des expériences utiles à votre travail?

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commentaries/Recommendations

Votre réponse

5.2 Estimez-vous que des mesures ont été prises pour intégrer les questions de genre ?

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Entièrement

Commentaries/Recommendations

Votre réponse

5.3 5.Si vous avez participé à l'un des ateliers nationaux (Algérie le 25 janvier 2018, au Maroc le 28 février 2018 et en Tunisie le 11 avril 2018), estimez-vous que l'évènement a suffisamment stimulé le dialogue social sur le thème choisi? Si vous n'avez pas participé à l'atelier national, veuillez ne pas prendre en compte cette question

	1	2	3	4	5	
Pas du tout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Entièrement

Commentaries/Recommendations

Votre réponse
