

**EUROPEAN TRAINING FOR YOUNG TRADE  
UNION LEADERS PROGRAMME  
ASSESSMENT**

**FINAL REPORT**

**Led by**

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# 1. Abstract

## Context

The Etui education department has activated a European training program aimed at preparing young union leaders for the highest future responsibilities in the trade union movement for an activity that has a European dimension impact to strengthen the social dimension of the European Union.

Fondazione Di Vittorio, at the request of Etui, has developed this research project aimed at evaluating the relevance, the impact, the added value of the training program for young European trade union leaders carried out by Etui in the last five years, in which an approximate number of about 120 people was trained.

## Overview of methodology

The activities have developed starting from the collection and systematization of all the information necessary to reconstruct the training project, the monitoring and evaluation system used, the collection and processing of tests, validations, verifications or certifications adopted at the end of the 5 editions. -

Subsequently, the semi-structured survey questionnaires were prepared and submitted for both the participants and the tutors, which were followed by interviews and focus groups on a small number of participants and mentors.

## Key findings

The key results are reported taking into account the 6 dimensions of analysis required by Etui: relevance, coherence, effectiveness, efficiency, added value and impact.

Overall, the course contents were considered very relevant by the participants, confirming the high level of usefulness of the knowledge and skills acquired in their work and in reference to career advancement. Participation in the course was more directly relevant for those organizations that consider it important to include and promote European issues internally and that consider it essential to understand the impacts of European policies on trade unions.

The course is unique for its characteristics and complementary with other projects proposed by Etui itself. The training program of Etui, of which the course is a part, is consistent and qualitative, and according to the opinion of some participants should be better known in the various national contexts.

The results of the research show that the planning and delivery phases of the training activities of the course for young union leaders were carried out efficiently, paying the necessary attention to the adequacy of the logistical, organizational and educational aspects.

Starting from the preliminary information received, the participants assessed the objectives of the course clear and understandable, the architecture of the course is well structured, the trainers' staff worked with quality and competence, trying to manage training times in a balanced way through appropriate methodologies.

The effectiveness was measured on the basis of the learning outcomes described in the 5 training units that characterize the course program. The perception of the participants and trainers on the skills acquired, on the basis of the specific learning outcomes defined for each training unit, reveals a general achievement of the primary objectives, of the results achieved immediately or immediately after the intervention, the

correspondence between the set objectives and the activities performed and the degree of skill improvement.

The added value of the course was to develop the ability to work in a multicultural environment to bring in their organizations the opportunity to integrate the European dimension in trade union work by promoting, for example, intercultural exchanges, encouraging new networks and sharing new knowledge.

In relation to the impact assessment, it should be noted that, for those who have maintained their role on the issue of international policies in their organization and for those who have assumed this new role, participation in the course has generated a boost in the development of these activities. From the analysis of the responses, it emerges that for many, participation in the course has changed their perspective on trade union and labour systems.

The interviewees stated that they have grown a lot during the course also in terms of soft skills, the way of speaking in public, leading groups, knowledge of the trade union internationally and the prospects of other European countries. Participation in European trade union projects and the development of trade union networks at European level were facilitated.

The organizations to which they belong benefit from the capacities of the participants who contribute indirectly to improve the negotiation and harmonization of European legislation, the knowledge of a broader and more complete framework of the international situation, the exchanges of practices on various topics in the European contexts of the participants.

The aspects of certification are considered important above all for the phases of the process, which allowed greater reflection on the topics covered and on the skills acquired, less on the level of recognition of credits or qualifications.

In a context of positive evaluation, the analysis made it possible to highlight some elements for reflection to be taken into consideration for future planning.

To improve the relevance, impact and added value of the course for young union leaders, organizations should be more involved, sharing the contents and objectives of the course and clearly defining expectations at the beginning of the course. Organizations should also be involved not only in the initial phase but also during and after a certain period from the end of the course.

With respect to the development of the training program, more space for discussion and exchange is highly requested by the participants, intensifying moments of discussion, group work, interventions by privileged witnesses and visits to institutions, trade unions and companies in the host countries.

The introduction and enhancement of e-learning tools and in particular the applications of "cooperative learning" and synchronous online training (for example webinars) are recommended.

The excellent work done by the tutors could be further qualified with their involvement in the organization of remote work, closer contact with organizations and participants, even once the training course is over.

The planning of preparatory courses in the official languages of the course, accompanied by the translation of training materials into several languages and the involvement of interpreters in possession of the trade union specialist technical language can facilitate the active participation of young trade unionists.

The catalogue of Etui training courses should be disseminated more to the trade union organizations of origin of the participants.

The consolidation of the network among the participants could be facilitated by meetings following the course and useful for the development of projects that can be financed at European level.

## 2. Background and introduction

Etui, the European Trade Union Institute, is the independent research and training centre of the European Trade Union Confederation (ETUC) which affiliates European trade unions into a single European umbrella organization.

The Etui education department is responsible for training courses, for national confederations and European federations, which have a European dimension and contribute to strengthening the social dimension of the European Union.

Among the various activities carried out, for more than a decade, the Etui education department has contributed to strengthening the skills of future trade union leaders of national confederations and European federations through a targeted European training program for young union leaders.

Specifically, the training program is aimed at preparing young union leaders for the highest future responsibilities in the trade union movement for an activity that has a European dimension, so as to strengthen the social dimension of the European Union.

To carry out this course every year, Etui, in collaboration with the host national organizations, invites up to 25 participants under 40 to attend a 9-month training, including 3 weeks of face-to-face courses and 2 intermediate periods of remote work.

Participants are identified among young trade unionists who have been elected or appointed to positions at the regional or national level, have had previous trade union training at the regional / sector / national level and have faced the challenge of transnational trade union activity.

The training program underwent a first external evaluation in 2015 which resulted in some significant changes to the quality of the program, such as the introduction of a certification device accredited by the UK NOCN through a partnership with the TUC and the 'Edinburgh College. This device is based on specific "learning outcomes" and "evaluation criteria" which identify the skills that the student must have to demonstrate that the learning outcomes have been achieved.

The main objectives of the training program for young European trade union leaders are:

- develop the ability to integrate the European and national dimension / perspective in trade union work;
- develop the ability to work in a multicultural environment;
- develop the ability to communicate on trade union issues;
- analyse complex situations and design union strategies;
- contribute to the development of the European trade union identity by improving leadership skills.

### 3. Objectives of the research

Fondazione Di Vittorio, at the request of Etui, has developed this research project aimed at evaluating the relevance, the impact, the added value of the training program for young European trade union leaders carried out by Etui in the last five years.

The specific objectives of the research project are aimed at evaluating:

- the degree to which participants have increased their responsibilities in organizations, at European, national or regional level;
- the number of former participants who now lead projects in their organizations at European, national or regional level;
- the relevance of the contents, the effectiveness, the learning efficiency of the programs and the impact (how the acquired knowledge has been applied in their workplaces);
- the impact and added value for the organizations to which they belong, as well as other key stakeholders, and, by extension, to contribute to the development of social Europe and the European social dialogue;
- the impact and added value of UK NOCN accredited certification through a partnership with the TUC and Edinburgh College.

The object of the evaluation takes into consideration only the training courses for "European training for young union leaders" carried out in the last five editions of the program:

- edition 2015/16 (from October 2015 to June 2016);
- edition 2016/17 (from October 2016 to June 2017);
- edition 2017/18 (from October 2017 to June 2018);
- edition 2018/19 (from October 2018 to June 2019);
- edition 2019/20 (from October 2019 to February 2021, due to a pandemic).

In these editions an approximate number of about 120 people was trained. Only participants who completed the program were considered for this evaluation.

## 4. Methodology and work phases description

In response to the requests indicated in the call for applications, the research project examined the remote over time evaluation of the benefits achieved through training, but also of other changes that occurred regardless of the training provided.

The activities were carried out with an analytical approach to evaluate the elements related to the development and consolidation of the skills of the young union leaders described in the training course and the impact on the work context.

The research strategy was developed taking into account 6 aspects of analysis: relevance, coherence, effectiveness, efficiency, added value and impact.

Relevance means the extent to which the objectives of the training activities correspond to the needs of both the participants and the trade union organizations to which they belong. For this aspect, the questions included in the questionnaires revealed general satisfaction with the course, the degree of usefulness of the knowledge and professional skills acquired in one's work and in relation to career advancement. This aspect also includes the outcomes of open questions relating to the topics to be explored.

Coherence was assessed to the extent that the interventions strengthen the objectives and create synergies with different activities both with other training activities proposed by Etui and with other training programs aimed at training young union leaders. The questions designed to evaluate this aspect revealed the participants' knowledge of other initiatives similar to those organized by Etui and participation in complementary training programs at an international, national or local level.

The efficiency of the training program is determined by the analysis of the extent to which the implementation of the training has worked well and efficiently, both in terms of general organization and in terms of specific elements of the training activity. Assessments of preliminary information relating to the course, logistical aspects, linguistic support, work methodologies, time management, learning environments, relational aspects were measured.

Effectiveness measures the achievement of primary objectives, the results achieved immediately or immediately after the intervention, the correspondence between the objectives set and the activities carried out and the degree of skill improvement. To evaluate this aspect, questions related to the various learning outcomes described in the 5 training units of the project were included in the questionnaire.

The added value examined the value resulting from participation in training activities which is added to what would have resulted from any intervention or intervention at national, sectoral, regional or local level. The questions built to assess this aspect examined the perception of the benefits and aspects of cultural diversity in Europe and the ability to manage multicultural groups.

Impact assessment focuses on examining the longer-term effects of the training intervention on participants and trade union organizations. In order to evaluate this aspect, involvement in European level trade union projects, the promotion and transfer of the European dimension in one's own organization, international networking activities were considered.

The impact assessment is of great importance to understand how much everything that has been learned in the training situation is transferred into the work situation, or how useful the skills are for improving professional performance. From this point of view, the membership organization was also involved in an evaluation of the training, to highlight changes in team working methods, new projects, new partnerships, etc.

The activities have developed starting from the collection and systematization of all the information necessary to reconstruct the training project, the monitoring and evaluation system used, the collection and processing of tests, validations, verifications or certifications adopted at the end of the 5 editions of the course taken into consideration.

The impact assessment project of all 5 editions of the courses developed in the following phases of activity:

1. background analysis of the monitoring data of the five editions;
2. test phase of the survey tool on a sample indicated by Etui and subsequent definitive release;
3. sending the survey tool to the reference sample;
4. design and sending of an analysis questionnaire addressed to tutors;
5. interviews and focus groups;
6. analysis and systematization of data;
7. drafting of the final report.

In the data processing methodologies, Fondazione Di Vittorio used the results of the closed-ended questions, combined with the data of the open-ended questions.

The comments and conclusions reported in this document must therefore be considered as the reading by Fondazione Di Vittorio of the qualitative information contained in the open answers that allowed a more detailed analysis of the data.

In the process of analysing this information, a classification was built for each answer to the open questions and a subsequent aggregation by thematic areas.

In consideration of the percentage of interviewees who provided answers to the open questions contained in the questionnaire, the data presented here cannot be considered representative of the entire sample considered nor, even less, of the entire reference population. However, it was considered useful to analyse and highlight them to make the reading of the data more in-depth and to return suggestions on which to reflect for an upcoming training program.



## 5. Processing of training satisfaction questionnaires

The participant satisfaction evaluation questionnaire used, in the five editions examined, at the end of each of the three weeks of the face-to-face course, proved to be very useful for the design of the survey tools aimed at participants, training staff and mentors.

The tool consists of 14 questions aimed at evaluating the following aspects of the training with the participants:

- overall satisfaction with respect to initial expectations;
- clearness of objectives and exhaustiveness of preliminary information on the course;
- added value of the course with respect to: contents, transnational perspective and intercultural exchanges (informal and formal level);
- training methods and techniques (plenary sessions, group work, presentations);
- organization and division of training times;
- relevance and usefulness of the course for the trade union organization to which participants belongs;
- organizational aspects of the course and in particular linguistic support, the work of the training staff, location of the course, logistical aspects.

The final part of the questionnaire collected the general level of satisfaction and proposals and suggestions on contents, methodologies and organizational aspects for a future rescheduling of similar courses, through two open questions. These aspects have been investigated by proposing a scale of percentage values from 0 to 100, where 0 represents the minimum and 100 the max. The questionnaire was submitted to the participants at the end of each of the three weeks carried out in presence.

The main results of the evaluation of the satisfaction of the participants are presented below, comparing the data of the five years of the course for young European union leaders: 15-16, 16-17, 17-18, 18-19, 19-20.

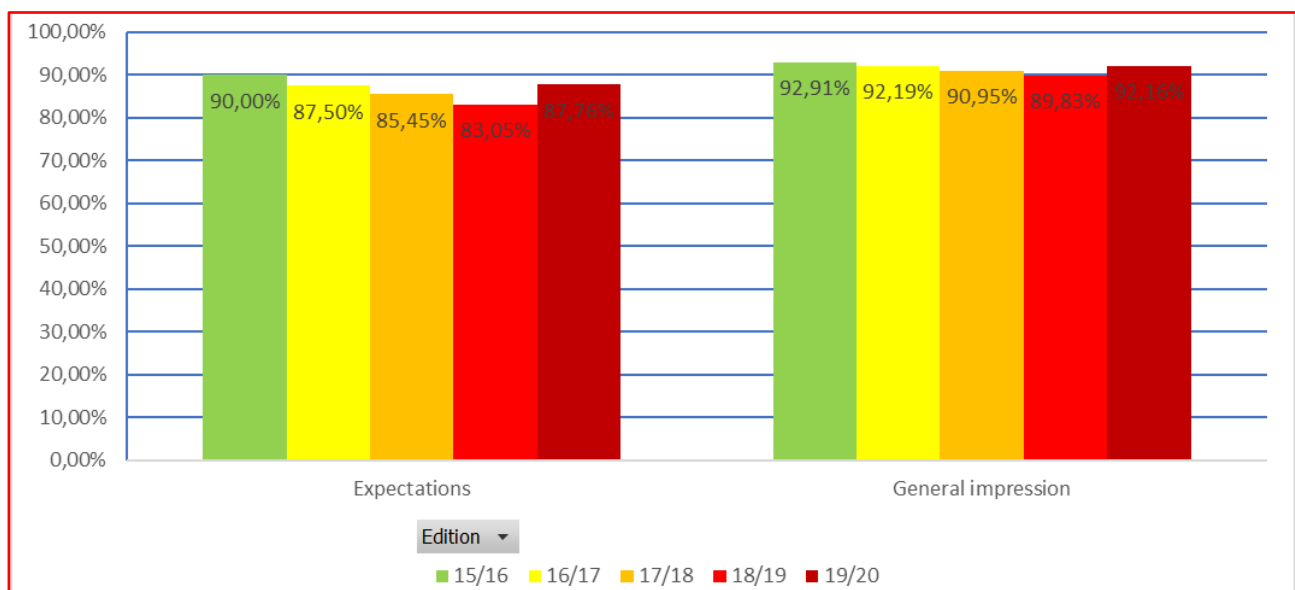


Figure 1 - Overall satisfaction with respect to initial expectations and general satisfaction with the course (average% values)

The graph above shows the results relating to satisfaction with respect to expectations on the training course and overall.

There was a slight decline in the evaluations on expectations up to the 18-19 edition with an increase in the percentage in the last edition of 19-20. The appreciation for the course as a whole was constant and very high.

If we compare each year for the two questions, we can highlight that the general satisfaction percentage of the course is always higher than the satisfaction with respect to expectations. The course is recognized as being of high quality beyond the subjective and contextual expectations of each participant.

In relation to the initial expectations, the questionnaire assessed the level of clearness of the objectives and the completeness of the information received before attending the course.

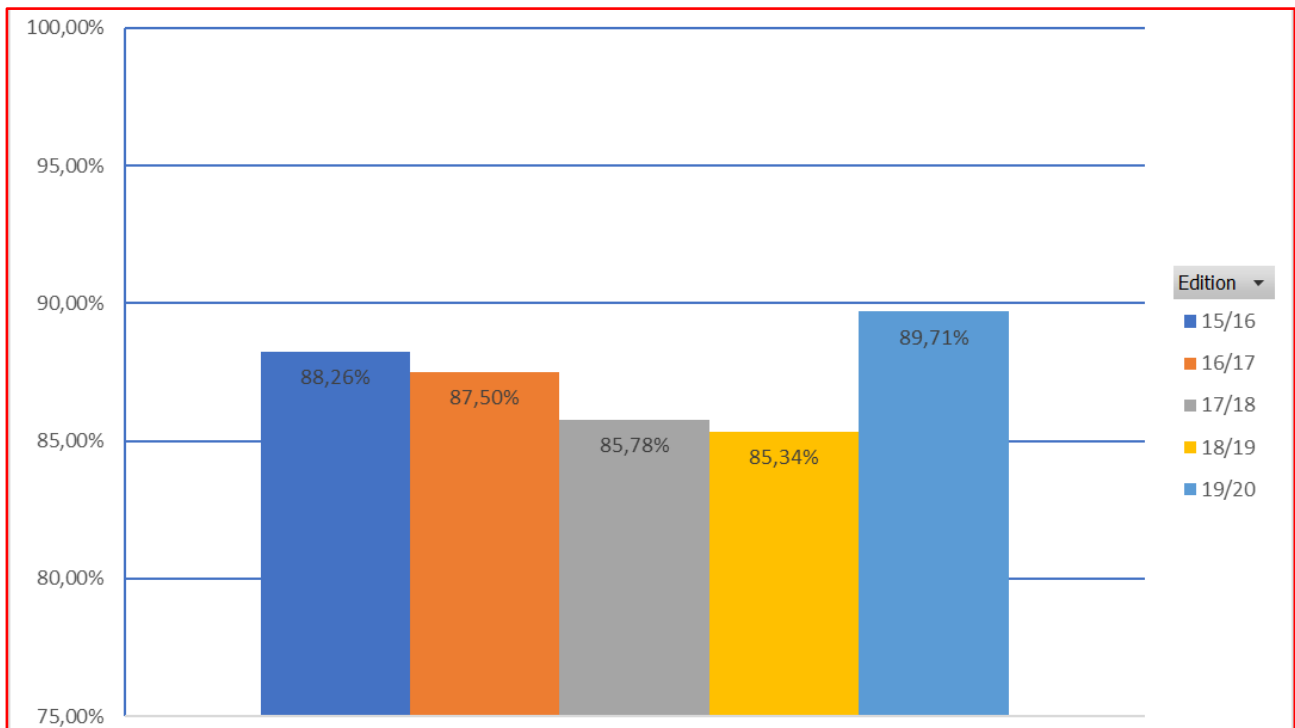


Figure 2 - Clearness of objectives (average% values)

Overall, the objectives were very clear for the participants with some differences in the different years. The highest values were indicated in the last year of programming and the relatively lowest in the years 17/18 and 18/19.

With respect to the exhaustiveness of the pre-course information, participants were asked whether the information had been sufficient by asking them to answer "yes" or "no". 92.74% of the participants of all years expressed themselves positively. This data was analysed with respect to the various countries of origin and small differences were found, which are highlighted in the graph below.

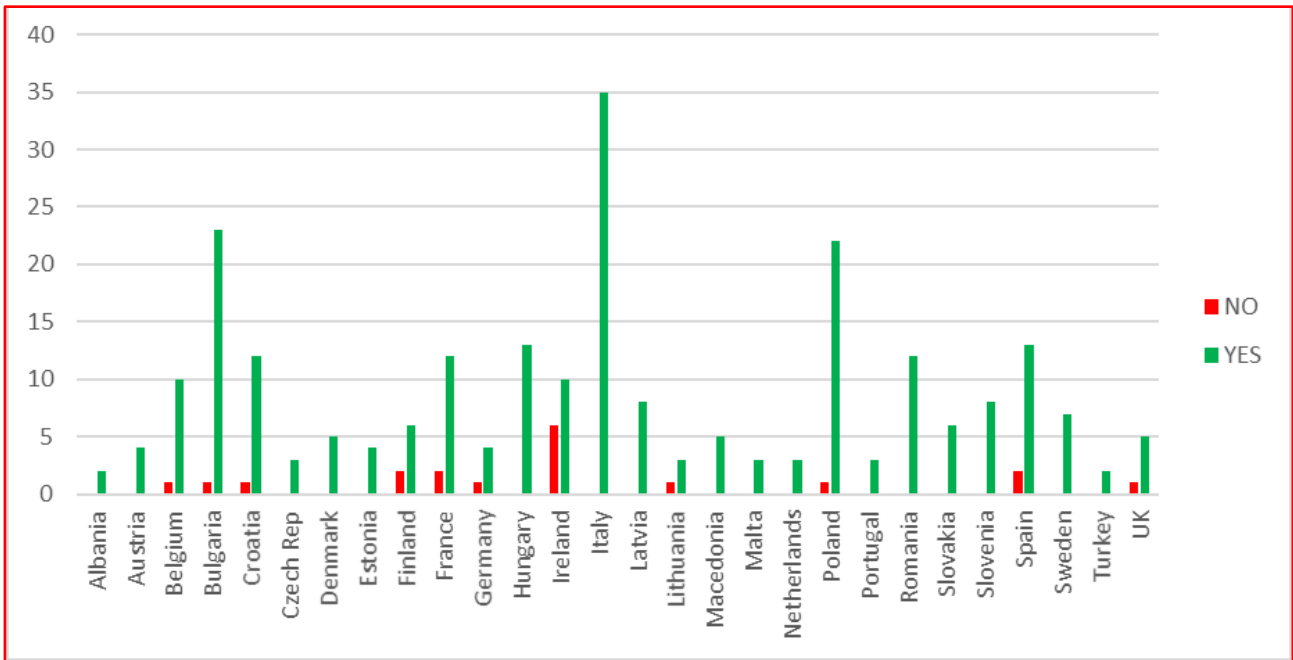


Figure 3 - Sufficient information received pre-course (absolute numbers)

From this graph it can be seen that there are participants from some countries, however in a rather small number, who declared that they did not have sufficient pre-course information. Participants are from Ireland, Finland, France, Spain and to an even lesser extent from Belgium, Bulgaria, Croatia, Germany, Lithuania, Poland and the United Kingdom.

Another dimension of analysis of the questionnaire was the added value of the course with respect to the contents covered, the transnational perspective and the intercultural exchange at an informal and formal level.

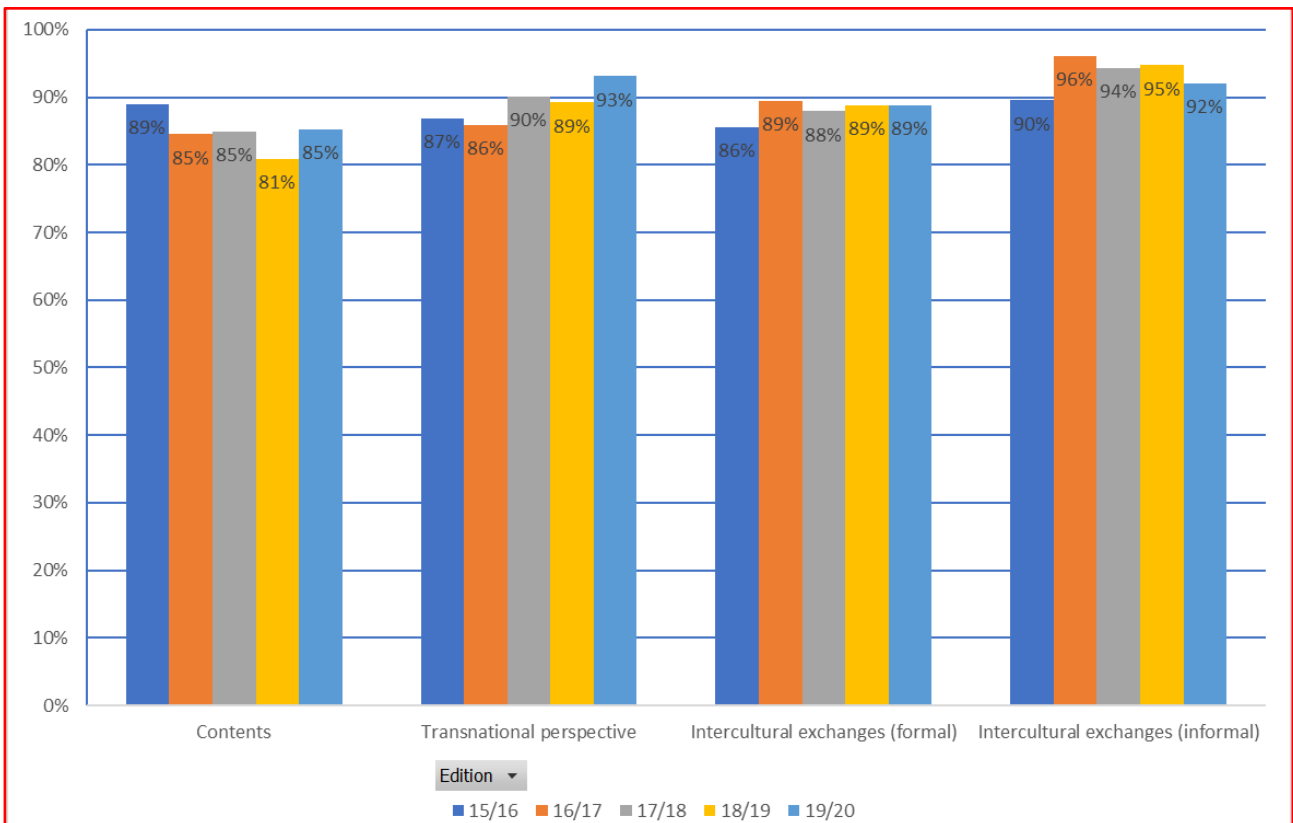


Figure 4 - Course added value (average% values)

For all the elements analysed there is a very positive response rate with a value that exceeds 80% of satisfaction for all aspects and in all years.

The highest value recorded for the contents emerged in the programming of 15/16 with 89%, the highest value of the transnational level in the year 19/20 with 93%, the formal intercultural exchange in the years 16/17, 18/19, 19/20 with 89% and informal intercultural exchange in 16/17 with 96%.

Overall, the informal intercultural exchange is the most significant added value of the course, an important opportunity to meet colleagues from other countries.

A further dimension of evaluation concerned the training methods and techniques used to pursue the objectives: activities in the plenary, group work and presentations.

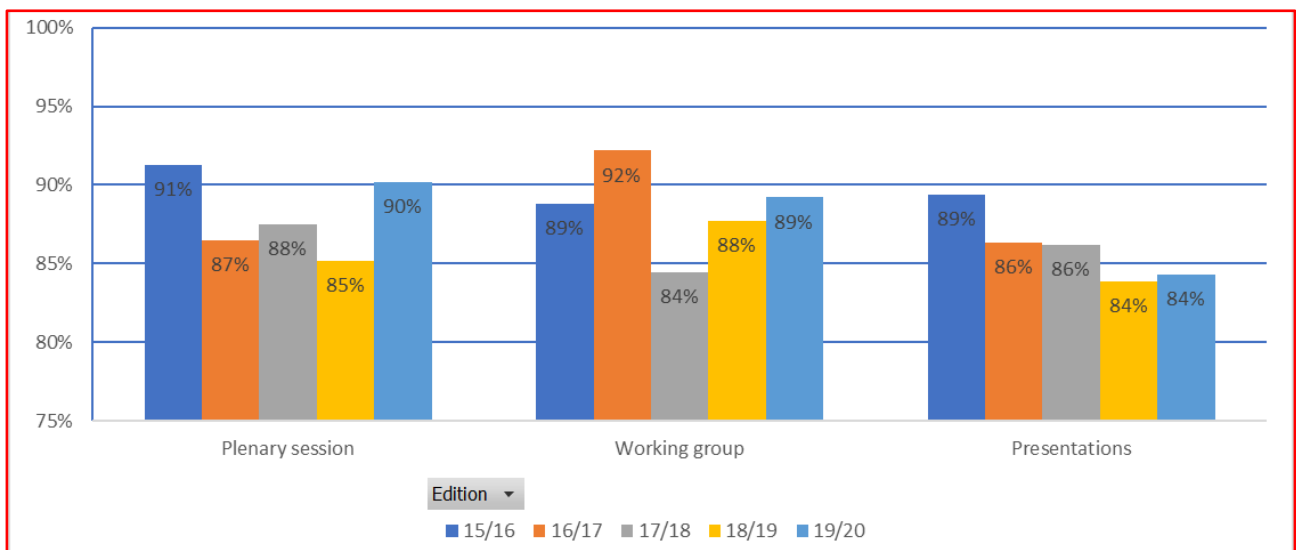


Figure 5 - Working methods (average% values)

The evaluations on the methods are completely positive, the sessions in plenary were particularly appreciated in the year 15/16 with the average value of the scale of 91%, the group work in the year 16/17 with 92% and the presentations in 15/16 with 89%. Overall, there is a good level of satisfaction for all the proposed activities.

Another aspect of the design that was evaluated is the organization of training times.

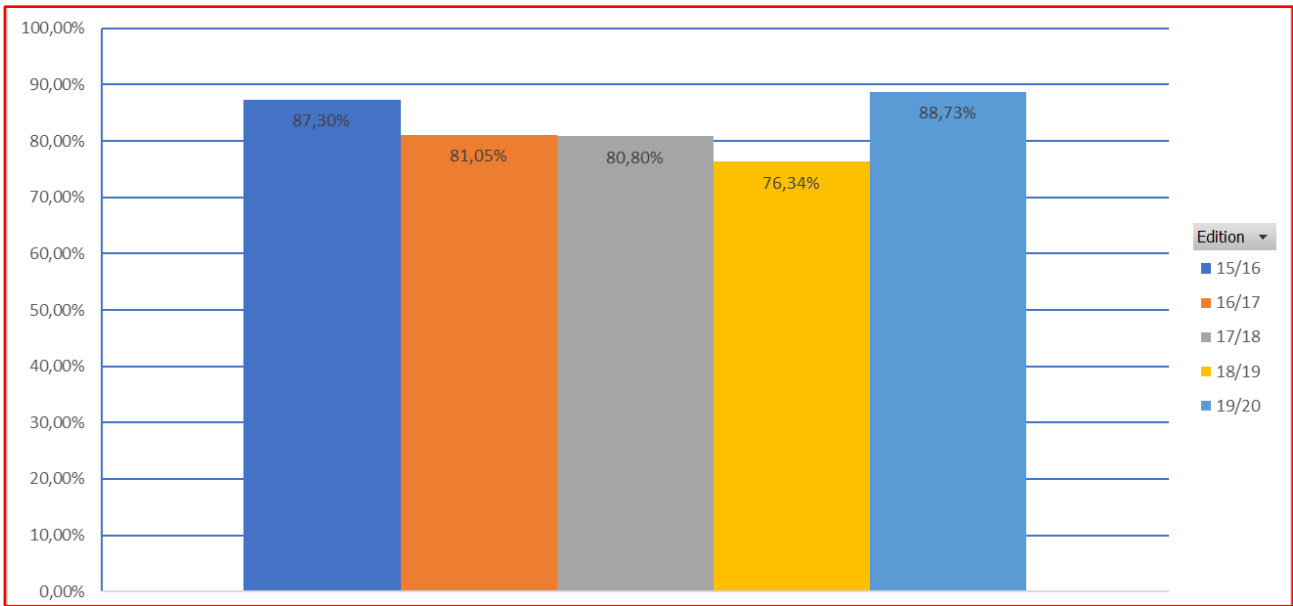


Figure 6 - Time division (average% values)

The evaluation of the organization of training times is overall very good with some small differences between the years, with the lowest value recorded in the year 18-19 and the highest in 19-20, the year in which it was also tested, to cause of the pandemic, the training activity in webinar mode.

A specific question concerned the usefulness and relevance of the course for the participant and for their organization. There are very high values with small differences between the editions.

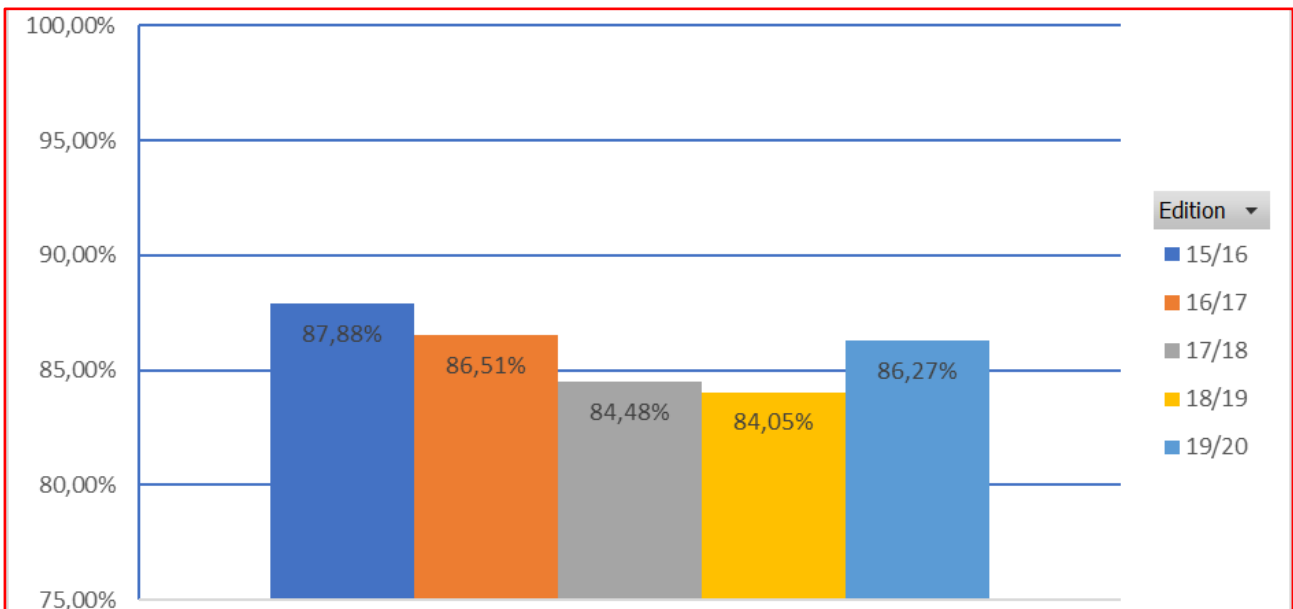


Figure 7 - Usefulness of the course for the participant and the organization (average% values)

The last group of questions was intended to evaluate the organizational aspects of the course, in detail: translations and interpreting, training staff, logistics, organization of the course.

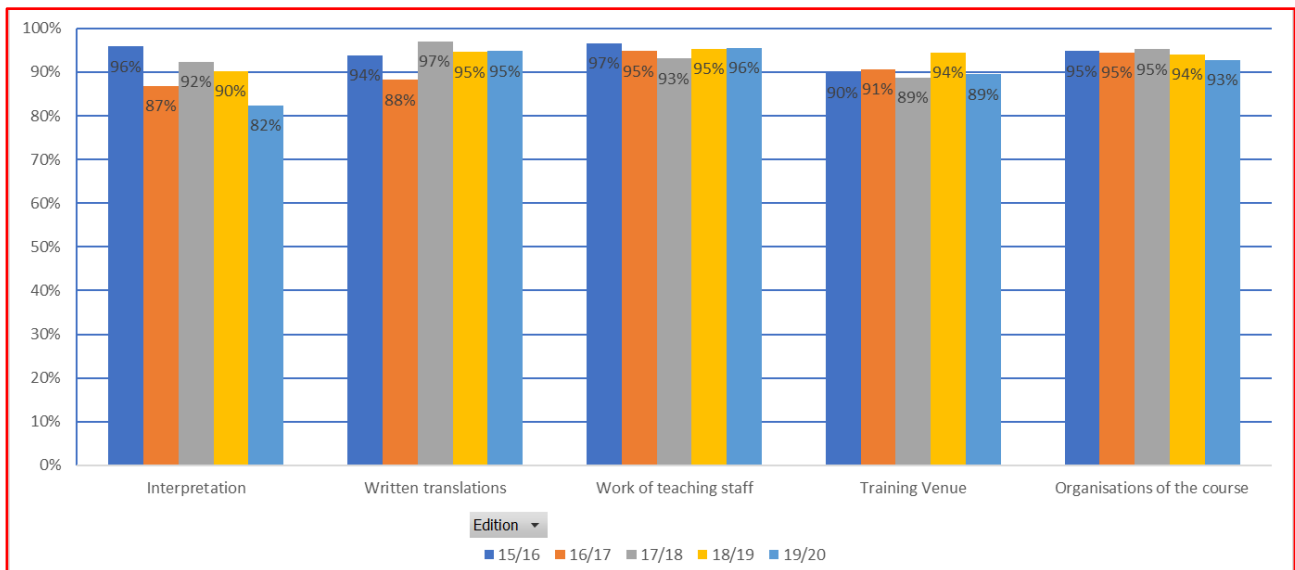


Figure 8 - Organizational aspects (average% values)

The values are overall very high, the work of the training staff and the organizational aspects of the course have been particularly appreciated over the years. The relatively lower percentages are found with respect to interpreting, in particular in the year 2019-2020, an activity made more complex by the pandemic and the need to reorganize online activities.

The questionnaire ends with two open questions aimed at gathering the participants' impressions and suggestions on the course with respect to the organization, the contents with a view to rescheduling a future similar course and collecting any other comments.

Many participants answered these questions, taking the opportunity to use this space for reflection to make suggestions and highlight important aspects for the organization and didactic aspects of the three weeks of the course and for future training activities. The aspects highlighted can be grouped into three large containers: the planning and development of training, the contents and the organizational aspects.

In planning and carrying out the training, it is possible to collect reflections on preliminary information and activities, on working methods, on training materials and on the division of times.

In the preliminary information and activities, the participants need to have more clarifications on the objectives and contents of the course before starting the course, useful information to get prepared for the course and set their expectations. Someone indicates the need to share the programs of activities before the course and to have more time to think about the project themes on which to develop the intermediate work. Furthermore, in the opinion of some participants, working on the training topics before meeting the expert could be useful to encourage a better discussion.

On the working methods, the participants ask for more space dedicated to debate and discussion in the plenary. Very long expert presentations are sometimes reported which reduce discussion time. Some participants also require more group activities. Some suggest revising the criteria for dividing groups, balanced by gender, language and experience. Another aspect that promotes interactivity and exchange is the request for greater involvement of experts and privileged witnesses from the trade union, institutional and business fields and more visits to learn more about the trade unions of the host countries and to encourage the exchange of experiences.

The training materials are very well rated and useful. Some presentations turn out to be very long and not very interactive. Furthermore, the collection of the materials produced could be digitally organized to avoid waste of paper.

The evaluation of the training times is strictly connected with the desire to have more space for discussion and exchange and for external visits. In summary, a better balance of the formal times of the course is required, in favour of interactivity. Some even require a little more time to spend on visits to the host country. Programs less tight on content and with more space for interactivity and exchanges certainly require rethinking and an extension of the overall duration of the course with the possible integration of cooperative learning and synchronous online training methodologies.

Moving on to the contents of the course, there are topics highlighted by the participants to be integrated and / or deepened:

- the topic of leadership to be treated with more practical examples;
- exercises and spaces for debates;
- the context of the trade union, its characteristics and its organization;
- how the union works in the different countries of the participants;
- what does Europe mean for the trade union and what do trade unions ask for at European level;
- good practices of trade union action;
- develop the issues of decision making and social dialogue at European level;
- more information on European legislation and on project planning and funding.

Finally, with respect to logistics, some participants recommended a greater presence of Wi-Fi coverage in the course locations and in some cases a different layout of the classrooms (positioning of chairs, setting up tables and desks, etc.).

The critical issues related to language supports are attributable to the language skills gap between the participants, which in some cases resulted in difficulties in interacting and forming a group. With regard to language difficulties, some participants put forward some ideas: work on strengthening skills by participating in language courses to be carried out before the course, use skilled interpreters with trade union language and translate documents written into multiple languages.

Organizational aspects also include the work of the training staff who accompanied the development of the course. On these figures there are no particular indications except the overall recognition of a work carried out with great competence and humanity.

The participants worked hard but in a relaxed atmosphere and with a reduced distance with the trainers. The only notes on the staff, by some participants, concerned the need for greater accompaniment in the intermediate work sessions by the tutors and greater feedback from the trainers on the intermediate works and on the projects carried out in groups by the participants.

In conclusion, the results of the satisfaction questionnaire submitted to the participants of the five years, highlighted an overall satisfaction with the course which was effective, as the objectives were clear and corresponded to the expectations of the participants. The design and programming is satisfactory in the methods and techniques and in the articulation of the times, efficient because all aspects of the organization have been appreciated and contributed to the achievement of the objectives.

Participation in the course also represented an added value for the participants, especially for the informal intercultural exchange and for being an important opportunity to meet colleagues from other countries. Furthermore, participation in the course was perceived as useful and relevant for the participants and for the organizations of origin.

The open questions made it possible to collect some suggestions to confirm what the participants indicated in the closed-ended questions and to collect ideas and proposals to improve the design of the training sessions and overall, for new designs of similar courses.

## 6. The survey tools

The research project produced two different questionnaires, one addressed to the participants and one to the tutors.

The questionnaire addressed to the participants was developed using open questions, single and multiple closed answer questions, for which it was estimated a duration of about 20 minutes.

A first version of the questionnaire addressed to the participants was tested with 10 young union leaders indicated by Etui, representatives of each of the 5 editions that the research project examines and of different countries.

In the pilot questionnaire, for each question proposed, the respondents had the opportunity to suggest additions or changes to the overall structure of the questionnaire, even in the detail of the individual questions.

The considerations collected made it possible to elaborate the feedback in relation to the clearness and understanding of the questions, missing or irrelevant questions and overall feedback on the survey tool. The answers from the pilot respondents were included in the analysis.

The changes made led to the release of the final version of the questionnaire divided into the following sessions:

- anagraphic data;
- organization and management of the course;
- learning outcomes;
- complementarity with other training activities;
- impacts;
- strenghts and weaknesses;
- elements for improvement.

The closed-ended questions were mainly structured in the form of affirmations submitted in the positive sense to which the participants were able to indicate their degree of agreement on a scale of 4 possibilities (from "strongly disagree" to "completely agree")

The questionnaire addressed to tutors was agreed directly with the Etui Training Department and was structured in the following sections:

- anagraphic data;
- description of the learning environment in the 3 residential weeks;
- the extent to which the training activities carried out in the various periods contributed to the achievement of the training objectives;
- evaluation of the general aspects;
- strengths and elements for improvement;
- suggestions on organizational aspects, planning aspects, contents, methodological aspects.

In the questionnaire for tutors, the closed questions were asked in the form of aspects on which to express an evaluation, on a scale from 1 to 4 (where 1 indicates the lowest level and 4 the highest).



## 7. Implementation of the surveys

To carry out the research aimed at participants and tutors, a survey system based on a web application was developed which made it possible to uniquely and anonymously collect the responses of the research sample and to process the data in aggregate form.

The application used is POLIS, a verticalization created by the technological partner SINTEL involved in the project starting from the opensource product LIMESURVEY. The version used of the product is 3.27.34 + 220132.

The responses of the participants were collected in the period from 11 to 21 February 2022, while those of the tutors were collected from 1 to 7 March 2022.

The analysis provided in the final report also includes responses to incomplete questionnaires, in cases where at least one response has been provided.

The survey for participants and tutors was sent in English by e-mail using the web application specially implemented for the project.

To ensure a good response rate to the surveys, Etui first sent a signed letter encouraging participants and tutors to contribute in their respective surveys.

During the phase of collecting the answers, Fondazione Di Vittorio sent e-mail reminders that made it possible to improve the response rate.

### 7.1. Description of the survey sample

Of the 114 participants who completed the training course, 44 questionnaires returned, with a response rate of 39%, which can be considered a good result. Based on the literature, the average response rate that can be expected for online surveys is 33%. Among the reasons for the non-replies it should be considered that some participants may have changed their contact details or are employed outside the trade union sector.

Analysing the results, it is noted that it was gender balanced.

The provenance of the respondents is spread across 21 countries. The most represented are Italy (8), Poland (4) and Romania, Hungary, Slovakia and Ireland (3). All 5 editions are represented, mainly the last one, held in 2019/2020.

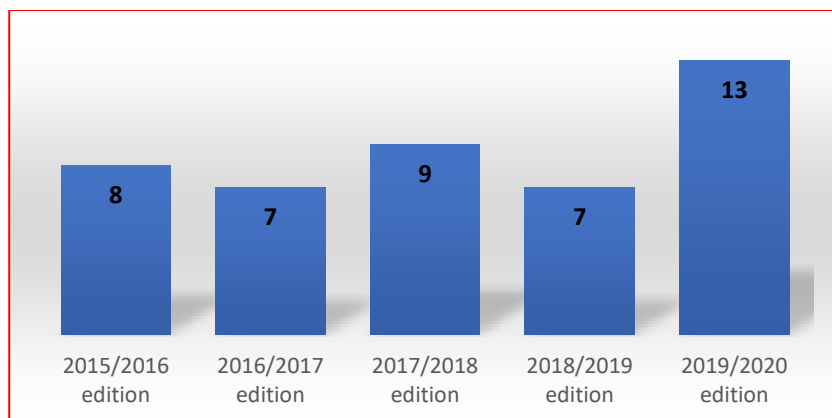


Figure 9 – Distribution of respondents among the various editions attended (absolute values)

84% have a university degree or higher, and 72% are now aged between 30 and 40.

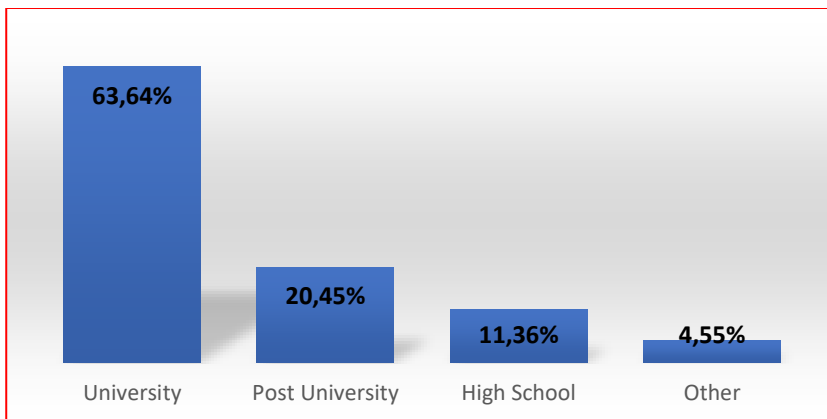


Figure 10 – Educational qualifications of the respondents (% values)

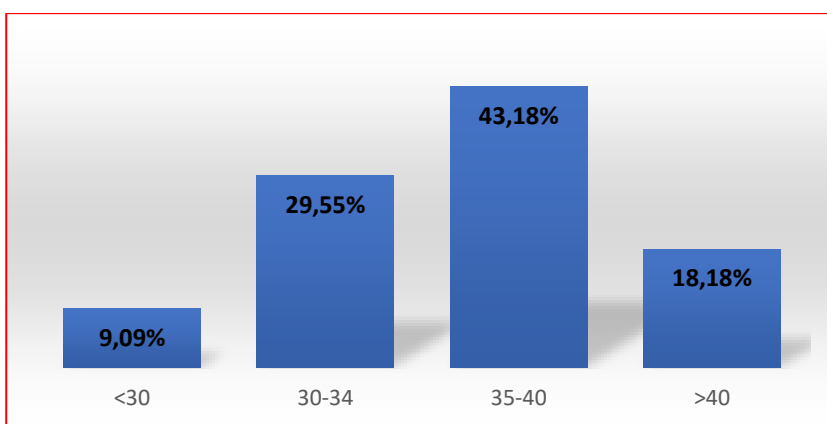


Figure 11 – Age classes of respondents (% values)

86% of respondents still work in the trade union or in related institutions.

52% changed their role after participating in the course, among which there is a greater number of women (29.55% against 22.73% of men).

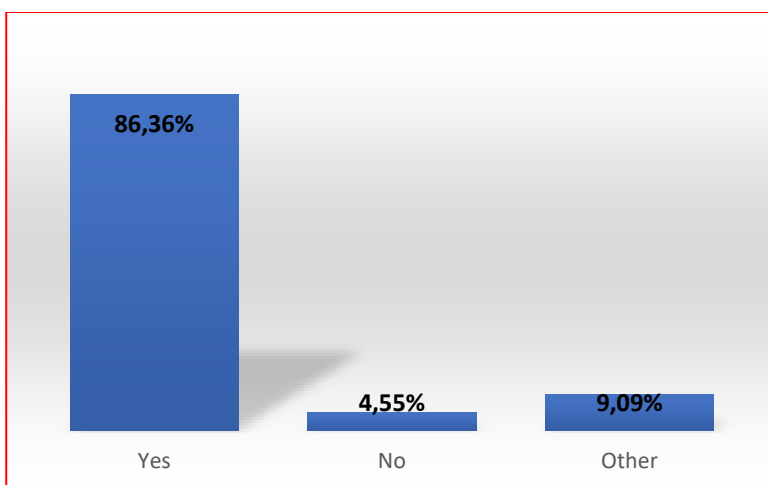


Figure 12 – Respondents still working in the union or related institutions (% values)

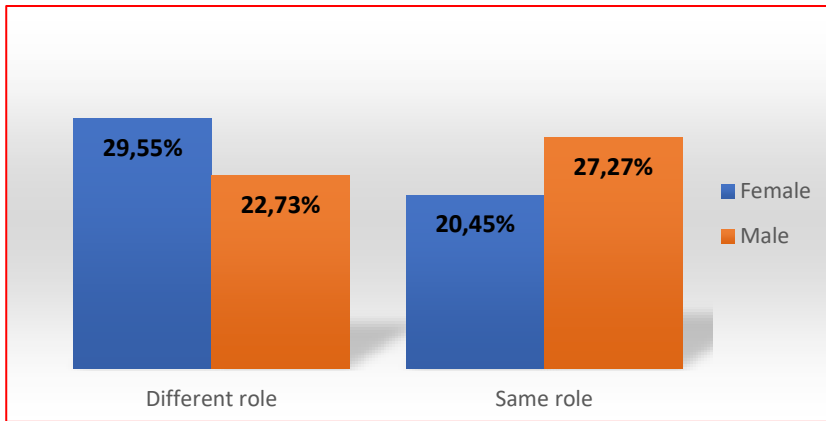


Figure 13 – Respondents who changed their role after participating in the course (% values)

Country of origin	Female	Male	Totale
Italy	5	3	8
Poland	1	3	4
Hungary	2	1	3
Ireland	1	2	3
Romania	1	2	3
Slovakia	1	2	3
Spain	1	2	3
Croatia	1	1	2
Finland		2	2
France	2		2
Latvia	2		2
Belgium / Germany		1	1
Belgium	1		1
Bulgaria	1		1
Czech Republic		1	1
Germany	1		1
Lithuania	1		1
Slovenia		1	1
TURKEY	1		1
UK		1	1
<b>Total</b>	<b>22</b>	<b>22</b>	<b>44</b>

Table 1 - Countries of origin of participants (absolute values)

## 8. Processing of follow-up research data addressed to participants, for the evaluation of the training program

### 8.1. Organization and management of the course

In relation to the general aspects of the course, the participants were asked the degree of agreement in relation to the statements made with positive meaning related to the preliminary information received, the degree of involvement of the trade union they belong to during the general planning of the training course, the adequacy of the logistical and organizational aspects, the clearness of the training objectives, the quality and competence of the staff of trainers, the adequacy of the methodologies and the time dedicated.

It is noted that the preliminary information received was exhaustive for 79% of the respondents, the logistical and organizational aspects are assessed as adequate by a number of participants greater than 80%.

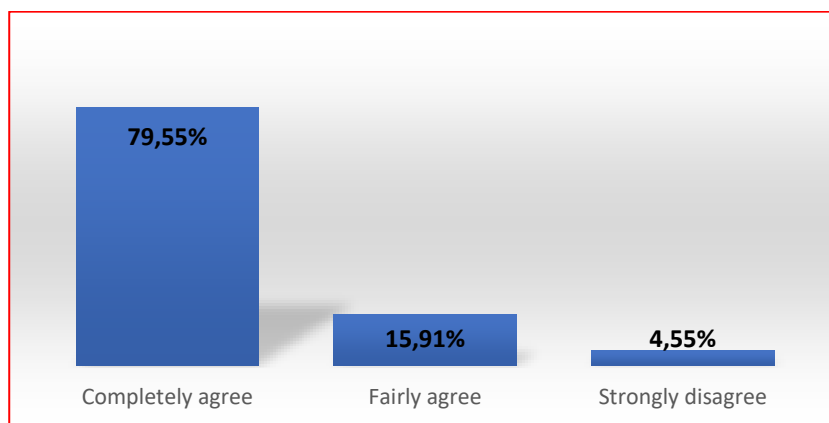


Figure 14 - I have received all preliminary information needed for the participation at the course

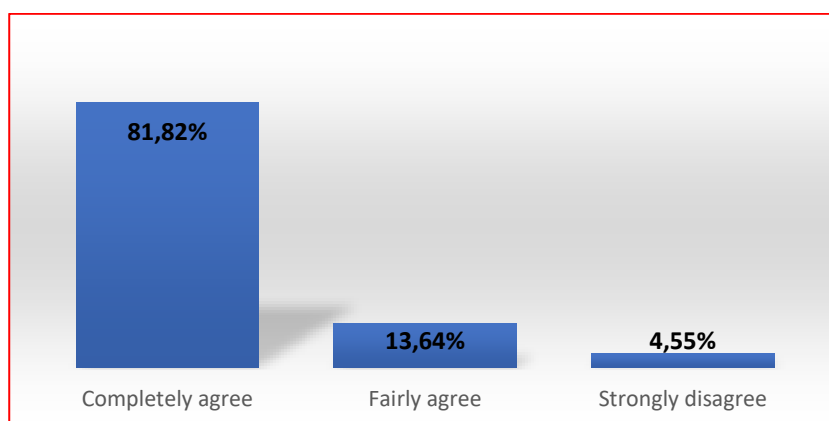


Figure 15 - The logistical and organizational aspects were adequate

More than half of the interviewees (53%) indicated that their trade union organizations were little or no involved in planning. 41% of these for direct knowledge, while 12% are not aware of it.

During the development phase of the course, the objectives were defined in a completely clear and understandable way for over 70% of the participants.

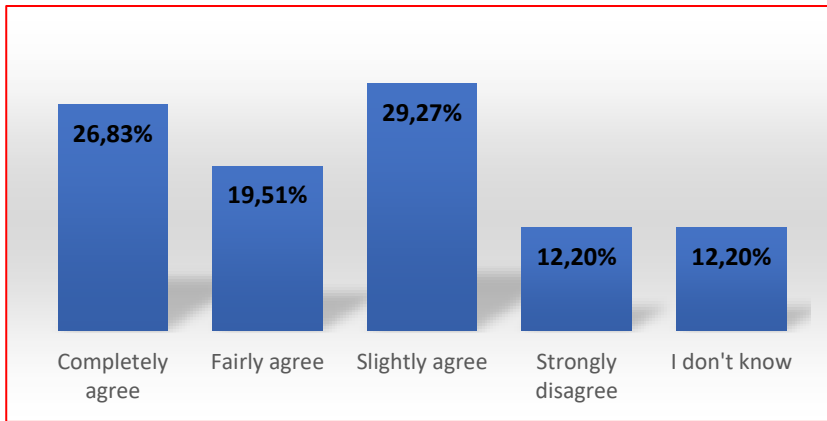


Figure 16 - My trade union has been involved during the general planning of the training course

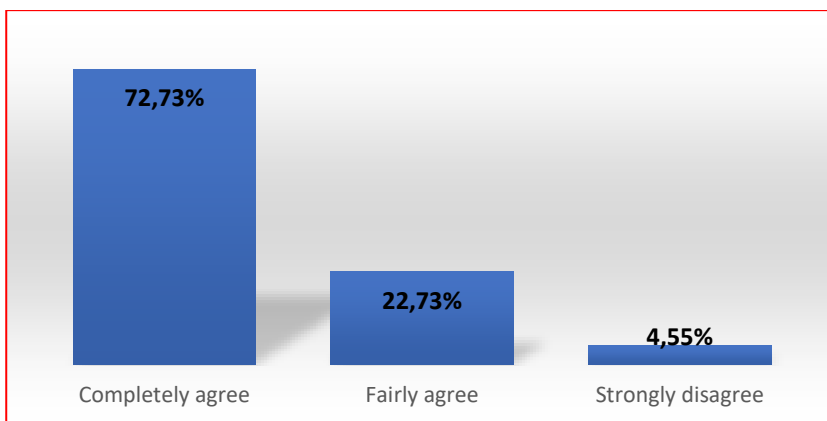


Figure 17 - The training objectives were clear and complete

The trainers' staff worked with quality and competence for most of the interviewed sample (88%), also through an appreciated time management in the development of activities (82%) and the use of adequate methodologies (70%). There is a slightly lower appreciation for the distribution of time spent on presentation content.

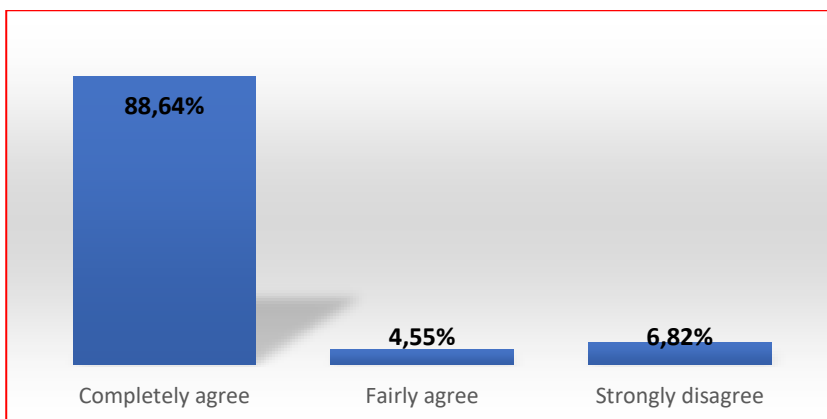


Figure 18 - The staff of trainers has worked with quality and competence

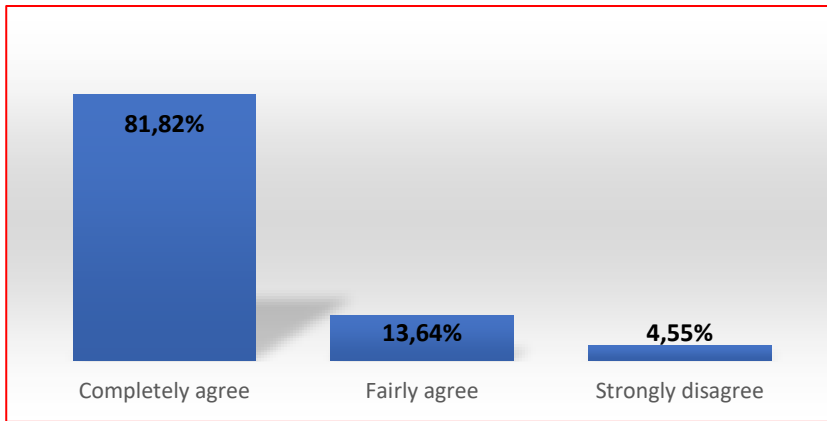


Figure 19 - Time management was balanced (work/breaks/free time)

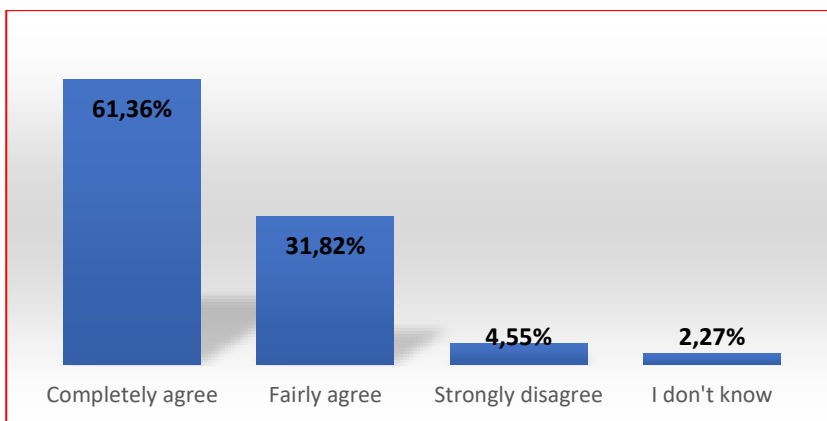


Figure 20 - The time allocated to cover different contents was adequate

Still in relation to the development of the contents, the questionnaire was intended to evaluate the presentation methods, the relevance with the trade union work of the participants and the appropriateness of the training materials.

The data shows a very positive evaluation regarding the clarity of the contents (74%), the involvement of the participants and the adequacy of the training material (79%), less emphasis emerges from the contextualization (relevance) of the contents proposed in the respective organizations.

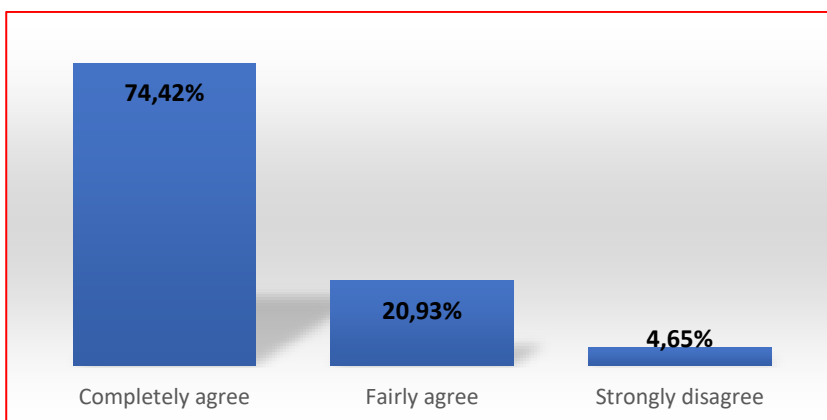


Figure 21 - The way course contents were presented was clear and helped discussion

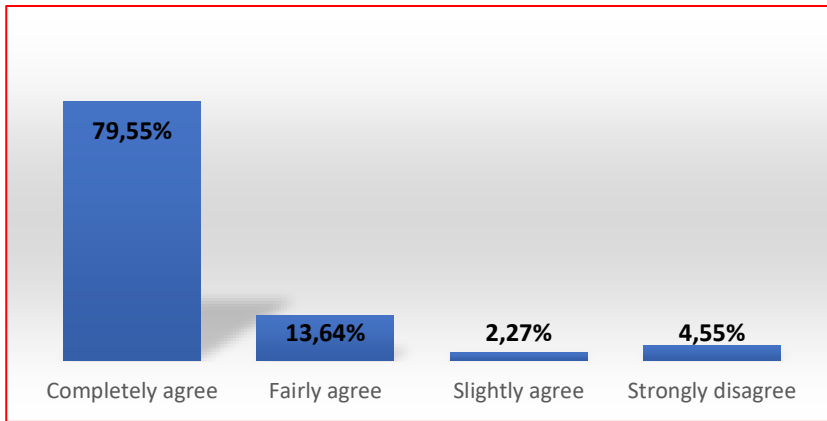


Figure 22 - Training material was appropriate

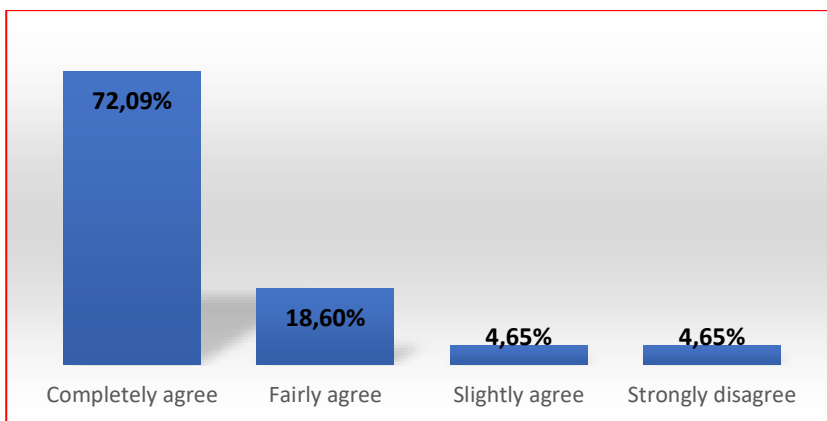


Figure 23 - The course contents were presented exhaustively

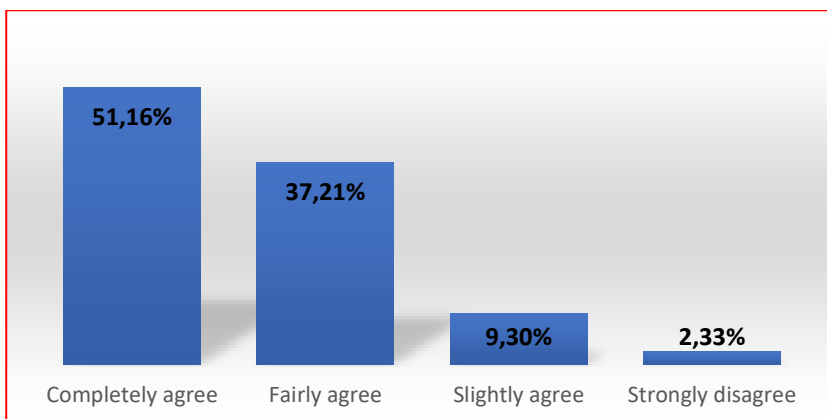


Figure 24 - The course contents were relevant with the Union work I deal with

The evaluation examined the methods of conducting the plenary sessions in the presence and, specifically, the degree of active participation, compliance with the scheduled times, the level of attention, the way of contributing to the discussion, the climate of the learning.

The analysis of the data shows that the work done during the plenary sessions was consistent with the program (79%) and showed high levels of participation, discussions and activities carried out with colleagues (83%), also facilitated by the good level of collaboration with trainers (77%). The methods of conducting the plenary sessions need some adjustments to keep their attention constantly alive and to

ensure a more widespread level of cooperation and dialogue between all the participants, facilitating their active and aware participation.

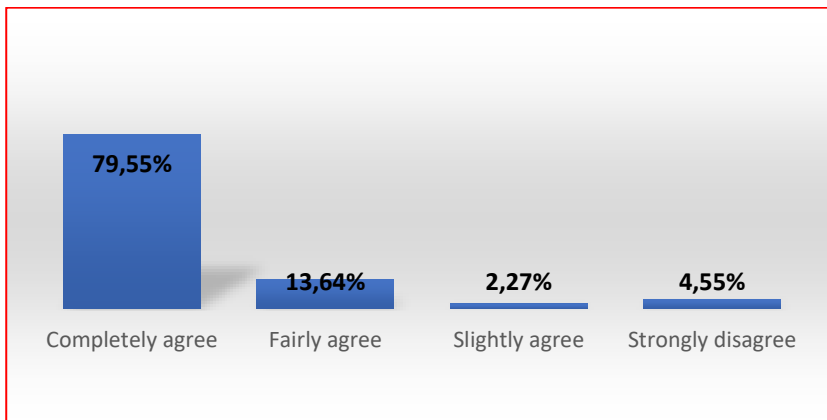


Figure 25 - Plenary activities were run respecting the time scheduled

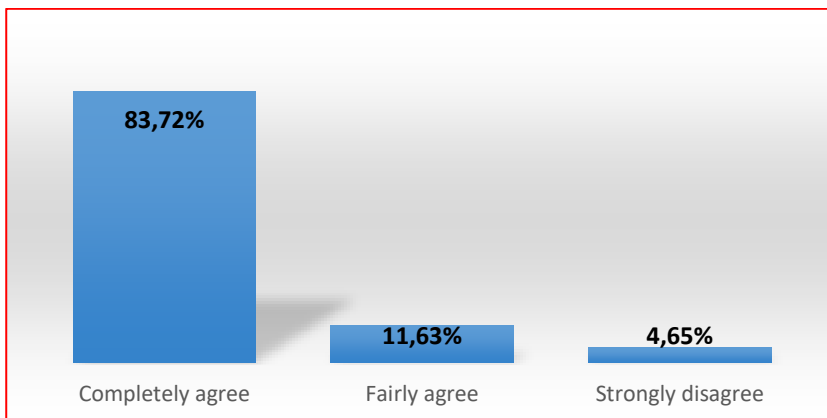


Figure 26 - I have learned to listen, debate, cooperate, plan and organize activities with my colleagues

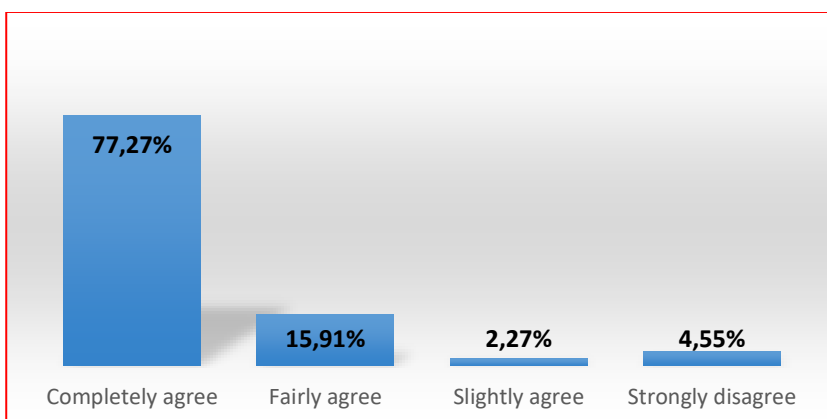


Figure 27 - I felt at ease and free to express myself with my trainers



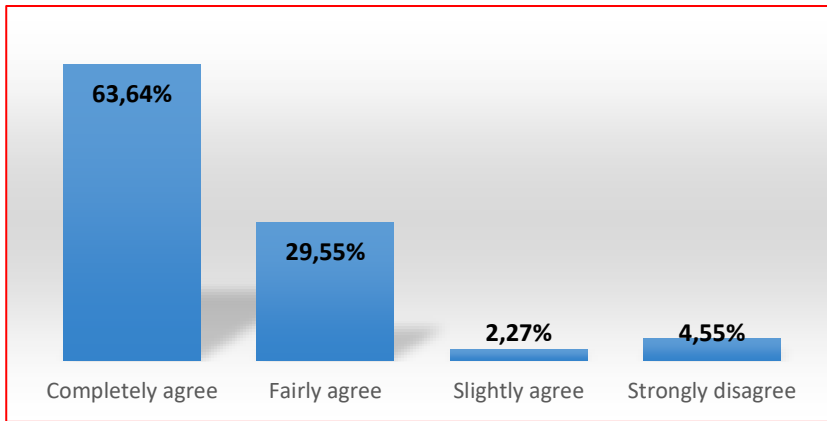


Figure 28 - Plenary activities allowed keeping a good level of attention

The evaluation of the work carried out in the intermediate sessions took into consideration the support provided by the tutors, the degree of participation and communication in the working groups, the enhancement of the works produced.

The data shows that in the intermediate work sessions carried out during the training program not all the members of the working groups participated actively, also due to communication difficulties within the group. The support given by the tutors was very positive and they also enhanced the work done by the groups during the presentations in the plenary sessions.

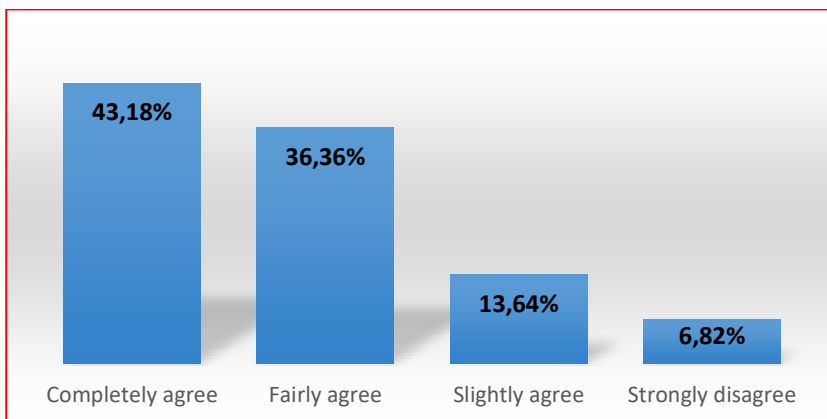


Figure 29 - All members of the group have actively participated

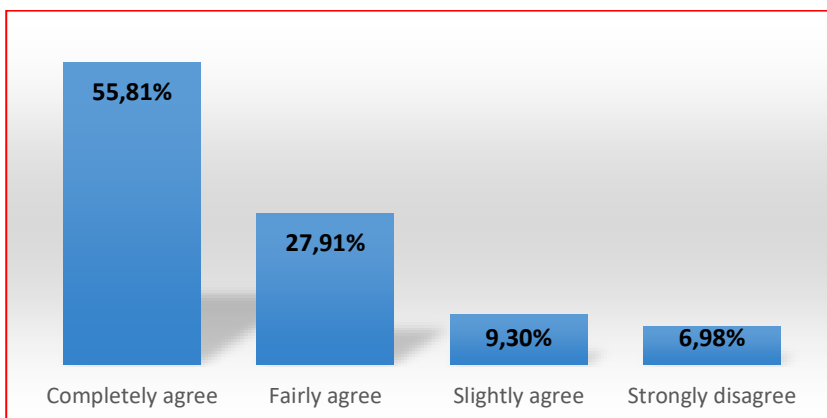


Figure 30 - Communication within my group has been smooth

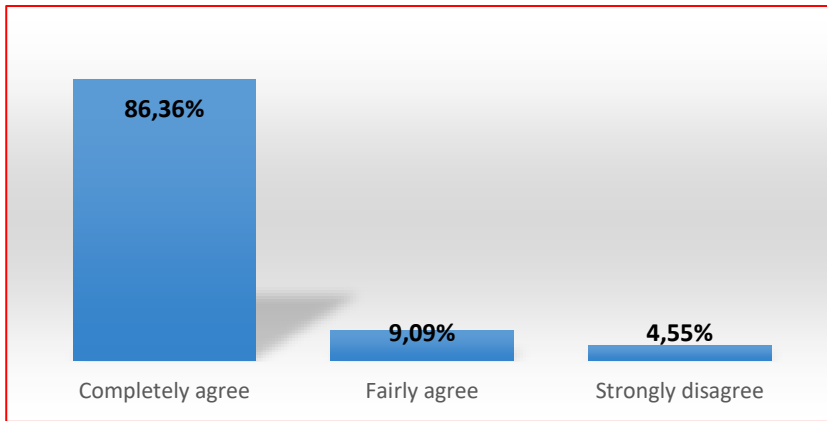


Figure 31 - I felt encouraged and supported by the tutors

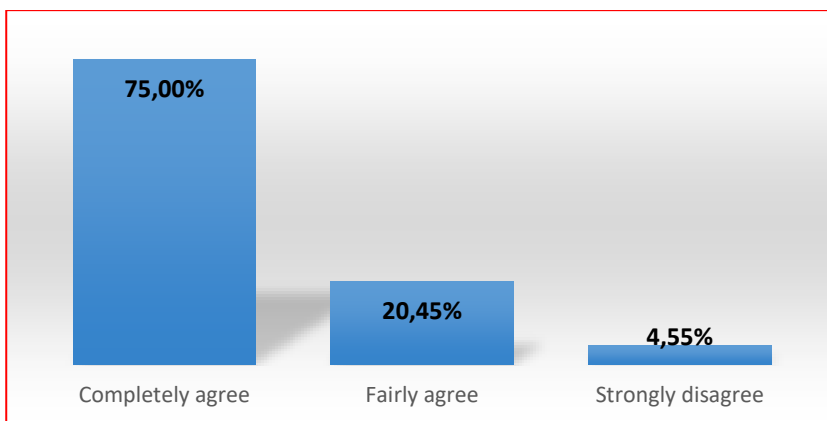


Figure 32 - The works produced at distance were valued and presented during the training

In the group work carried out in presence, the analysis examined the methods of composition of the groups, the relevance and functionality of the work mandates for the learning process, the working environment and the support of tutors.

The dynamics that occurred in the working groups in the face-to-face sessions show a consolidated appreciation for the support work carried out by the tutors, thanks to which groups with an effective combination of different profiles were built. In the working groups the participants felt at ease and the evaluations on the time spent were also good.

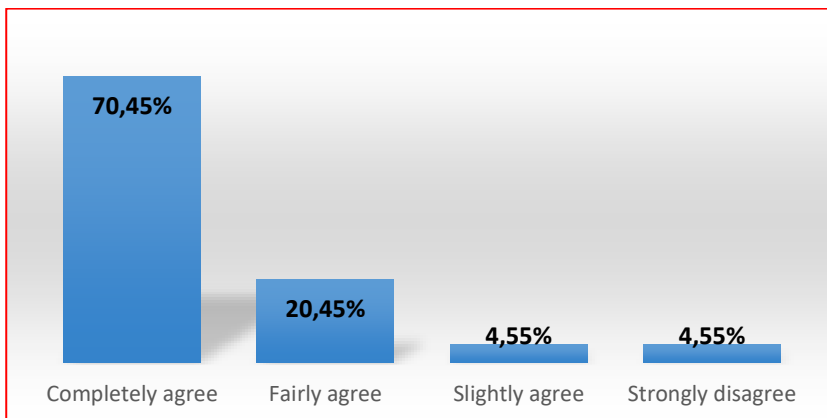


Figure 33 - The groups composition was a good combination of different profiles

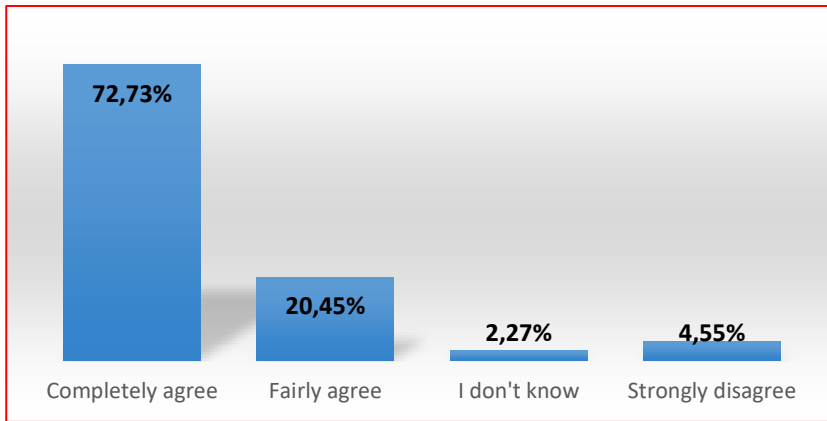


Figure 34 - In group work I felt at ease and I was able to express myself freely

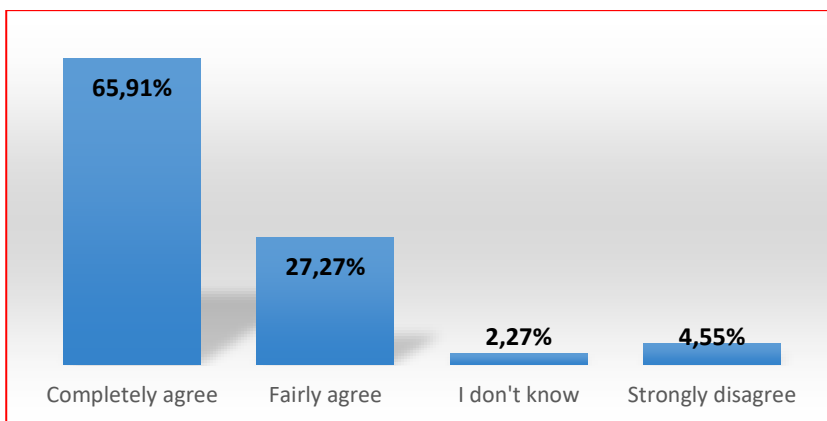


Figure 35 - The tasks assigned to the groups were relevant for the learning process

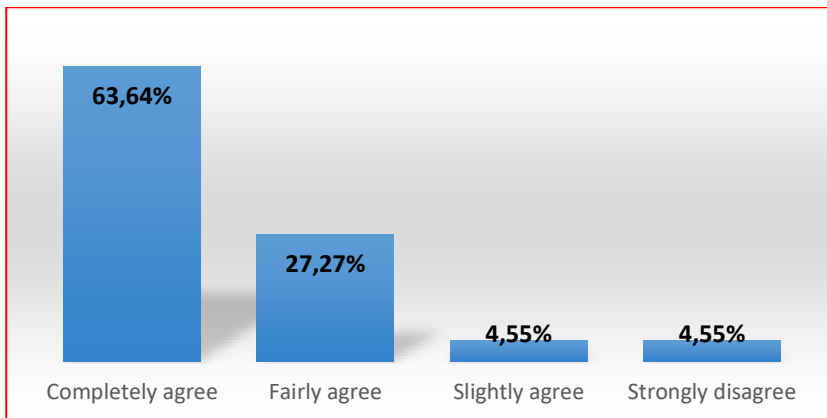


Figure 36 - The tasks assigned to the groups were clear and consistent with the aims

In the development of group work mandates, greater clearness is required in defining the objectives, also taking care of the relevance with the learning outcomes described in the training program.

## 8.2. Learning outcomes

The training program, for the purpose of obtaining the certification accredited by the NOCN, has been divided into 5 training units built for specific learning outcomes that define what the participant must be able to do to demonstrate that he has achieved them. The questionnaire listed the main learning outcomes described in the project and assessed the participants' degree of perception of the acquisition of the related skills.

The learning objectives on the theme of "Leadership in action" show a propensity to work in the construction of working groups, facilitating effective communication between members and enhancing the contribution of each. On the importance of defining objectives with trade unions, there is an incomplete adherence to the achievement of learning outcomes.

Learning outcomes	Completely agree	Fairly agree	Slightly agree	Strongly disagree
Build team of project, define roles e functions of members	68,18%	22,73%	4,55%	4,55%
Identify strengths and weakness in a team of work	61,36%	27,27%	6,82%	4,55%
Encourage teamwork and the communication between the members	70,45%	20,45%	2,27%	6,82%
Practice the effective communication	75,00%	18,18%	2,27%	4,55%
Find a participated solution in a group of work	70,45%	22,73%	4,55%	2,27%
Valorize the contribution of team members	72,09%	20,93%	2,33%	4,65%
Transfer the importance to set targets and goals to the trade unions	58,14%	30,23%	9,30%	2,33%

Table 2 - Learning outcomes – Unit: *Leadership in action*

In relation to the "Communication skills for Trade Union Representatives" training unit, all the skills provided are acquired, highlighting a greater perception of learning regarding the ability to lead or actively participate in debates, use active listening, providing adequate answers in individual discussions on union issues and prepare short structured presentations on specific union issues. Some doubts arise about the ability to effectively use the tools for remote collaborative work.

Learning outcomes	Completely agree	Fairly agree	Slightly agree	Strongly disagree	I don't know
Find, read and answer to trade union material in written form	56,82%	31,82%	4,55%	4,55%	2,27%
Make presentations, report, summary in written form	61,36%	27,27%	6,82%	4,55%	
Lead and participate actively in discussions	70,45%	25,00%		4,55%	
Use effectively online tools for the collaborative work at distance	59,09%	27,27%	9,09%	4,55%	
Use research and selection techniques to find specific written trade union material	52,27%	40,91%	2,27%	4,55%	
Produce written works on a trade union issue, using language and expression appropriate for the identified user	63,64%	27,27%	6,82%	2,27%	
Use active listening and provide appropriate answers in an individual discussion on a trade union topic	72,73%	18,18%	4,55%	4,55%	
Make a structured presentation of over five minutes on a specific trade union topic	72,73%	18,18%	4,55%	4,55%	

Table 3 - Learning outcomes – Unit: *Communication skills for Trade Union Representatives*

The participants, although with a slightly lower intensity than the other themes, declare that they have acquired skills related to the theme "Project work for Trade Union Representatives" to identify potential opportunities and build projects for the union, identify possible obstacles and know the tools and techniques key to ensure the effectiveness of the project.

The identification of the sources of financing for trade union projects and the techniques and tools to develop an effective project at European level, on the contrary, appear to be aspects that have not been fully developed.

Learning outcomes	Completely agree	Fairly agree	Slightly agree	Strongly disagree	I don't know
Identify potential project opportunities for trade unions	56,82%	31,82%	6,82%	4,55%	
Draw up a plan for a potential union-related project	52,27%	38,64%	4,55%	4,55%	
Identify possible obstacles to the success of the trade union project	56,82%	36,36%	2,27%	4,55%	
Identify sources of funding relevant to potential union projects	50,00%	31,82%	9,09%	6,82%	2,27%
Know the key tools and techniques for effective project work at the local level	56,82%	34,09%	6,82%	2,27%	
Know the key tools and techniques for effective project work at national level	50,00%	38,64%	9,09%	2,27%	
Know the key tools and techniques for effective project work at European level	52,27%	31,82%	11,36%	4,55%	

Table 4 - Learning outcomes – Unit: *Project work for Trade Union Representatives*

On the topic of "Project leadership for Trade Union Representatives", the perception of learning regarding the analysis of the aspects of trade union realities in order to define objectives and propose solutions is prevalent. It also highlights the ability to lead the union project teams, defining the roles and responsibilities of the members, with attention to equal gender opportunities. Elements of improvement are found in relation to the skills useful for developing projects in their organizations and knowing the tasks of a trade union project leader.

Learning outcomes	Completely agree	Fairly agree	Slightly agree	Strongly disagree
Develop projects according to trade unions target and goals	57,14%	33,33%	4,76%	4,76%
Analyse aspects of trade union realities in order to set goals and propose solutions	65,12%	27,91%	2,33%	4,65%
Know the tasks of a union project leader	55,81%	32,56%	6,98%	4,65%
Identify tools and methods to contribute to guarantee equal opportunity	60,47%	27,91%	6,98%	4,65%
Lead a team of trade union project, define roles and responsibility of team members	67,44%	20,93%	6,98%	4,65%
Analyse the outcomes and the impacts of a trade union project with a view to continuous improvement	51,16%	37,21%	6,98%	4,65%
Reflect on effectiveness of my work as union project leader	53,49%	34,88%	9,30%	2,33%

Table 5 - Learning outcomes – Unit: *Project leadership for Trade Union Representatives*

The contents developed on the theme “Trade Union and Europe” showed a good perception of acquisition in relation to the role and structure of the institutions of the European Union and the related trade unions.

A lower level of perception emerges from the skills related to the knowledge of the main treaties and directives relating to labour rights, European economic policies and their impact on trade union organizations.

Learning outcomes	Completely agree	Fairly agree	Slightly agree	Strongly disagree
Know the role and structure of the institutions of the European Union and of the related trade union organizations	70,45%	22,73%	2,27%	4,55%
Know the main treaties and directives concerning national labour rights	50,00%	36,36%	9,09%	4,55%
Know the economic and social policies of the European Union	54,55%	34,09%	6,82%	4,55%
Know the ways in which trade union policies are determined by the policies of the European Union	54,55%	29,55%	11,36%	4,55%

Table 6 - Learning outcomes – Unit: Trade Union and Europe

In recent editions, the training program has introduced a certification process that has developed through the construction of the Portfolio. Participants were asked to assess the degree of awareness of all stages of the process, the support obtained by the tutors during the construction of the Portfolio, the degree of recognition of the certification in their union and in their territory.

The process put in place in the training program to allow the release of a certification seems clear and understandable and the participants had no difficulty in completing it, thanks also to the continuous support of the tutors, highlighted in the open comments. The tasks proposed to highlight the acquisition of skills appear to be adequate with respect to the learning objectives.

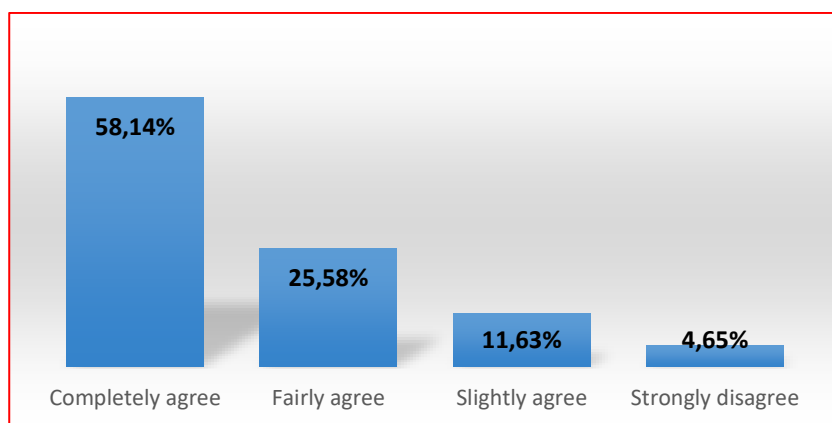


Figure 37 - The stages of the certification process were understandable

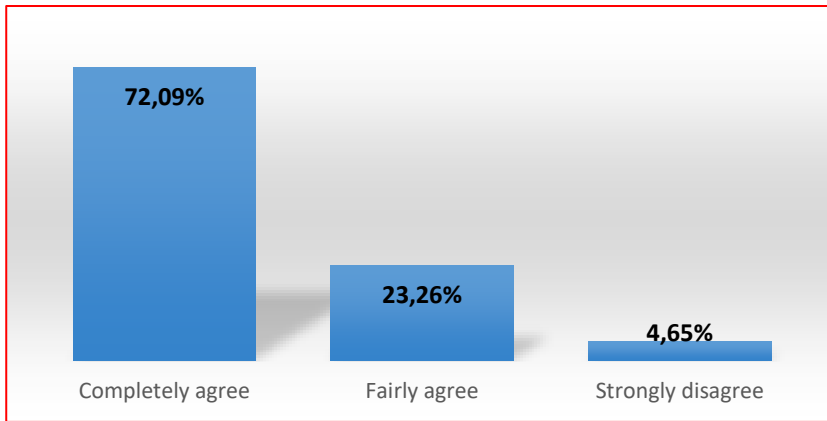


Figure 38 - The tasks required during the training were adequate to the learning outcomes

As for the recognition of certification in one's union and in one's country, there are non-polarized answers. The prevailing recognition has taken place within the union, but there is a large number of participants who have not deepened or are not interested in this aspect.

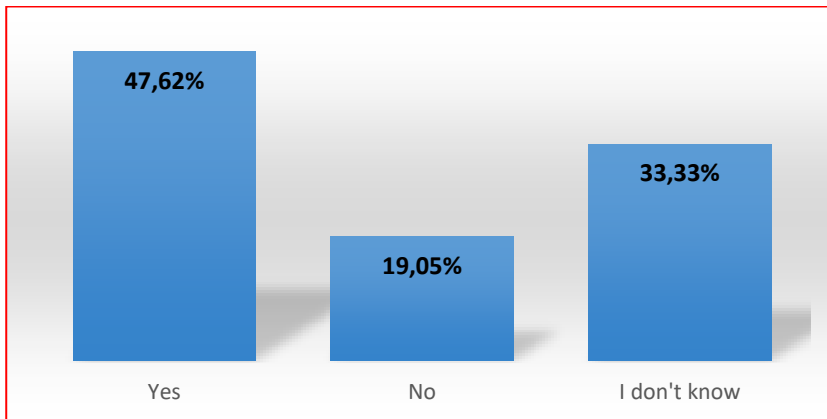


Figure 39 - The certification obtained was recognized in my Union

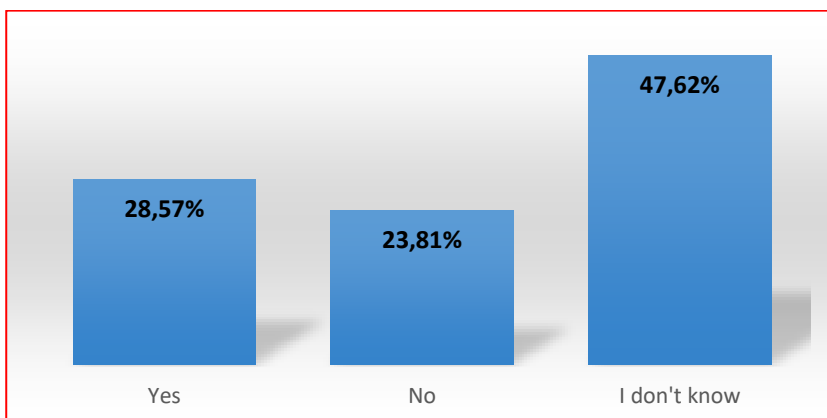


Figure 40 - The certification obtained was formally recognized in my country

Finally, the participants were asked if there was a qualification in their own country with skills similar to those achieved with the training followed. 47.62% of respondents indicated that they do not know the subject and 23.81% do not know qualifications in their country with skills similar to those achieved with the training followed. These statements underline the complexity of the issue of certification and recognition of skills at European level.

In relation to the coherence of this training program with other similar or complementary activities, most of the interviewees are not aware of programs similar to this proposed by Etui and more than half have participated in complementary courses at local and national level, less to international level.

Statement	Yes	No	I don't know
I know other training programs similar to this one	30,95%	52,38%	16,67%
I attended other complementary training activities organized by Etui	58,14%	41,86%	
I attended other complementary training programs organized at national level	65,12%	34,88%	
I attended other complementary training programs organized at international level	37,21%	62,79%	

Table 7 - Coherence with other training programmes

### 8.3. Follow up of the training

Regarding the evolution of one's role, the questionnaire included questions on the usefulness of knowledge and professional skills in relation to the current job in the union, the impact on the way of working and career advancement. The highest percentage of positive responses refers to the usefulness of the skills learned in relation to one's current job and the improvement of one's way of working.

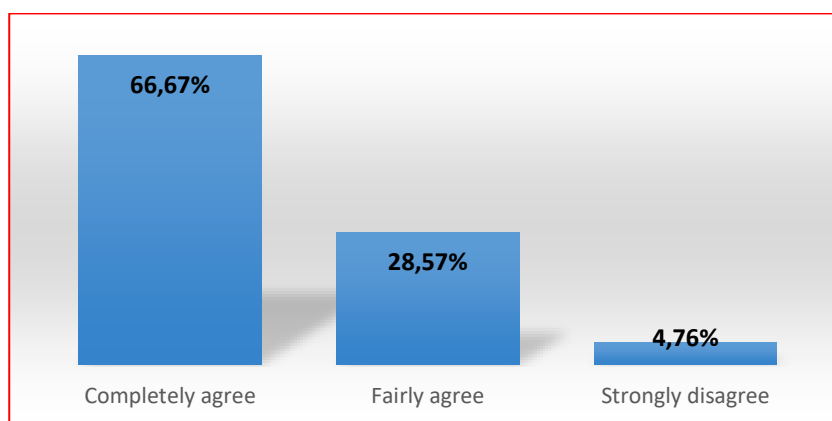


Figure 41 - The knowledge and professional skills acquired are useful in relation to my current work in the Union

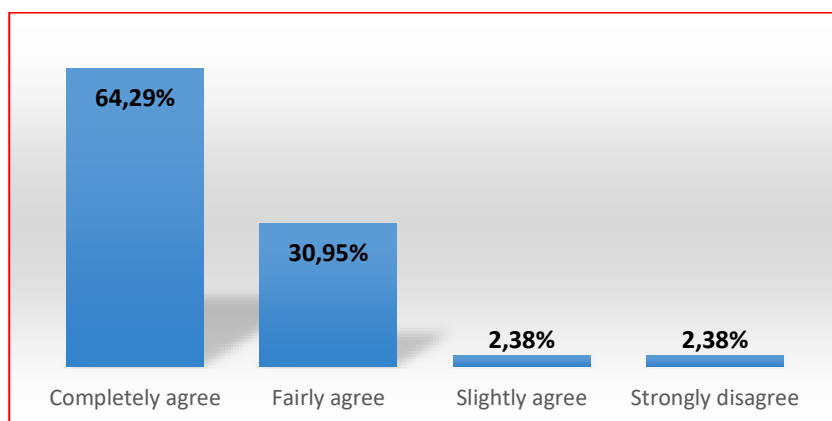


Figure 42 - The knowledge and professional skills acquired improved the way I work



Also noteworthy is the usefulness of skills for career advancement and strengthening self-awareness and motivation (statements mainly indicated by women compared to men).

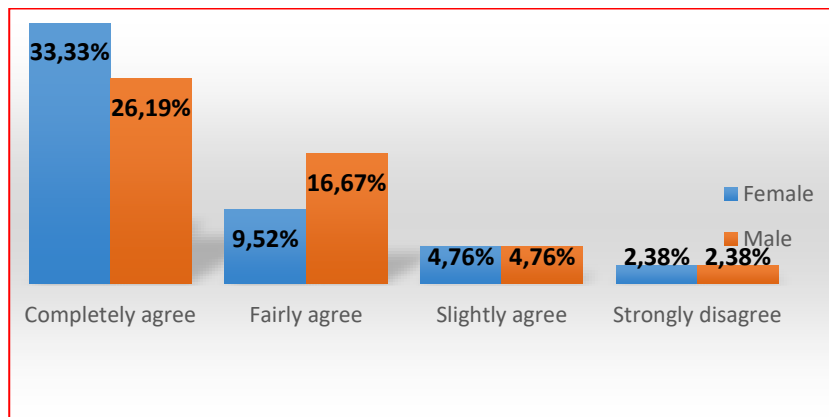


Figure 43 - The knowledge and professional skills acquired have been useful for the evolution of my role/career

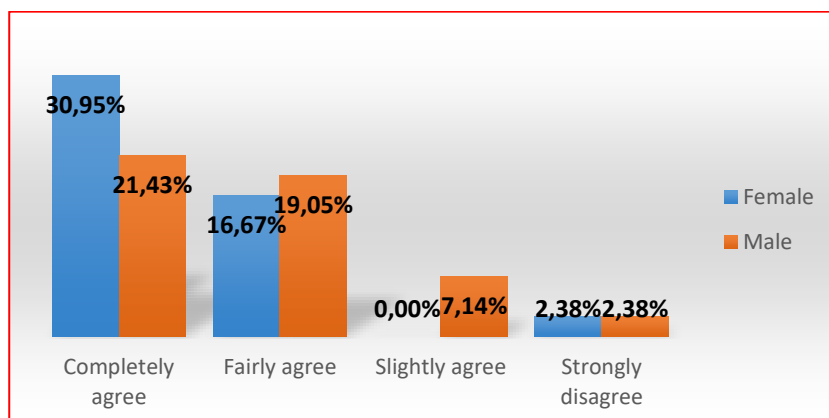


Figure 44 - I have acquired self-awareness, self-confidence, motivation at work

The questionnaire also explored the impact on the way participants work and on the new scenarios that participation in the course has opened up, in particular on the European dimension.

From the analysis of the answers, it emerges that for many, participation in the course has changed their perspective on trade union and labour systems. To analyse the continuity with the perspectives defined by the project objectives, the participants are divided between those who continue to participate in projects and initiatives at European level and those who indicate that they are little or not involved at all.

The European dimension is however promoted by many in the organization and the transfer of the contents learned in the course to colleagues sees the participants divided into three levels of the scale (completely agree 34.88%; fairly agree 27.91% and slightly agree 30.23 %).

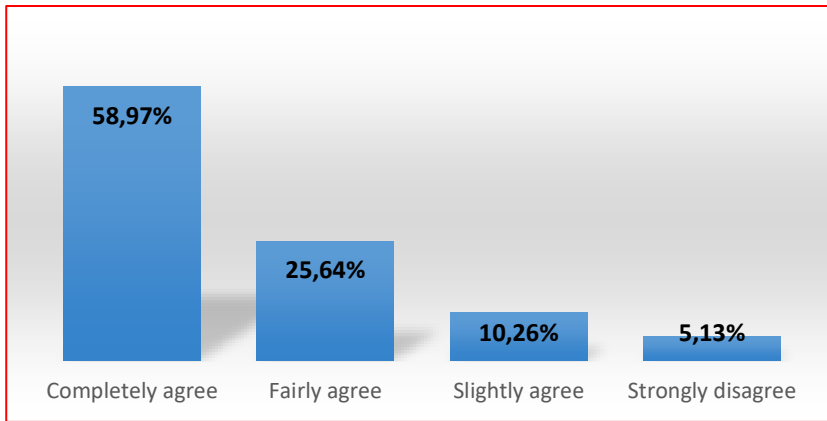


Figure 45 - The course changed my perspective and mindset about systems of Labour and TU in other European countries

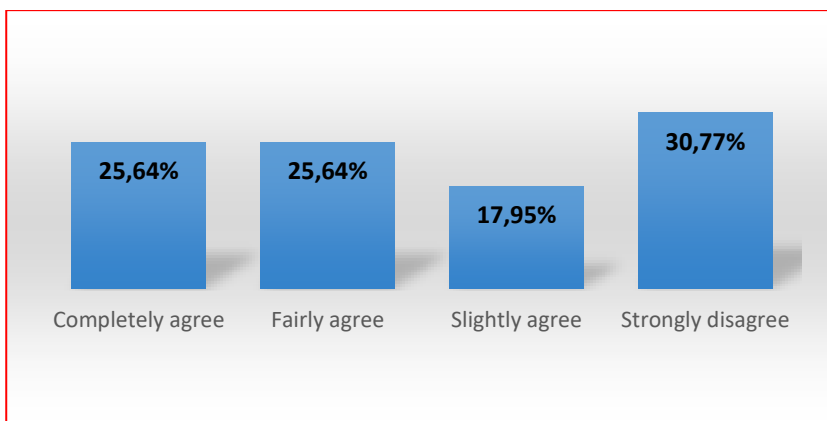


Figure 46 - I am involved in projects and trade union initiatives at European level

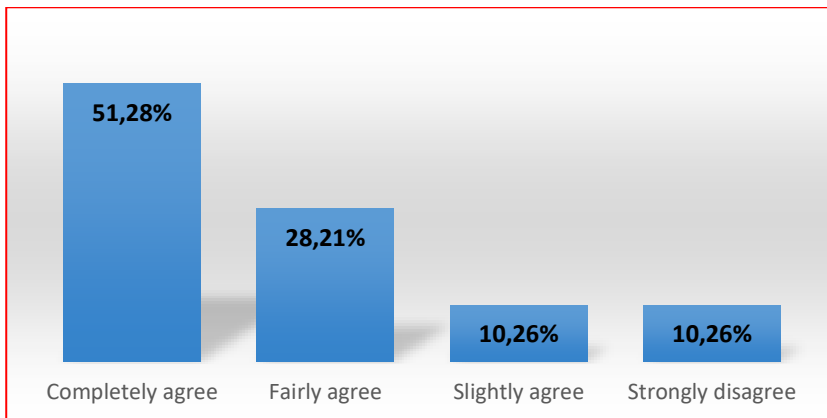


Figure 47 - I promote the European dimension within my organization

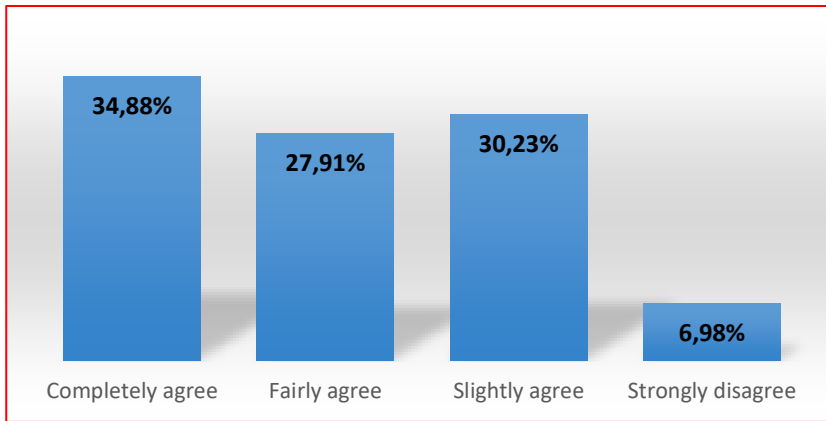


Figure 48 - I have transferred the knowledge gained to colleagues in my union

In relation to networking activities, there is a general continuation of relations with Etui. The network with course colleagues was established according to the opinion of many interviewees and there are continuous relationships with colleagues for about half of the interviewees.

If we consider the answers completely in agreement, an unusual trend is observed with respect to expectations. Apart from the last edition, in fact, the participants of the older editions have greater continuity in relations with Etui and in building networks with colleagues.

Statement	Completely agree	Fairly agree	Slightly agree	Strongly disagree
<b>I maintained relations with the Etui at the end of course</b>	41,86%	20,93%	23,26%	13,95%
<b>I have built a network of contacts with colleagues from the course</b>	41,86%	20,93%	25,58%	11,63%
<b>I maintain continuous relationships and exchanges with the colleagues of the course</b>	32,56%	18,60%	30,23%	18,60%

Table 8 - Networking

Regarding the multicultural dimension of the course, one of the priority objectives of the project, most of the interviewees provide positive feedback. The highest values are found in understanding the specific benefits and aspects of cultural diversity in Europe.

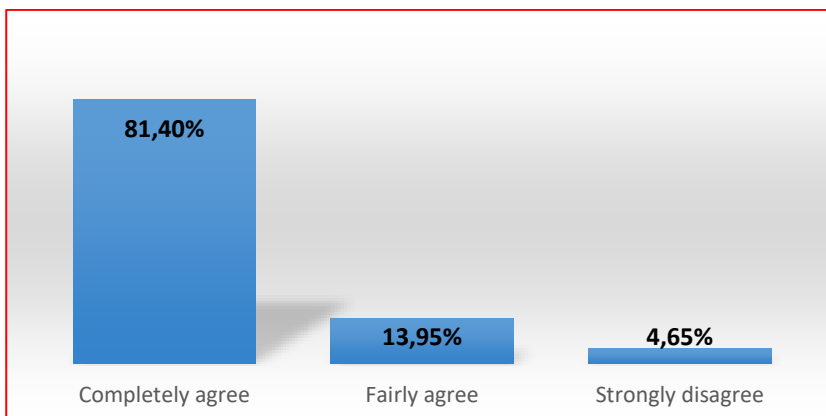


Figure 49 - I understand the specific benefits and aspects of cultural diversity in Europe

A slightly lower level of adherence to the acquired competency claims emerges in the way of building and leading multicultural groups and the ability to develop the competence of members to cooperate at the European level.

Statement	Completely agree	Fairly agree	Slightly agree	Strongly disagree
29.2. I know how to build, coordinate and lead multicultural groups	52,38%	38,10%	4,76%	4,76%
29.3. In a group, I'm able to develop the members' ability to cooperate at European level	41,46%	48,78%	4,88%	4,88%

Table 9 - Managing of multicultural groups

Regarding the general satisfaction of the course, the interviewees expressed great satisfaction with the course, all with values between 4 and 6, in a range from 1 to 6 (where 1 indicates the lowest value, 6 the highest).

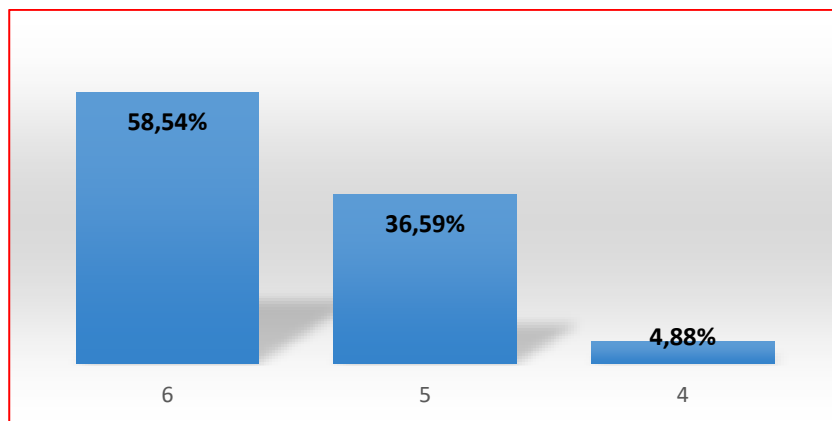


Figure 50 - What is your overall satisfaction towards this training? Express your satisfaction on a scale from 1 (Not at all satisfied) to 6 (Completely satisfied)

## 8.4. Analysis of open-ended questions (participants)

In the questionnaire addressed to the participants, open questions were included in order to detect the opinions of the participants on the strengths and weaknesses of the course, on the contents to be explored and on those to be integrated. The answers to these questions are summarized and aggregated below.

### Strengths

Among the strengths of the course, the contents concerning "personal empowerment" and "knowledge of European institutions, policies and trade unions" stand out.

Personal empowerment has developed through the acquisition of knowledge and leadership skills such as effective communication, the ability to lead a group towards the goal, to collaborate, participate, know how to adapt, know how to use creativity, have an open mind and a strategic vision. According to the course participants, this growth in knowledge and skills has significantly increased self-esteem and self-confidence with a consequent strengthening of motivation and determination in union work.

European institutional, political and trade union knowledge and the opportunity to discuss the structures, activities, perspectives, visions and collective agreements of other national trade unions were useful in helping to build a stronger trade union in one's own reality.

A strong weight among the strengths identified was also the "*creation of transnational networks*" thanks to the knowledge of new people.

Participants also identified additional strengths in the "*tutors, workshops, intermediate distance work, in the organization of the course, in the concreteness of the contents and in the use of new training tools*".

### **Weaknesses**

Among the weaknesses detected by the people who filled out the questionnaire, the "*time*" factor is certainly the most important: both as regards the request to distribute the contents over several days of the course metabolizing the numerous information received in the respect of the learning times, both as regards the time required for the intermediate remote work and for the portfolio, considered burdensome and sometimes irreconcilable with responsibilities and working hours.

Also relevant is the question of the "*difference*": in the initial levels of knowledge and experience, in national situations, in the mentality between Eastern and Western European participants, and in the perception of the very concept of leadership, one of the themes on which the course was aimed at.

Also reported "*personal weaknesses*" such as fear of speaking in public and a willingness to get involved participating.

With regard to the "*contents*", there were reports of the need for further study of political and trade union issues, social media and public speaking.

The "*language barriers*" and the consequent need for interpretation and translation of written texts have been repeatedly mentioned as weaknesses, as well as the inability to use the "*online platforms*" that emerged during the pandemic.

If we take into account the impact on the daily work of the participants, there is a signal of weakness in the "*application of acquired knowledge and skills*" and the "*need to meet after 2 or 3 years to assess how these have been implemented*".

Regarding the "*built network*", someone reported that they did not have the opportunity to meet the other participants despite having created a good relationship with them during the course.

### **Themes to deepen**

Given that a number of respondents to the questionnaire pointed out that "*all the topics covered are still valid and useful*", most of the advice on what to deepen in future courses focus on the "*trade union*" theme: know the ETUC and its lobbying function, but also Etui and industrial associations and how to use and promote this knowledge in daily work. The suggestions concern the knowledge of the legacy of the trade union movement and its innovations in order to be better able to design effective union strategies and to negotiate issues also drawn from examples of collective agreements signed in other countries and in different sectors. Regarding the trade union issue, there is also a certain interest in studying the problems of new members and young people in the trade union and on the knowledge of the different roles that trade unionists assume in each organization.

A strong in-depth interest was also shown in "*leadership*" skills: how to lead a team, plan, motivate, involve others by effectively communicating both face-to-face (presentations and dialogues) and online through multi-level campaigns.

The need to deepen the theme of "*Europe*" was also quite felt: its structure and its policies, while there was only a request for an in-depth study of the theme of "*climate change*" and how these will affect work in the future.

## Topics to be integrated

To the open questions on which untreated topics they would like to be included in the course, the participants provided the most varied suggestions, demonstrating that they did not know the other courses that Etui usually provides. For simplicity, we have grouped the most requested topics into two broad categories: "*relational tools*" and "*labour law and the impact of digitalization and globalization on work*".

With regard to relational tools, as already emerged in the open questions on the topics to be explored, both interpersonal and digital communication stands out. In fact, public speaking sessions with greater emphasis are needed, but also tools for joining especially young people and knowledge of group work as regards interpersonal communication and knowledge of online collaboration systems to be protagonists in the times of covid in order to reach out the workers and work together during intermediate jobs.

With regard to labour legislation, it would be of particular interest to know how to protect self-employers and workers employed with new forms of work in the gig economy, what will be the impact of the globalization of the workforce and the impact of digitalization on the structure of jobs.

The topic of "smart working" is in great demand, and they would like to know the advantages and disadvantages and the impact on private companies in the post-pandemic period, also in relation to the just transition.

Another argument felt by many is the value of "solidarity": how to affirm it by fighting right-wing populism in Europe.

More isolated are other requests to deal with topics such as the "gender pay gap, the green economy and the funds available for projects".

## 9. Processing of research data aimed at tutors, for the evaluation of the training program

In the tutor questionnaire, all questions in the range of answers required an increasing level of satisfaction ranging on a scale from 1 to 4.

The tutors were asked to evaluate the learning environment climate, the experience in exercising their role as trainer, the general aspects of the training program, the perception of the degree of achievement of the learning objectives and how they developed in the training periods foreseen by the project.

As regards the learning environment, an excellent evaluation is noted in relation to the interaction and relationship between participants and trainers, through sharing, continuous discussions, friendliness, a generally positive attitude and mutual availability between the actors of the training.

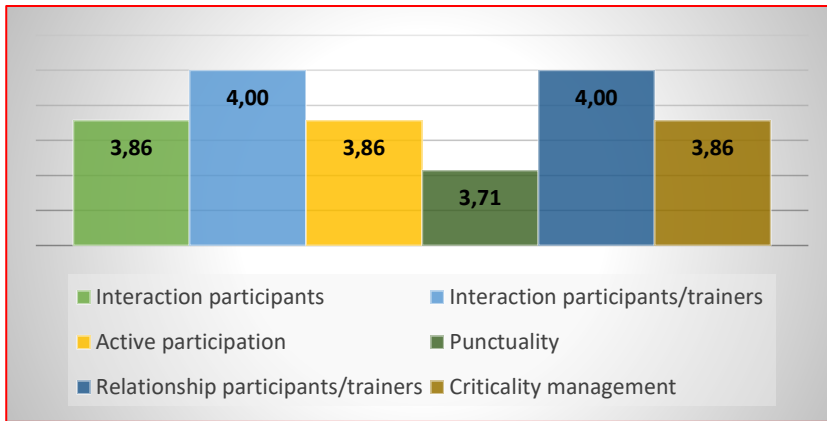


Figure 51 - Learning environment

The training objectives of the course show a more positive assessment of the ability to work in a multicultural environment and to communicate on trade union issues.

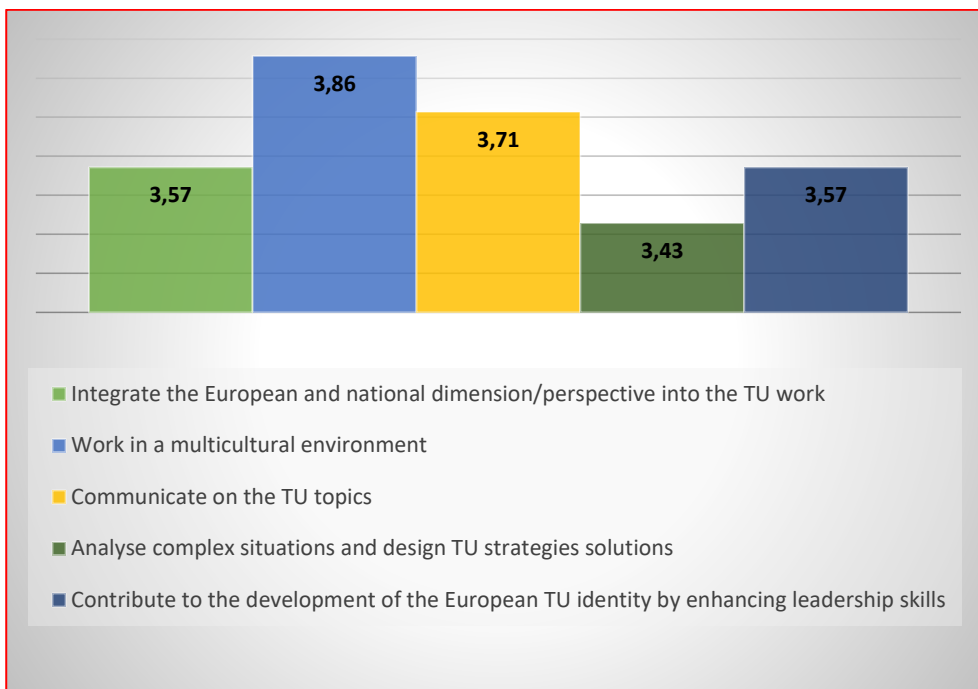


Figure 52 - Achieved aims

The structure of the project expects the development of the contents in 5 training periods: 3 weeks in presence and 2 intermediate periods carried out at a distance. To evaluate the effectiveness of this structure, the tutors were asked to evaluate the contribution that the various training activities developed in the 5 training periods guaranteed to achieve the various objectives set by the project. In relation to the ability to integrate the European and national dimension / perspective in trade union work, all the periods seem to be relevant in terms of contribution to the achievement of the indicated objective, the weeks developed in face-to-face mode show a higher evaluation.

For the development of the ability to work in a multicultural environment, the weeks developed in face-to-face mode show a higher rating in terms of contribution to the achievement of the indicated objective.

The contribution to the achievement of communication skills on trade union issues has progressively increased during the entire period in face-to-face mode, as have the activities carried out remotely. The ability to analyze complex situations and design union strategies was developed mainly in the 2nd and 3rd week in the presence. The development of the European trade union identity through the strengthening of leadership skills was mainly developed in the first intermediate period and in the 3rd week.

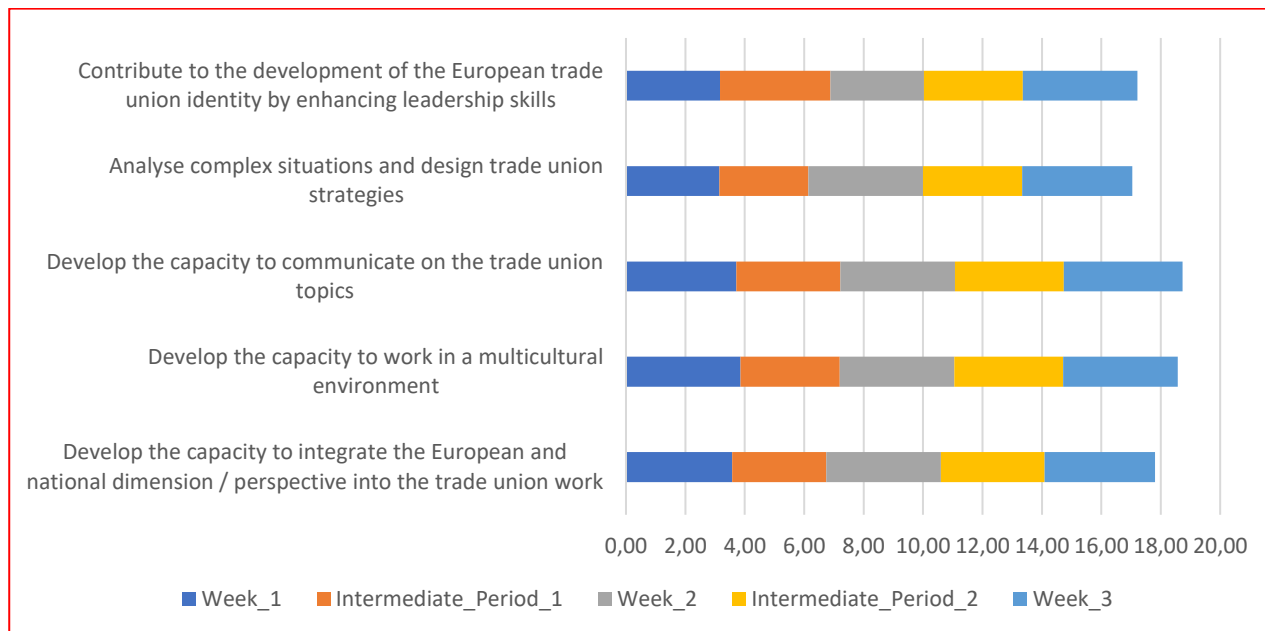


Figure 53 - To what extent the training activities carried out in the periods indicated contributed to the achievement of the general objective

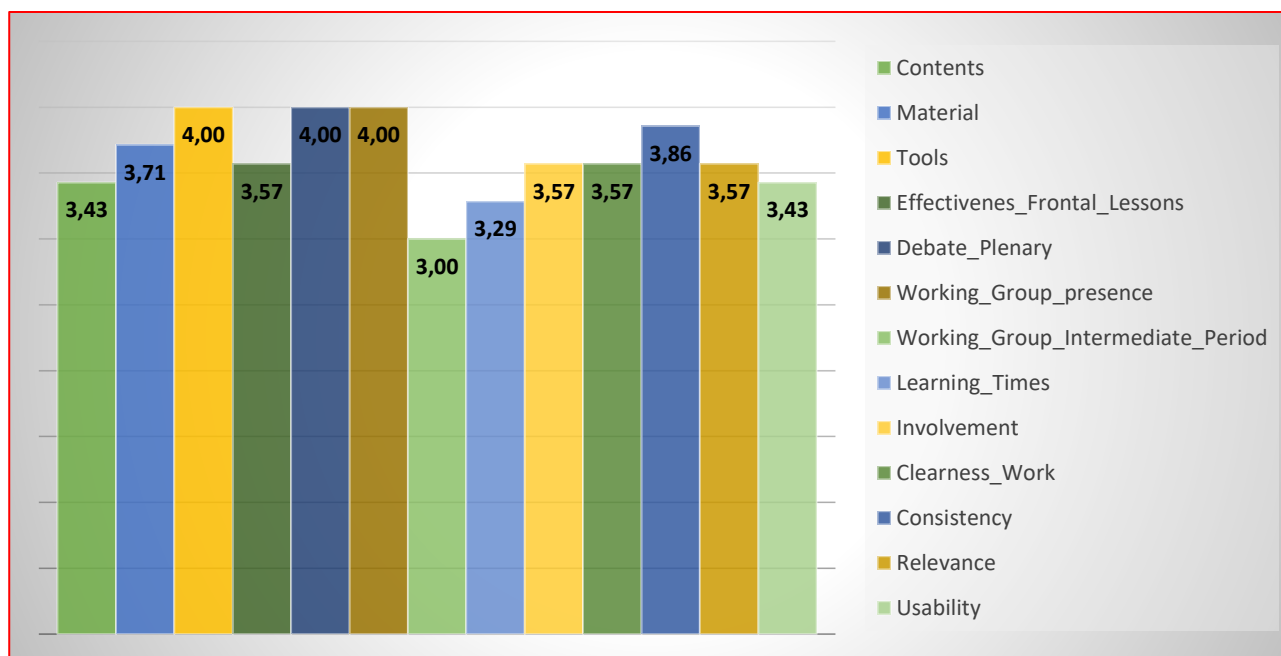


Figure 54 - General aspects

In relation to the general aspects, the highest satisfaction was found for the tools used (presentations, videos, surveys, Q&A, ...), for the methods of conversation and participation in the plenary session, the



methods of carrying out group work in presence, the consistency of the skills achieved with the objectives of the project, the materials produced and distributed (handouts, bibliographies, websites, etc.).

The lowest scores, but never lower than 3 (on a scale from 1 to 4) emerge for the performance of group work during the intermediate periods and the attention to the learning times of the participants, followed by the usability of the results produced during teamwork and developed content.

## 9.1. Analysis of open-ended questions (tutors)

Two open questions were included in the questionnaire addressed to tutors aimed at verifying the strengths and areas of improvement of the course with a view to future rescheduling.

### Strengths

We can group the answers to the open questions that indicate the strengths perceived by the tutors in 4 dimensions: "*European politics and trade union*", "*multicultural*", "*training design*" and "*participants*".

The "*European political and trade union*" dimension includes, among its strengths, the vision that the course gives on the importance of the role of European and international trade union movements, the approach of strategic thinking to trade unionism, the interconnection between the national and European level and the empowerment of young trade unionists to help build a better Europe through the planning of short, medium and long term strategies.

The "*training design*" is also a strong point for tutors because it involved both trainers and learners, adopted different teaching methods and there was a correct distribution of time between the face-to-face and course at distance. Regarding the achievement of the objectives, the tutors believe that the course has brought new knowledge and skills to the learners.

Another strong point was the "*multicultural*" dimension of the course which, first of all, created a network at European level, but also made it possible to acquire, through experience, a mental opening towards different environments and people. In fact, learners and trainers who came from different countries and cultures have built together, through mutual understanding, a shared meaning. All this was possible thanks to the simultaneous translation provided during the course which allowed all learners to access and follow these courses.

The success of the courses was guaranteed by a good selection of "*participants*" who were able to grow, consequently increasing their self-esteem.

### Areas of improvement

The tutors suggest to improve some aspects of the "*organization and planning of the course*" as a priority, then to boost the "*network activity*" and finally to create / recreate a sort of "*mentorship*".

While considering the "*design of the course*" a strong point, the tutors think they need to improve some aspects such as the organization of remote work, for example by involving the team, using social media and webinars and some training methods that should be revitalized adopting new technologies.

They also suggest planning an additional session one year after the third week of the course, re-establishing regular meetings between all tutors, offering both tutors and learners an opportunity to learn English, before attending the course, other than e-learning, to communicate more with the national / European organizations that send the participants and finally to improve the accreditation path of the course.

If we take into consideration the created “*network*”, the tutors consider it a priority to stimulate the activities and contacts between the participants after the course. They also suggest making greater efforts for cooperation between transnational networks and the trade union organization and the national / local level of the trade union movement in each country.

Considering the answers that have been grouped, for simplification, under the dimension of “*mentorship*”, the suggestions of the tutors are to prepare the learners before the course, to follow their activities once the training course is finished, for example once a year for 3 years and return to the closer involvement of the tutors with the participants: tutoring one by one.

## 10. Interviews and focus group

The research carried out through the questionnaires was supplemented by in-depth interviews addressed to the organizations to which they belong and to the participants to highlight significant experiences, aspects of excellence and critical issues.

The interview program contemplated the involvement of the following target groups:

- Etui contacts. During the data collection process, shorter meetings and conversations were held on particular issues of the study which best directed the research activities;
- participants in the various editions of the course. In total, 5 interviews were carried out to clarify the responses received to the survey and / or obtain more in-depth information on effects that are difficult to measure / less clear or particularly interesting cases;
- mentors as representatives of the trade unions of origin of the participants. In total 3 interviews were carried out to know the impact generated by the young union leaders within the organizations and to obtain the opinions and recommendations of the interested parties regarding the training program.

All the interviews were semi-structured and were carried out in webinar mode in English, with the following schedule:

Date	Mentors	Participants
09/03/2022	Filippo Ciavaglia	Vittoria Arcovio
10/03/2022	Darko Šeperić, Viktória Papp Nagy	Andreas Brieger; Szymon Lepper; Suncica Brnardic
11/03/2022		Adriana Ciacaru

Table10 – Mentors and participants involved in interviews and focus group

### 10.1. Outcomes of interviews with participants

Participants were asked to reflect on the impact that participation in the course has had on the exercise of their role, on any career advancement, on how to relate to colleagues and to the outside world. The experiences of coordinating working groups and the opportunities to participate in trade union projects at European level were evaluated. The European dimension was also assessed in relation to the ability to link the effects of European policies on trade union work and to build transnational networks. The impact on the trade union to which they belong was also taken into consideration to understand the possible

recognition of the certification obtained from the course. Finally, the participants were asked which themes / contents could be integrated into the course.

In relation to the role, it should be noted that, for those who have maintained their role on the issue of international policies in their organization and for those who have assumed this new role, participation in the course has generated a boost in the development of these activities. The interviewees stated that they have grown a lot during the course also in terms of soft skills, the way of speaking in public, leading groups. From the point of view of the specific skills of the young trade union leader, a broader idea of the trade union internationally and its prospects for other European countries emerged. Emblematic is the affirmation of those who now deal with immigrants and who had the opportunity to get to know the perspective of the countries from which immigrants come.

On the subject of relationships, the course has revealed a platform for communicating, understanding different perspectives, different ideas that allow you to work in the trade union trying to find the points in common on the founding values and universal values common in cultural differences.

The importance of working in a team with different personalities has made it possible to create systems, understand one's role and improve relations with colleagues and with the organization.

The topics covered in the course are all considered important and for some it meant an increase in confidence and awareness in their own means. This develops in the ability to lead working groups, including multicultural ones, to link European policies to the work of the trade union.

During the training many activities were carried out working in groups. This made it possible to understand the dynamics of the groups and how to manage the groups to achieve the objectives, how to coordinate and reach consensus with other confederations and ministries or coordinate working groups in European projects.

The aspects of certification are considered important above all for the phases of the process carried out which allowed greater reflection on the topics covered and skills acquired, less so in terms of the recognition of credits or qualifications.

Participation in European trade union projects and the development of trade union networks at European level were facilitated. Some European-level project experiences emerged from the interviews, such as a project on the management of conflicts in negotiation, especially relating to the inclusiveness of the public sector and a project to make the trade unions known to young people.

Participation in the course has facilitated the knowledge of European laws that can have repercussions on trade union work. Some of them work on issues such as the gender pay gap, on human rights or find themselves facing situations of continuous struggle to stem the wrong decisions that come from the government regarding school. It is important for the work of the trade unionist to understand how to operate on both levels to achieve results, to put pressure on the government and to make the process of social dialogue understood at the local level.

Participation also made it possible to establish oneself and gain confidence in relations with colleagues in one's own organization, to build relationships with colleagues from other countries, with some of whom relations are still maintained, especially with those who work on international issues.

During the pandemic emergency, the network was helpful in understanding trends in other countries, how the unions worked. Even if there are no continuous contacts, the network is activated when needed. The interaction on social networks was also more constant to understand how the other unions operate with the implementation of European directives and European regulations.

For some, the network is useful as an informal exchange, but it could be useful for building and implementing projects, even starting from the project ideas built in the course that should be enhanced.

The topics and contents of the course are highly appreciated because they are already innovative. However, someone proposes the introduction of new issues that refer to the just transition, energy issues, digitalization, to better understand how the way of carrying out the role of the trade union has changed with the pandemic by making the best use of technologies.

Someone proposes to focus more on the basic values of the union. Feeling part of a large trade union family was in fact important in the period of the pandemic and the values of the union should also be structured in the training program.

The role of mentors in the training program seems to be closely linked to the existing relationships with the participants.

## 10.2. Outcomes of interviews with mentors

The figure of the mentor, as framed by Etui in the planning stage, represents the trade union organization that has selected within its organization chart and promoted the participation of trade unionists in the training course for young European union leaders.

The interviews with mentors were aimed at identifying the ways in which relations with the participants took place during the course and the perception of how the skills acquired by the participants, in the long term, were translated into results for the organization itself. The survey level covered the participation of trade union organizations in trade union projects at European level, the multicultural dimension transferred within the organization and the development of transnational networks.

The interview with the mentors also covered any issues that could be integrated into the course in light of the changes taking place and the role that trade unions could have in this type of program.

The way in which the union has used the skills that the participant has acquired in the course is linked to the type, level and size of the union itself.

In fact, there are situations in which young union leaders, already involved in international relations, have strengthened their position within the organization, also guaranteeing participation in trade union initiatives and projects at a European level.

On the other hand, there is a difficulty on the part of smaller and local trade unions in obtaining visible feedback on participation in the course. Although the Europe theme is considered central and the desire to promote the participation of a young trade unionist in the course can be considered as a tangible sign of involving the organization and the reference territory in European dynamics, in some cases there have been difficulties to focus attention on European policies.

The socialization and understanding of the repercussions of European policies on the work of trade unions, however, represent a common thread that pushes the trade union organizations to promote the participation of young trade unionists in the course.

This participation leads to the acquisition of professionals involved in ensuring greater contributions in the negotiation and harmonization of European legislation, in the knowledge of a broader and more complete

frame of the international situation, in the exchange of practices on various issues in the European contexts of the participants.

The knowledge acquired by the participants contributed to create or potential transnational networks that proved useful both for sharing experiences on common themes and for acquiring useful information, even during the COVID19 pandemic period.

In the mentors' opinion, the real added value of the course is represented by the change of mentality and perspective of the participants on work systems and trade union structures in other European countries.

With a view to improving the mentors, in the design of the training program, highlight the usefulness of strengthening exchanges between trade unionists from various countries to have a broader European vision and learn the different modus operandi and also to strengthen relations between participants and tutors, given that the trade union organizations cannot always guarantee the right attention in accompanying young trade unionists.

In the ways of involving the trade unions, the mentors propose to integrate the comparisons that normally occur with Etui at the beginning and at the end of the course, with further comparison steps to be expected during and after one year from the end of the course.

## 11. Conclusions

The conclusive considerations regarding the evaluation of the elements relating to the development and consolidation of the skills of the young union leaders expected by the training course and the impact on the working context are reported taking into account the 6 dimensions of analysis indicated in the methodology aspects of the research: relevance, coherence, effectiveness, efficiency, added value and impact.

### Relevance

Overall, the course contents were considered very relevant by the participants, confirming the high level of usefulness of the knowledge and skills acquired already indicated as perception during and at the end of the course, through the compilation of satisfaction tools. The skills that were particularly relevant for the participants with respect to their needs were in particular those that concerned the field of personal empowerment and in particular the acquisition of knowledge and skills related to leadership, such as effective communication, knowing how to adapt, knowing how to use creativity, having an open mind and a strategic vision. Knowledge about institutions, policies and the role of trade unions at European level was also relevant.

The topics covered in the course have meant for some an increase in confidence and awareness of their means. This develops in the ability to lead working groups, in the implementation of European projects and campaigns and in linking European policies to the work of the trade union.

Participants underlined the need to further explore these issues and in particular leadership skills, issues related to the European trade union and the theme of **EU**, from structure, to policies, to programming.

The in-depth analysis with the participants and tutors highlighted that participation in the course was more directly relevant for those organizations that consider it important to include and promote European issues internally and that consider it essential to understand what are the repercussions of European trade union policies, also with a view to the construction and enhancement of initiatives and projects.

European issues within organizations are generally considered to be important and useful but often seen somewhat distant from organizational and trade union issues. As a mentor says, for example, very often to introduce these issues in the Boards it is necessary to force it, but it is considered necessary in the belief that Europe is a central theme for the trade union and for the growth and development of the territories.

### Consistency

Consistency highlights the extent of the complementarity of the intervention with the other activities proposed by Etui and other training programs aimed at trade unionists at European and international level. In relation to consistency, most of the participants who answered the questionnaire showed that they did not know programs similar to this proposed by Etui.

Some have participated in complementary courses developed locally and nationally, less internationally. The course is unique for its characteristics and complementary with other projects proposed by Etui itself.

The training program of Etui, of which the course is a part, is coherent and qualitative. According to some participants, it should be better known by the various national contexts. Some participants would like to be eventually included in a mailing list to know and be updated on the training offer.

## **Efficiency**

The results of the research show that the planning and implementation phases of the training activities of the course for young union leaders were carried out efficiently, paying the necessary attention to the adequacy of the logistical, organizational and training aspects.

Starting from the preliminary information received, which many considered exhaustive, the participants assessed the objectives of the course clear and understandable, the architecture of the course was well structured in a balanced way and proposing the use of adequate methodologies, with the support of the trainers' staff who worked with quality and competence, trying to better manage training times.

The contents were developed in a clear way, with the support of appropriate training materials that facilitated the involvement of the participants, especially in the plenary sessions held in presence, which highlighted high levels of participation, debates and activities carried out with colleagues, also facilitated from fruitful interactions with the trainers' staff.

The group work carried out in presence was built with an appreciated logic of heterogeneity, to enhance the diversity of characteristics, skills and origins of the participants who, with the continuous support of the tutors, felt at ease. The mandates of the group work were clear and functional to the learning process.

The work carried out by the groups during the intermediate sessions programmed remotely, produced papers that were enhanced during the presentations in the plenary session, with the decisive contribution of the trainers' staff.

In a general context of positive evaluations, slight criticalities or non-complete adhesions to the completely positive affirmations collected by the research emerge.

The overall architecture of the course highlights a greater efficiency of the activities carried out in the 3 weeks in the presence compared to the intermediate sessions, during which the not complete familiarity with the technological aspects may have influenced the results produced and generated a sense of isolation of the participants.

During the intermediate sessions, not all members of the various working groups actively participated in the work, mainly due to difficulties in using remote communication tools, the presence of language barriers within the group and the lower frequency of interaction with tutors.

The proposed contents were not always fully pertinent to the trade union work of the participants and contextualised in the respective organizations, also given the diversity of their characteristics. The trade unions to which they belong were however little involved in the whole cycle of the project.

The methods of carrying out the plenary sessions were sometimes too long, especially for the methodologies for presenting the contents, to the detriment of the level of attention and cooperation and dialogue between all the participants.

In assigning the group work mandates, the definition of the objectives was not always clear and did not highlight the relevance with the learning outcomes expected by the training program.

## **Effectiveness**

The effectiveness was measured on the basis of the learning outcomes expected by the project in the 5 units that characterize the training program, according to the accreditation device of the UK NOCN through a partnership with the TUC and Edinburgh College.

The perception of the participants and trainers on the skills acquired, on the basis of the specific learning outcomes defined for each unit, reveals a general achievement of the primary objectives, of the results

achieved immediately or immediately after the intervention, the correspondence between the set objectives and the activities performed and the degree of skill improvement.

Participants declare a general propensity to work in working groups starting from construction to management and guidance, facilitating effective communication between members and enhancing the contribution of each, defining the roles and responsibilities of members, with attention to gender equal opportunities.

The contents developed made it possible to acquire knowledge in relation to the role and structure of the institutions of the European Union and related trade unions.

In carrying out their role, the young trade unionists also declare an acquired ability to lead or actively participate in debates on specific trade union issues and to use active listening techniques to provide adequate answers.

Prevailing is the perception of learning regarding the analysis of the aspects of trade union realities in order to define objectives and propose solutions, identifying potential opportunities to build projects for the trade union, using tools and techniques to ensure the effectiveness of the project.

These acquired skills do not always coincide with the application within the respective trade union organizations with which there are difficulties in participating in the definition of objectives and in the development of projects.

The identification of the sources of financing for trade union projects and the techniques and tools for developing an effective project at European level appear to be not fully developed aspects.

A lower level of perception emerges from the competences relating to knowledge of the main treaties and directives relating to labour rights, European economic policies and their impact on trade union organizations.

### **Added value**

One of the main objectives of the training program for young European trade union leaders was to develop the ability to work in a multicultural environment in order to be able to bring in their organizations the possibility of integrating the European dimension into trade union work by promoting, for example, intercultural exchanges, encouraging new networks and sharing new knowledge.

This objective can be considered as an added value of the course, and the research has shown how it was achieved by the participants and generally valued and promoted by trade unions, even if sometimes with considerable difficulties especially at the local level due to a culture that is not very sensitive to European issues.

The results of the questionnaire submitted to the participants reveal a positive assessment of the ability to work in a multicultural environment. Most of the interviewees fully agree that they understand the benefits and aspects of European cultural diversity, which however need to be complemented with skills aimed at managing multicultural groups, in order to develop the capacity of members to cooperate at European level.

The "multicultural" dimension was indicated as one of the strengths of the course: it gave the opportunity to create a network at European level useful both for sharing experiences on common themes and for acquiring useful information especially in the period of pandemic isolation. This aspect has also made it possible to acquire, through experience, a mental opening towards different environments and people, building a shared meaning. In the interviews the tutors confirmed that the real added value of the course is



represented by the change of mentality and perspective of the participants on labour systems and trade union structures in other European countries.

In relation to the "network" created, the tutors consider it a priority to stimulate the activities and contacts between the participants after the course: in fact, they suggest making greater efforts for cooperation between transnational networks and trade unions in each country.

In the interviews with the participants, the added value of acquiring the ability to lead working groups, including multicultural ones, to link European policies to the work of the trade union was also highlighted, which greatly contributed to increasing self-confidence.

## **Impact**

Impact measures the achievement of higher level goals. Impact assessment then focuses on examining the long-term course effects on participants and organizations. For example, the application of skills, participation in networks, increasing the responsibilities of participants, European planning, promotion and participation in European trade union initiatives are all aspects that relate to the transferability and impact of the knowledge acquired.

Regarding the evolution of the role, the questionnaire included questions on the usefulness of knowledge and professional skills in relation to the current job in the union, the impact on the way of working and career advancement. The highest percentage of positive responses refers to the usefulness of the skills learned in relation to one's current job and the improvement of one's way of working.

The usefulness of skills for career advancement and the strengthening of self-awareness and motivation (statements mainly indicated by women compared to men) are also significant.

In relation to the role, it should be noted that, for those who have maintained their role on the issue of international policies in their organization and for those who have assumed this new role, participation in the course has generated a boost in the development of these activities.

The questionnaire also explored the impact on the way participants work and on the new scenarios that participation in the course has opened up, in particular on the European dimension.

The analysis of the answers shows that for many, participation in the course has changed the view on trade union and labour systems. In order to maintain continuity with the aims defined by the project objectives, the participants are divided between those who continue to participate in projects and initiatives at European level and those who indicate that they are little or not involved at all.

The interviewees stated that they have grown a lot during the course also in terms of soft skills, the way of speaking in public, leading groups. From the point of view of the specific skills of the young trade union leader, a broader idea emerges about the trade union at the international level and its prospects in different European countries. Emblematic is the affirmation of those who now deal with immigrants and who had the opportunity to get to know the perspective of the countries from which immigrants come.

Participation in European trade union projects and the development of trade union networks at European level were facilitated, as demonstrated by the description of some project experiences at European level.

Regarding the impact of the network built during the course, the interviewees declared that it was useful for understanding how other European trade unions worked during the pandemic. Even if there are no continuous contacts, the network is activated when needed. More regular interaction on social networks also to understand how other unions operate with the transposition of European directives and European regulations. For some, the network is useful as an informal exchange, but it could be useful for building and implementing projects, even starting from the project ideas built in the course that should be enhanced.

The interviews revealed the impact that the course had on the organizations to which they belong, which indirectly benefit from the skills of the participants in the negotiation and harmonization of European legislation, in the knowledge of a broader and more complete picture of the international situation, in exchanges of practices on various themes in the European contexts of the participants.

The European dimension is however promoted by many participants in the organizations to which they belong, even if the transfer of the contents learned in the course to colleagues is not always facilitated or in any case develops only in moments of informal sharing and aimed at small groups of workers. In order to foster a lasting and effective impact, the organizations involved should take an active and direct role in supporting the changes that the participants can bring to the working environment and in facilitating the conditions for implementing the skills acquired.

The impact of the certification obtained through the compilation of a portfolio was also analysed. The results show that the certification process that developed was clear, understandable and well supported by the trainers' staff.

Regarding the recognition of certification in one's own union and in one's own country, there are non-polarized answers. A significant percentage of participants stated that the certification obtained from the course was recognized by the union, an important aspect in the direction of the internal recognition of the acquired skills.

Finally, a large number of participants stated that they do not know qualifications in their country with skills similar to those achieved with the training followed, underlining the complexity of the issue of certification and recognition of skills at European level.

The certification process, considered by some participants as demanding and laborious, also in terms of time spent, is overall considered useful and important above all as an individual reflection on one's learning path, less in terms of the recognition of credits or qualifications.

## 12. Recommendations

Participation in the course for young European trade unionists had a strong impact on the participants on a personal level and consequently on an organizational level. Starting from the consideration that the Etui and the trade union organizations of origin of the participants have different characteristics, values and priorities, to improve the relevance, impact and added value of the course for young union leaders, **organizations should be more involved** by sharing the contents and objectives of the course and clearly defining incoming expectations. Organizations should also be involved not only in the initial phase but also during and after a certain period from the end of the course.

Compared to the development of the training program, participants are very much requested to have more space for **interaction, comparison and exchange** through more moments of discussion, more group work and more interventions by privileged witnesses. More **visits** to institutions, trade unions and companies in the host countries are also hoped for. The request for more space to dedicate to interaction could lead to an imbalance of time with respect to the issues to be developed that could be solved by **using the e-learning tools** more efficiently and in particular the "**cooperative learning**" and training tools online in synchronous (eg webinar). The pandemic has also allowed Etui to gain a great deal of experience on the design and development of online courses that could be used and represent a further qualification element of the course.

An important aspect of the training course was the **training staff** who guided the participants in the face-to-face and remote sessions with competence and humanity. A work carried out in an excellent way that could, even in the opinion of the tutors themselves, be improved through **their involvement in the organization of remote work**, adopting new technologies, and providing periodic meetings for tutors.

In order to foster the relevance and impact of the course on participants and organizations, some tutors propose to have an **active role** in contacts with the national / European organizations that identify the participants and with the participants themselves, **following the networks** created by them and accompanying them **individually**. With respect to this last point, the suggestion of some tutors is to be able to carry out the **mentorship function**, to follow each participant during the course and once his / her training path has been completed in the work activities.

The non-homogeneous knowledge of the official languages of the course may have created an imbalance in the possibilities for young trade unionists to actively participate in the work of the course. To facilitate greater integration of participants in plenary sessions, in face-to-face working groups and especially in intermediate activities, it is recommended to schedule **preparatory courses** in e-learning and face-to-face mode, accompanied by the translation of training materials into **multiple languages** and the involvement of interpreters in possession of the **trade union specialist technical language**.

The answers collected in relation to new contents to be integrated into the training program highlighted a very wide range of proposals, some of which probably already included in the catalogue of courses promoted by Etui. The advertising system of Etui training courses could be strengthened at the trade union organizations of origin of the participants, by adding other **communication channels** such as, for example, social profiles, or by delivering the course catalogue directly during the course.

During the courses the networks between the participants arise spontaneously and remain active even after the end of the course, especially for the exchange of information. The **consolidation of the network** among the participants could be facilitated by meetings following the course, also promoted by Etui, and be a **driving force for the generation of ideas** and the **development of projects** that were only sketched during the course and make them feasible and finances in the European calls.

## 13. Annexes

- Annex 1 – Survey for participants
- Annex 2 – Survey for tutors
- Annex 3 – Complete data processing and statistics of survey for participants
- Annex 4 – Complete data processing and statistics of survey for tutors