

The Need for an Integral Assessment in Corporate Training

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Abstract

How to properly measure the effects of employee training carried out by multinational enterprises in developing countries remains a relevant topic of research, among other reasons, because of the potential of poverty reduction and other long-term effects. Because of that potential, international organizations are supporting training efforts conducted by multinational enterprises. In this paper we discuss the need for integral assessment of corporate training efforts, especially those carried out with the support of international organizations. Integral assessment entails assessing the impact of training in and outside the factory. The latter focuses on trust, job satisfaction, and civic engagement of workers. Proper assessment of training initiatives measures the comprehensive impact of training and its connection to the promotion of the well-being of workers and of sustainable development. We apply this integral assessment understanding to the case of Better Work, an initiative of the International Labor Organization and the International Finance Corporation. Our results indicate that Better Work training is generating knowledge acquisition among workers and improving interactions within the factory. Importantly, it also appears that training is producing changes outside of the factory: trainees seem more engaged in their communities and interested in participating in civic efforts including joining political activity and neighborhood associations.

Keywords: On-the-Job Training, Evaluation, Development, Garment Industry, Better Work, Labor, Industrial Relations

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1. Introduction

This paper analyzes the need for proper, integral assessment of the effects of training in corporate settings using, as an example, the case of the Better Work program and a pilot test developed within it. The paper highlights that the importance of training is connected to its ability to help in the creation of human capital and improve well-being, especially for adult populations.

Human capital, generally defined as the knowledge in the minds of people, can usually be acquired through education, training, and experience. At the macroeconomic level, extensive literature has shown the connection of human capital with economic growth (Goldin, 2016). In fact, one of the key dynamic elements of growth is “the development of fundamental capabilities in the form of human capital and institutions” (Rodrik, 2014, p.7). At the microeconomic level, the level of human capital -i.e., having more or less of it, has been linked directly to the possibilities of income generation, overcoming poverty among other potential benefits. However, most studies on the effects of human capital acquisition have been limited to measure the effects from diverse forms of acquiring it (by education, training, experience) on levels of workers’ earnings (Frazis and Lowenstein, 2005).

Measuring human capital acquisition is complicated. To measure human capital gained by education, following the seminal work of Barro (1991), researchers have used years of education or enrollment rates as a proxy to explore the effects of human capital on earnings or on economic growth. The shortcomings of such measures, acknowledged by researchers, are that years of education or attendance rate do not equal knowledge gained (Wößmann, 2003) and also that the differences in educational systems across countries would affect the quality of knowledge acquired and that this is not captured by those measures (Castelló-Climent and Hidalgo-Cabrillana, 2012).

With respect to measuring training, even more variability exists. Many training efforts focus on the workplace and therefore, they can differ significantly in content, length and goals (Boak and Crabbe, 2019; Grant and Hartley, 2013). These differences are even present within companies of the same industry. Homogeneity is not the norm at the industry, sector or country level. This is so because in many cases, training is focused on specific goals that are determined as important by a given company and that may not be relevant at all for another (Almeida and Carneiro, 2009; van der Krogt and Warmerdam, 1997). Thus, if measuring human capital and its integral effects is difficult when considering formal education processes, measuring the comprehensive effects of corporate training is even more challenging (Wagner and Weigand, 2004; Giangreco, Carugati, and Sebastiano, 2010). As Aguinis and Kraiger (2009) indicate, for training “there has been little empirical work in the twenty-first century on designing and validating new evaluation measures” (p. 464). The difficulties nevertheless, only highlight the need for integral assessment of the effects of corporate training. Our

paper adds to the literature by exploring how training, specifically corporate training, should be assessed in order to capture its true effects on the lives of workers within and outside the factory and the connection to overall well-being. In this sense, our work connects the traditionally assessed effects of training programs and the rarely explored, but crucially needed long-term results of these programs on sustainable development. To the best of our knowledge, this is the first effort to explore the comprehensive impact of corporate training.

2. The Need for an Integral Measurement of Training

The need to evaluate the effects of any initiative in international development in a more comprehensive manner has gained relevance in the last years. “Development has to be more concerned with enhancing the lives we live and the freedoms we enjoy” (Sen, 1999, p. 14). Easterly (2015) explains that “Freedom and material development are both worthy goals, but the development community has tended to neglect the first and concentrate on the second” (p. 436).

While most development theories underline the fundamental role of training (Hanushek, 2007), training is not the final goal but a crucial tool to achieve human capital and in turn, economic growth and economic development. Some international organizations dedicate specific efforts to training. This is especially true of the International Labor Organization (ILO). It has programs in partnership with the private sector, including the Better Work program that will be described later, where training is a key component. However, the ultimate goal of many of these training initiatives is to reduce poverty by contributing to decent job creation while promoting long-term solutions that support critical services and sustainable investment from international buyers, as well as engaging factories. In other words, the intention is to improve the living and working conditions of workers and their families.

In this regard, providing quality training to the workforce, supervisors and management is a key element in the pursuit of improvements in the well-being of workers. Thus, training is the vehicle to achieve such fundamental change. It follows that measuring the quality of the training, trainer, training material, is only effective if it seeks the connection between the training and the achievement of the overall goal, i.e., decent work, improvements in quality of life for workers and their families, and the overall generation of sustainable development.

For multinational enterprises (MNE) that operate in developing countries, training is an essential component of their activities as they bring their own know-how and corporate culture to different contexts. Understanding the implications of regional structures on international management and in particular in human resource management is key (Berber et al., 2020). In-house training opportunities and intake could differ because of organizational context, distance, management styles, and country context (Smith, 2012; Smith, Stokes, and Wilson, 2014; Kulkarni, Gopakumar, and Patel, 2014; and Hashim and Wok, 2014). Perceptions also influence the effect of training in the private and public sector (Jehanzeb, 2021). A novel approach to employee training is gamification (Landers, et al., 2019; Wang et al., 2022; Mohanty and Christopher, 2023).

Comprehensive training assessment cannot stop at gathering information about knowledge gained, but needs to extend to the key aspects that affect the lives of the workers inside and outside the factory. Thus, we argue that an integral assessment of corporate training must measure the following elements, which are essential to the well-being of trainees: 1) the immediate effects of training (including knowledge gain), and, 2) the effects of training on job satisfaction, trust and civic engagement within and outside of the workplace. The latter is fundamental to the promotion of sustainable development and aids in capturing the holistic picture of the worker/trainee as a human person. Measuring the second aspect entails considering social interactions among networks that are naturally created within a factory (i.e. worker, supervisor or manager). It also includes measuring what happens when workers are outside the factory and may utilize knowledge received during the training in their own social networks (i.e., family, community). Given the comprehensive implications of training in the lives of trainees, failing to capture the impact of training in this holistic manner will limit the ability of any measurement effort to capture the true effects of a program, positive or negative. This weakness in measurement will, in turn, affect the quality of information needed to make meaningful improvements to current programs, to extract valuable lessons for the design of future programs, and may result in the misallocation of resources.

This need for integral assessment of the impact of training is also supported when analyzing what the process of learning in itself entails. Three components should be taken into account on this regard.

First, each person learns differently and learning curves are influenced by a variety of situations and indicators that condition the learning experience. Consequently, the effectiveness of a training session is not only dependent on the trainer and training material but is also influenced by numerous factors affecting the lives of the trainees. Cullen (2011) argues that the training environment greatly influences effectiveness and that even a well-designed training program may not produce intended outcomes if such an environment is not taken into account. Moreover, training that intends to generate behavior change needs additional buy-in from the targeted audience and leaders that will foster or reinforce the new norms (Kaponda et.al, 2011).

On this topic, consider, for instance, how the existing environment prior to training can impact the level of

participation of the trainees. The lack of motivation or incentives to participate in a training program can undermine even the best training program. Meanwhile, training can have effects that extend beyond the factory level, even when it was originally designed only for the factory. It can have an overflow impact on the level of civic engagement, trust and job satisfaction. For instance, a trainee in the Better Work program, encouraged by the newly acquired skills on Occupational Safety and Health standards can mobilize her or his community to improve safety and health standards for the entire community. Workers, supervisors and managers are part of a community and in that broader environment, training can have additional effects. Thus, measuring the impact of training within and beyond the factory will properly capture the true effects of training and thus render an accurate depiction of the results of a training initiative.

Second, too often the impact of training is measured from a "target objective" to "learning outcome" perspective: Training X on topic Y leads to knowledge Z. This measurement method might function when the final goal of a project is a training outcome but, like it is in the cases described above, when the ultimate goal is decent work and poverty reduction, this particular measurement will be insufficient to capture the necessary changes to assess the success of a program. Even though the four levels of training evaluation laid out by Kirkpatrick (2007), have been the standard for measuring training success since 1979, in practice, measuring the impact of training often ends at level two which measures the 'learning' that occurred. Level three (behavior changes back on the job) and level four (organizational impact) are rarely measured.

Third, training is much more than the process between "objective" and "outcome". Training changes, reorients in order to look at a reality from a new perspective. More important, training has effects beyond the trainee and the training. A trainee is not an isolated person but is connected with people in a given environment, family, the factory dormitory, and community, who will also be affected by changes the trainee experiences as a consequence of the training. In this sense, the effect of training is not one but multiple and an integral measurement is needed to fully capture its impact.

Zadel (2006) emphasizes that training can transform the workplace and enhance relationships with family and community. Training can make "a clear contribution to the enhancement of human well-being and performance in ... work settings as well as in society in general" (Herman and Kurt, 2009, p. 452). Lives can be fundamentally transformed through training.

The simplistic assumption is that good training courses on workplace cooperation open the eyes of workers and/or managers and help them understand the need for active cooperation. However, trainees are more than workers, supervisors or managers. Once they leave the factory they engage with their family, friends, community, association and the broader society. They are mothers, fathers, brothers, sisters, friends, bus passengers and community leaders.

Following the more complex implications of the effects of training, one must consider that training can lead to an increase in knowledge and awareness far beyond the trainee's own. For instance, a training course on workplace cooperation can trigger trainees to "implement" the acquired techniques in their own family, community or even sports club. A different training course, on occupational safety and health, can become an eye opener for the trainee and it might affect the broader community that surrounds her. Suddenly, families and their communities may enjoy the overflow effect of a company training on fire protection, dialogue or negotiation skills. An integral measurement of the impact of training will capture these effects.

In practice, and consistent with the description of the two aspects that need to be assessed in training, using an integral assessment requires measuring not only the immediate impact of a project (i.e., understanding the training received), but also the changes in the lives of the participants and their environment. In this perspective, integral assessment requires indicators that capture more than just material conditions such as higher income, better quality of housing, access to health, etc. It also includes, among others, the quality of relations among the social network of the participant (i.e., family and community), trust, resting time, intellectual nourishment and quality of the community's security. Civic responsibility includes measurements of the participants' initiative and participation in activities such as neighborhood associations, political activities at all levels, health and security initiatives, respect for and enforcement of the rule of law, and school participation (Aguirre and Cruz Zuniga, 2021). It also appears that those with less education can benefit more from training and also have an increase sense of personal dignity as seen in evaluating training in financial content to members of savings groups in Haiti (Cruz Zuniga and Felizor, 2017).

Based on what is described above, an integral assessment of the effects of training provided to workers in factories is needed. In the next sections we present an application of what an integral assessment looks like using a case of the Better Work program for illustration purposes.

3. Applying Integral Measurement to Corporate Training: The Better Work Training program in the Garment Industry

The garment industry is one of the most globalized sectors in the world. According to data from the World Trade Organization (WTO, 2019), in 2017, the total of worldwide exports for the textile industry was 375 billion U.S.

dollars, with the top 20 exporters concentrating 87.63% of the world trade. This industry provides employment to over sixty million mostly unskilled people, especially young women, in the developing world. Chang, Huynh, and Rynhart (2016) state that in ASEAN countries the female share of employment in the industry exceeds 70%. Meanwhile, the industry is confronted with numerous challenges, amongst them the devastating effect of non-compliance with international core labor standards and national labor law on workers and working conditions. This results in low wages, extensive overtime and job insecurity being common in the industry.

Better Work (BW), the partnership program between the International Labor Organization (ILO) - the United Nations specialized agency for the promotion of social justice and internationally recognized human and labor rights- and the International Finance Corporation (IFC) - the private sector lending arm of the World Bank Group- aim to improve both compliance with labor standards and competitiveness in global supply chains. As of 2018, "There are four large programs (Bangladesh, Cambodia, Indonesia, and Vietnam) and three small ones (Haiti, Jordan, and Nicaragua)" (Alois, 2018, p. 141). For both institutions, ILO and IFC, the goals of compliance and competitiveness are part of the core efforts to help countries provide decent work opportunities and reduce poverty. These goals are in line with the Sustainable Development Goals to which both institutions subscribe. For BW, training is seen as part of a remedy and problem-solving solution for non-compliance with national or international labor standards that lead to unfavorable working and living conditions and low productivity in a particular garment factory. As said, the ultimate goal of BW training is poverty reduction by contributing to decent job creation and a sustainable investment climate.

As part of BW's response to compliance challenges faced by enterprises, a series of quality training has been designed to support assessment and advisory services with a strong focus on building capacity and ensuring enterprise engagement in the long term. "Better Work staff or an outside expert provide factory personnel with specific training. Training programs cover a wide spectrum of job skills and general skills, including occupational safety, labor law, compensation

issues, human resources, supervisory skills, maternal health, nutrition, financial literacy, conflict resolution, and negotiation" (Alois, 2018, p. 146). The private sector has been fully engaged in these efforts, training includes both managers and workers and is offered both in specific factories and off-site. Off-site training sessions may include participants from multiple factories.

Given the importance of training to the BW delivery model, an impact tool for integral assessment of its training delivery was developed in 2014 following the description on this topic provided in the previous section. The tool, a survey, had thirteen sections including some with questions all participants had to answer, e.g., demographics, and other sections to which only those attending a specific training needed to respond. The tool aimed to understand and measure the quality of training (both the training material and the trainer), the effect of training on job satisfaction, the level of trust between workers and their direct supervisors, and civic engagement. This tool, and the lessons presented later, were based on the following questions:

- Was the content of the BW training effective, well delivered, valued and retained by training participants?
- What was the impact of BW training on factories and beyond?
- To what extent does BW training contribute to the overall BW goal of improving working conditions as well as improving the business of the factory?

These questions are in line with the goal of this paper, which is to present the need for integral assessment of corporate training. Thus, we describe the evaluation of the effectiveness of the BW training, considering elements that permit assessing the effects of training at the factory level and, importantly, even beyond the factory, as those effects could come back to affect activity within the factory.

Babbit (2016) presented an assessment of the supervisory skills training only, one of the components of the BW training programs. Her results indicate that this training was effective in improving productivity, supervisors' attitudes towards workers, and self-efficacy. The effects of the training did vary according to the belief of participants on whether intelligence is fixed, the perception of supervisors being supported in training by managers, and the sense of self-power. Our work differs from that as it intends to go further in the investigation of the effects of the BW training by looking into the impact on workers in general, not only supervisors. Also, our analysis explores how training affects the lives of workers within and outside the factory and the connection to overall well-being and to sustainable development, decent work, and overcoming poverty. We strive to point out that to correctly measure the impact of the BW training program and corporate training in general, evaluation must go beyond the outcome of the training and focus on the development objective..

4. Lessons learned in Applying an Integral Assessment to Corporate Training: Impact Analysis Study of the Better Work Training program

This section explains how, in practice, integral assessment of training initiatives can be carried out. This is based on lessons learned by using this approach in assessing the impact of the training component of the BW program.

To provide an integral assessment of the impact and effect of the BW training, a random sample of workers, supervisors and managers were surveyed three times (from 2013 to 2014): before and after a training provided

by BW; and then by a follow up survey, three months after the training. The last survey intended to capture some of the longer-term effects of the training.

In addition, a second set of data was drawn from the Training Course Evaluation Forms that are completed by all participants at the end of each BW training session. Training Course Evaluation data was collected in a similar period, 2013-2014. Training survey results were compared to a control group of matched workers from participating BW factories who have not received the BW training. These subjects were drawn from those surveyed in the impact assessment study of Brown et al. (2011). By July 2014, 1,345 participants had completed training surveys.

Of those 1,345 trained managers, workers, and supervisors, a random group of trainees were simultaneously asked to complete the specially designed integral-assessment survey, pre and post BW training. By the end of July 2014, 266 participants completed the survey. Table 1 presents a summary of survey data collected by country.

In line with the description of integral measurement of corporate training, we start presenting the findings on short-term results first and then we will follow with the long-term effects of the BW training.

4.1 Gained Knowledge

One of the main goals of the BW program is to transmit knowledge to workers in garment factories. Table 2 presents results of t-tests of answers of the same workers before and after training on questions related to topics of the training. The results reveal that in most cases, workers have increased their knowledge in a statistically significant manner. This indicates that training is effectively transmitting information to workers.

4.2 Teaching Methodology

The quality of the training material, the knowledge of the trainers and the teaching methods can heavily influence the training provided. Table 3 shows that 61% of workers believed the instructor had an excellent knowledge of the training content; followed by 36% of workers who think the trainer had a good knowledge of the content transmitted. This finding is key as it evidences that workers have a positive view of instructors which can result in more attention devoted to their training sessions. The second aspect of the analysis of teaching methodology is the quality of materials used during training sessions. Most workers think that the materials used, which included books and videos, were of excellent or good quality.

Effective training requires effective instruction and a participative methodology. The evaluation surveys include key questions related to teaching pedagogy. The questions focused on participation, the opportunity to raise opinions during the course, and the chance to practice the learned knowledge and material in class. In all three areas, in results not shown for reasons of space, the responses were overwhelmingly positive. Also, regarding the facilities in the classroom, time allocated to training and logistical arrangements, participants were also highly positive about them. Only a small 4% of respondents considered that time allotted for training efforts was not sufficient.

4.3 Effect of the Training Within and Outside the Factory

As described, workers highly value the BW training received and its relevance for their jobs. For an integral assessment of the impact of corporate training however, further analysis is required. It is very important to investigate the impact of training within and outside the factory. Ideally, the knowledge acquired during the BW training would help improve the lives of workers as well as the broader community surrounding the factory. As described in Section 2, for integral measurement of corporate training, three aspects are considered in the analysis of long-term outcomes: trust, job satisfaction, and civic responsibility.

Table 4 presents the results of tests for equality of means for answers from the workers to questions about trust, before and after the training. Out of five aspects measured, three show statistically significant differences after the training. Specifically, after receiving the training, workers had more trust in their superior to make good decisions, had an improved relationship with their supervisor, and were more comfortable raising concerns about the quality of work generated in the factory. These three aspects are essential for a good working environment and positive interactions in a factory.

As Locke and Romis (2007) highlight, efforts to develop trust among workers of multinational brands with factories in developing countries -such as those involved in the BW program- can lead to long-term improvements in both production and labor standards because "Through increased communication and interaction, more collaborative and transparent relations can be created. That process takes time and investment on the part of suppliers and global brands, but it promises to generate benefits for everyone involved, including factory workers." (p. 60) Moreover, those efforts by the companies can be replicated by others because "Promoting social dialogue and stimulating multi-stakeholder dialogues or sectoral initiatives enables an inclusive and dynamic process in the promoting of Decent Work." (EEAS, 2016, np.).

Job satisfaction is another intangible and key element connected not only with stability in the workplace

and productivity but also with the well-being of workers. Table 5 presents the results of tests about job satisfaction. Out of the three aspects measured, only one was significant and it reflects that, after the training, there has been a statistically significant increase in workers feeling valued at their job. Appreciation of one's contributions in the workplace is a key element for job stability and contributes to reduced expenses for hiring personnel due to high turnover. Piccoli and De Witte (2015) show that job insecurity leads to emotional exhaustion, which is the primary component of burnout at the workplace. In the same line, Weziak et. al (2019) find that recognition correlates significantly with workers' engagement and performance in the workplace and strongly impacts well-being. Thus, training efforts can improve the lives of workers.

A crucial aspect for good relations within a factory is attitude about co-workers. In results not shown, a majority of workers note that, as a consequence of training, they now value their coworkers more. This indicates that BW training is positively impacting lives within a factory as it is promoting a healthier environment within companies.

Exploring further the effects of training, Table 6 shows that 85% of workers acknowledge that training has affected their life outside the factory. Several aspects of the lives of workers have been impacted because of training, including their family and also their civic engagement: an important 74% indicate that as a result of the training they feel a greater sense of responsibility with their community. Also relevant is that 46% have been inspired by the training to politically participate in their community and, for 44%, training has changed their understanding of the rights of people. These results show the ability of training to impact lives outside the factory in a very positive manner and to generate lasting change and sustainable development.

Identifying the potential of training to improve civic engagement is key because, as the World Bank (2019) explains, "very little quality evidence has been collected about such outcomes in the context of labor-intensive" (p. 163) work projects. The discovery that the training has increased a worker's desire to be involved in the political activity of their communities is a vital finding as citizens' participation is fundamental for an inclusive democratic process. This is especially important as Acemoglu et. al (2019) recently found, "democracy does cause growth and that its effect is significant and sizable" (p. 48). The finding that training is enhancing the understanding of the rights of people among workers helps in the pursuit of inclusive economic growth, which, as the ILO (2019) indicates, requires "decent work to ensure that each member of society can participate in the creation of economic value and enjoy the benefits of growth" (p. xi).

A clear effect from the BW training on life outside the factory is on the sense of community. Participants were asked if the course material and the learned lessons influenced their view on their community. As Table 7 shows, for most workers training has very much helped them believe a strong community is good. Stronger communities are key in the promotion of economic development and poverty alleviation, two important goals of international organizations. Strong communities are fundamental for the creation of social capital (Rupasingha et. al, 2006), which contributes to "effective political institutions, economic development, low crime rates, and reduced incidences of other social problems" (p. 83).

This increased appreciation of community is generating further change. Table 8 indicates that the overwhelming majority of workers, 94%, plan on becoming more active in their community, with the highest involvement intended to be in sports clubs, neighborhoods and religious groups. It is clear that reaching people through training at the factory level can have important consequences at the community level, which can only become known if integral measurement is used.

Overall, the application of integral assessment to evaluate BW training indicates that there are important effects of training on the lives of workers within and outside the factory, which will go unnoticed unless they are fully measured. These findings also support the argument made in previous sections about the need to measure the impact of training beyond its immediate effects.

5. Conclusion

To properly evaluate the impact of corporate training, integral assessment is needed. This paper discusses what integral assessment entails: measuring the effects of training in and outside the factory and looking at short and longer-term impact. In the case of corporate training the latter specifically involves measuring trust, job satisfaction, and civic engagement of workers who receive training. The paper shows how to apply integral measurement in practice using the case of the Better Work program.

Results presented indicate that the Better Work program is successfully increasing knowledge on labor standards and good practices among workers, and, in the long term, it is generating improvements in trust, to some degree in job satisfaction, and importantly, outside the factory. Workers who receive training from Better Work are changing their lives as they become more aware of their responsibility as part of a community. They are becoming more involved and engaged in political activity and other forms of association and they are changing behavior within their families. Thus, it appears that Better Work as a program is poised to generate improvements in the well-being of trainees and to contribute to sustainable development.

Lessons learned in the application of integral measurement to the Better Work initiative include increasing

awareness of: the need for a thoughtfully designed training curriculum, the importance of follow up on post training to measure the long-term effects of the training, the need to measure the effects of corporate training through data collection in the communities of workers/ management, the relationship between free and paid training, as well as the link between mandatory training (i.e. as part of a corrective action plan) and training to mitigate risk of non-compliance..

Future research includes investigating how technological advancements bring newer possibilities and lower costs for the integral assessment of training impacts, how changes in training modality from in-person to asynchronous online -especially after the global pandemic- are impacting knowledge acquisition and long-term outcomes such as trust; and, how international organizations can pivot their experiences with multinational corporations in developing countries to collaborations with local private companies in a way that improves the overall labor market conditions for workers in these countries.

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Table 1. Summary of the BW Pre and Post Training Survey Responses

Vietnam	12	Indonesia	24
Cambodia	51	Lesotho	2
Jordan	31	Nicaragua	26
Haiti	34	Other	86
	Total	266	

Table 2. Knowledge Gained in Training, t-tests

Variable Description	Mean Difference (Post-Pre)	p-value
I know why workplace cooperation is important	1.26***	0.001
I understand the role of a grievance procedure	2.52***	0.000
I know what negative energy is during a negotiation	2.11***	0.001
I know the difference between soft and hard negotiations	1.00**	0.050
I know the key legal provisions on freedom of association and collective bargain	1.41**	0.012
I understand the importance of an Occupational Safety and Health management system	0.80**	0.017
I know the importance of and use of PPE's	0.40	0.457
I know the ways to improve machine safety	0.87**	0.042
I understand the methods to reduce risks of fire	0.93**	0.048
I understand the importance of material safety data sheets	1.27***	0.006
I know how to ensure comfortable temperatures	2.27***	0.001
I understand the importance of clean drinking water	-2.67	0.616
I understand how to proper store chemicals	0.71	0.146
I know the importance of effective listening	1.20***	0.000
I understand the differences in tasks and responsibilities between workers, supervisors	1.44***	0.000
I am aware and know the rights and needs of workers	1.14***	0.000
I know the roles and responsibilities of a supervisor	1.15***	0.000
I understand how to develop an effective interpersonal relation	1.43***	0.000
I know how to improve workers performance	1.33***	0.000

Note: t-tests are paired sample that comes from matching the same individuals who responded pre and post surveys. The difference in the mean is taken Pro-Pre survey, with original responses values going from 1 to 10 where 1 is the lowest value of knowledge and 10 the highest. *** denote significance at 1%, ** at 5%, and * at 10%.

Table 3. Rating Instructor and Materials used in Training

Question	Excellent	Good	Average	Fair
The instructor's knowledge of the content was	61%	36%	2%	1%
The quality of the material used (books, PowerPoint, film, etc.) was	49%	49%	1%	1%

Table 4. Trust. Wilcoxon matched-pairs tests

Question:	p-value		% cases, Post-score > Pre-score
	Pre-score > Post-score	Post-score > Pre-score	
If you were having a problem at work, how comfortable would you feel seeking help from your superior ?	0.904	0.149	58%
Does your superior correct an employee/worker who has made a mistake with fairness and respect?	0.133	0.909	43%
I trust my superior to make the good decisions	0.998	0.004***	70%
The relationship between me and my direct supervisor is: (from low to high)	0.944	0.097*	60%
I am comfortable raising concerns about poor quality and low productivity work by my direct colleague to my direct supervisor	0.993	0.014**	64%

Note: Wilcoxon matched-pair tests used for testing the equality of matched pairs of observations of categorical variables. Variables are categorical, going from low to high where the lowest value indicates strong disagreement/poor opinion while the highest value represents strong agreement /excellent opinion about a particular issue . *** denote significance at 1%, ** at 5%, and * at 10%.

Table 5. Job satisfaction. Wilcoxon matched-pairs tests

Question:	p-value		% cases, Post-score > Pre-score
	Pre-score > Post-score	Post-score > Pre-score	
I feel valued at my job	0.999	0.001***	0.68%
I know what is expected of me in my job	0.916	0.130	0.58%
Would you recommend work in this factory to a friend?	0.823	0.377	0.60%

Note: Wilcoxon matched-pair tests used for testing the equality of matched pairs of observations of categorical variables. Variables go from low to high, with the lowest value indicates strong disagreement/poor opinion while the highest value represents strong agreement/excellent opinion about a particular issue. *** denote significance at 1%, ** at 5%, and * at 10%.

Table 6. Training Changing Lives

	Yes	No
Has training affected your life outside the factory?	85%	15%

If Yes, it has:	% Change
Changed my behavior at home with my family	35%
Changed my sense of responsibility in my community	74%
Inspired me to participate politically	46%
Changed my understanding of the importance of the rights of people	44%

Table 7. Training effect on Appreciation of Community

	Very much	Somewhat	Not so much	Not at all
Has this training help you believe a strong community is good for you and your family?	74%	22%	3%	1%

Table 8. Connection to the Community

	Yes	No
Do you plan to be active in your community?	94%	6%

If active, in what community?	% Engagement
Your neighborhood	26%
A sport club	45%
A religious group	13%
School committee	4%
Political organization	9%
Volunteer group	6%
Other	24%