

**Re-evaluation of the online training activities of the International Training Centre of the
International Labour Organization (ITCILO, Italy)**

– Final Report –

prepared by

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1 Executive Summary

The **purpose** of this evaluation is to assess the design, implementation and quality of training activities of the International Training Centre of the International Labour Organization (ITCILO) that were delivered in an online distance learning mode in 2021 in terms of relevance, outreach, effectiveness, efficiency, and impact.

As a **strategic orientation**, this evaluation was carried out against the Centre's vision to be a sustainable training institution that is effective in the pursuit of its development mandate of promoting Decent Work and Social Justice through capacity-building support while meeting its financial needs and complying with international standards of good governance. The underlying idea is that of an evolutionary organization that continuously adapts to a complex world through technical performance, financial performance, and institutional performance.

The **scope** of this evaluation is defined by the Centre, which commissions annual external and independent evaluations to verify whether the newly acquired knowledge is applied by former participants (outcome level) and eventually results in a contribution to the promotion of Decent Work (impact level). Carried out from May to August 2022, the evaluation has focused on 20 sampled online training activities of the Centre that took place in 2021.

The **methodology** for this evaluation included quantitative and qualitative evaluation methods to provide conclusions and recommendations from the findings, substantiated with statistical data and case studies (3) documenting good practice. 792 responses were collected from a participant's survey, and in-depth interviews were conducted with ITCILO's staff members (28), institutional partners (2), and participants (6).

The **evaluation criteria** are based on the OECD DAC evaluation principles: relevance and outreach of the activity, validity of activity design, effectiveness, efficiency of use of resources, and impact orientation of the activity.

In regard to **relevance**, there is a strong sense of appreciation and recognition, shared among the interviewees, that the Centre has successfully managed to reach out to its target groups or provide training demanded by its beneficiaries, partners, and donors. Participant survey results clearly indicate that the Centre has successfully served its target groups. 95 % agreed that the course(s) they had taken in 2021 were relevant to their needs in the work setting. Interviews with partner organizations and course participants also confirm that the Centre has effectively played its role in providing ILO constituents with specialised training on different aspects of the Decent Work Agenda via offering online training activities.

In regard to **outreach**, the Centre reached a wider and more diversified audience with online distance learning activities. Especially, participants from middle-income countries can take advantage of digital learning solutions avoiding costs of travel and accommodation. Participants from 128 different countries responded to the survey, with the majority of participants (50 %) coming from African countries. Even in the second year of the COVID-19 pandemic, 70 % of the participants said they would prefer digital training activities (blended or fully online) in the future, although there is a slight trend toward the demand for more face-to-face learning opportunities for networking. Internet connectivity remains a big problem in many countries. About 50 % of participants in Africa, Asia, the Middle East, and Oceania agreed or strongly agreed that they had regular issues with Internet connectivity that disrupted their learning.

In regard to the **validity of the training design**, the results show that the Centre provides an appropriate mix of synchronous and asynchronous information and communication tools. Participants tend to slightly prefer asynchronous content presentation and communication, which allows for higher levels of flexibility and accessibility. The in-depth analysis of the 20 selected online training activities reveals some room for improvement in terms of teaching, social and cognitive presence and learner engagement.

In regard to **effectiveness**, the online training activities reviewed in this re-evaluation effectively achieved to strengthen the capacity of ILO constituents and other ILO development partners. The Centre has developed a much more sophisticated sense of digital accessibility and inclusion. However, when it comes to "how-to" matters in designing online courses, digital inclusion is not always easy to implement, given the diverse needs of ITCILO's learner population. In terms of individual learners, 97.4 % responded that they would recommend the training activities to their colleagues.

In regard to **efficiency**, all reviewed online training activities created revenues, fully covering direct costs in 2021. Staff knowledge and expertise in designing online courses and use of educational media have noticeably increased in 2021, which can also be seen as evidence of the efficiency of the Centre's overall financial operation regarding staff development. The Centre has continuously made

financial investments in its technological infrastructure, primarily focused on improving the pedagogical functions of its main online learning platform, e-Campus, by inserting various technical tools and applications, including the latest VR and AR technology and applications.

In regard to the **impact** of online training activities, this evaluation measured an impressive 94.3 % of participants agreed or strongly agreed that they can apply what they learned in their work setting. 52.3 % shared a concrete example of their application of knowledge after the online training in an open text question in the survey. Furthermore, the majority of participants reported that they made large or very large improvements in terms of their competencies (68.2 %) and job performance (60.7 %) as a result of the training activities.

Recommendations

1. It is recommended that ITCILO develop a strategic plan on how to best reach their target groups in different regions with appropriate educational technologies and media to get the right mix of synchronous and asynchronous, blended and fully online distance learning delivery that allows for maximum accessibility and outreach.
2. It is recommended that ITCILO further improve its technical support and provision of advice and information to ensure that participants can easily enrol in and navigate the online courses. The Centre should carefully analyze the procedures and data pertaining to technical support.
3. It is recommended that ITCILO review the expected duration, learning hours and number of required tasks to avoid an overwhelming workload for course participants. A clear timetable should always be provided, and distance learners should be given time to catch up in case of falling behind due to work commitments or private obligations.
4. It is recommended that ITCILO include a recorded welcome message to introduce the course tutors and course content for all online training activities. Whenever possible, asynchronous forums need to be monitored, and personalised feedback must be offered timely by the tutors. Recordings of synchronous sessions should always be provided.
5. It is recommended that ITCILO implement collaborative learning opportunities wherever possible. Group work and discussions must be facilitated and guided by the tutors. All courses should provide participants with an opportunity to formally meet their peers and introduce themselves to other course members.
6. It is recommended that ITCILO consider publishing some of the flagship learning materials under a Creative Commons license (e. g. CC-BY). The Center can also develop its own Open Educational Resources thanks for your understanding policy to support the development and use of open content, which would further increase the visibility and impact of its training courses, and facilitate collaboration among ILO constituents.

7. It is recommended that ITCILO develop a more long-term mechanism to evaluate its financial performance in terms of technological innovations—particularly ones involving the latest VR and AR applications, addressing concerns about the practicality and sustainability of such technology.
8. It is recommended that ITCILO review the staff workload involved in online training activities. Both an actual increase in online training activities and enrolments and a perceived increase in staff workload voiced by many interviewees in this project need to be carefully reviewed. The economic merits of online training compared to face-to-face training should also be critically reviewed.
9. It is recommended that ITCILO re-think and re-design its staff development mechanism. The staff with a well-established knowledge foundation for online training would benefit more from just-in-time, personalized, and informal skill development opportunities rather than from one-off training sessions happening at the institution-chosen date and time.
10. It is recommended that ITCILO focus on translating the “idea” or “ideal” of digital inclusion into online training practice by developing a solid understanding of specific circumstances and diverse challenges that restrict both the “access” and “success” of participants’ online learning experiences. A comprehensive accessibility checklist with brief real-life scenarios and an additional staff position can be created, within the allocated resources.
11. It is recommended that ITCILO prudently approaches educational data mining and profiling, being cautious of unintentionally privileging dominant participant groups. The Centre should also move from "learner analytics" to "learning analytics" to develop a deeper understanding of how different learner groups engage with learning activities.
12. It is recommended that ITCILO develop a coherent training framework taking into account the full spectrum of online training—including corresponding instructional design templates. While it is important to increase consistency among the Centre’s training activities in terms of their structural and presentational aspects, it is even more crucial to note that the one-size-for-all principle does not work.

2 Background

The International Training Centre of the ILO (ITCILO) has seen a massive shift towards fully online distance learning in 2020 during the COVID-19 pandemic. In 2021, the evaluation focused on the training activities of the Centre that have been fully carried out in online modality using one or more of the Centre’s distance learning and online collaboration tools (eCampus, Solicomm, virtual reality, webinars, etc.). In 2022, the Centre continues to operate in a volatile environment, with political, economic, social, environmental and technological forces exerting strong pressure:

- learners are increasingly technology-savvy, want to access learning services 24/7, and co-create their own learning experience;
- advances in digital technology open new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and to reduce unit costs;
- economic measures post-COVID 19 will likely negatively impact official development assistance resulting in reductions in development budgets, putting further pressure on training activities requiring financial support;
- and environmental concerns will depress demand for capacity development services involving global travel and on-campus activities.

In this context, distance learning activities will continue to play a very important role in the service portfolio of the Centre and quality-assuring these distance learning activities is of paramount importance for the sustainability of the organization. The 2022 external evaluation of the Centre will therefore focus again on the online learning activities of the Centre.

The purpose of the re-evaluation is to provide the leadership and management of the Centre with evidence of the relevance, validity of design, effectiveness, efficiency, impact and sustainability of its fully online training activities, to assess which modalities of online training are most effective and efficient, to explore good practices, lessons learned, and to derive recommendations for the improvement and further development of the ITCILO's online training activities.

The evaluation will be carried out according to the criteria, methods and procedures defined in the Terms of Reference (ToR, see Annex A).

3 A summary of the 2021 evaluation

The **purpose** of the last evaluation was to assess the design, implementation and quality of training activities of the ITCILO that had been delivered in an online distance learning mode since the outbreak of COVID-19 in 2020 in terms of relevance, outreach, effectiveness, efficiency, and impact.

As a **strategic orientation**, the evaluation was carried out against the Centre's vision to be a sustainable training institution that is effective in the pursuit of its development mandate of promoting Decent Work and Social Justice through capacity-building support while meeting its financial needs and complying with international standards of good governance. The underlying idea is that of an evolutionary organization that continuously adapts to a complex world through technical performance, financial performance, and institutional performance.

The **scope** of the evaluation was defined by the Centre, which commissions annual external and independent evaluations to verify whether the newly acquired knowledge is applied by former participants (outcome level) and eventually results in a contribution to the promotion of Decent Work (impact level). Carried out from May to August 2021, the evaluation focused on 20 sampled online training activities of the Centre.

The **methodology** for the previous evaluation included quantitative and qualitative evaluation methods to provide conclusions and recommendations from the findings, substantiated with statistical data and case studies documenting good practice. 1,284 responses were collected from a participant's survey, and in-depth interviews were conducted with ITCILO's staff members (27), institutional partners (2), and participants (7).

In regard to **relevance**, there was a strong sense of appreciation and recognition, shared among the interviewees, that the Center had successfully managed to reach out to its target groups or provide training demanded by its beneficiaries, partners, and donors. The Centre effectively played its role in providing ILO constituents with specialised training on different aspects of the Decent Work Agenda by promptly and effectively transitioning its training activities online.

In regard to **outreach**, the Centre reached a wider and more diversified audience with online distance learning activities. Especially, participants from middle-income countries could take advantage of digital learning solutions avoiding the costs of travel and accommodation. Participants from 151 different countries responded to the participant survey. After the online learning experience, 75 % of the participants said they would prefer digital training activities (blended or fully online) in the future. However, internet connectivity was an ongoing problem in many countries. 50 % of participants from Africa, Asia, the Middle East, and Oceania reported they had had regular issues with internet connectivity that disrupted their learning.

In regard to the **validity of the training design**, the results showed that the Centre had provided an appropriate mix of synchronous and asynchronous information and communication tools. Participants tended to slightly prefer asynchronous content presentation and communication that allows for higher levels of flexibility and accessibility. Ratings with regards to teaching, social, and cognitive presence in the courses indicated that course designers and facilitators managed to deliver highly engaging, interactive, and supportive online courses that provided opportunities for rich and deep learning experiences.

In regard to **effectiveness**, the online training activities reviewed in this evaluation effectively achieved to strengthen the capacity of ILO constituents and other ILO development partners—especially during the COVID-19 Pandemic. The Centre had a very good overview of the needs of their target learners and their organizations. In terms of individual learners, 98.3 % responded that they would recommend the training activities to their colleagues. Participants perceived courses that had provided structured and tutor-guided opportunities to use new skills in their work settings and to share their experiences with other participants more effective.

In regard to **efficiency**, despite the time and labour put into ad-hoc development of online courses in 2020, the resources invested into the delivery of online training activities were used economically, i.e. the inputs were translated into desired results to meet the demands of ITCILOs beneficiaries, partners, and donors.

In regard to the **impact of online training activities**, the evaluation measured an impressive 94.3 % of participants agreed or strongly agreed that they could apply what they had learnt in their work setting. 54.6 % shared a concrete example of their application of knowledge after the online training in an open-text question in the survey. Furthermore, the participants reported that they made large or very large improvements in terms of their competencies (85.6 %) and job performance (69.0 %) as a result of the training activities.

4 Scope and perspectives of the 2022 re-evaluation

The re-evaluation exclusively focuses on training activities that were fully delivered in an online format. It covers a sample of 20 training activities offered in 2021. The sample includes a variety of paid and free, open and tailor-made, tutor-supported and self-guided courses that took place via various platforms using a diverse set of tools, including eCampus, webinars, and virtual reality. The re-evaluation follows the same assessment criteria regarding the activities' outreach, design validity, efficiency, effectiveness, and impact described in the ToR (Annex A). In relation to the previous evaluation in 2021, the re-evaluation will additionally incorporate a comparative perceptives, a technological focus, and specific instructional design elements.

5 Methodology

The evaluation was undertaken using a mixed-methods approach. A desk review of available data and reports, including systematic analysis of the instructional design of selected 20 online training activities, was initially conducted. Quantitative data was then collected using a survey with a sample of 792 participants. The survey was administered by the evaluation focal point at ITCILO. Finally, qualitative evaluation methods were employed, including semi-structured interviews with the centre's staff involved in the design and delivery of the 20 online training activities, semi-structured interviews with institutional partners, focus group discussions with former participants, and impact case studies development.

5.1 Quantitative data collection and analysis

In order to collect training participants' perceptions and experiences with the selected 20 online training activities in 2021, a participant survey (see Annex B) was administered.

The survey comprises five sections. Participants' demographics are collected in section A. In section B, the validity of the training design to support a meaningful online learning experience is evaluated using the Community of Inquiry (CoI) framework developed by Garrison, Anderson, and Archer (2000), which is a widely accepted and probably the most cited and empirically tested model to describe and analyse the educational experience in online distance learning. Building upon a social-constructivist and collaborative perspective on learning and teaching, the model assumes that effective learning and engagement in online learning activities occurs within an online learning community through the interaction of three core elements: social presence, cognitive presence, and teaching presence (see Figure 1).

To measure the participants' learning experience based on the CoI model, a self-rating instrument was developed by Teng, Chen, and Leo (2012) for higher education. The questions in section B of the survey are based on this instrument and adapted to the training context.

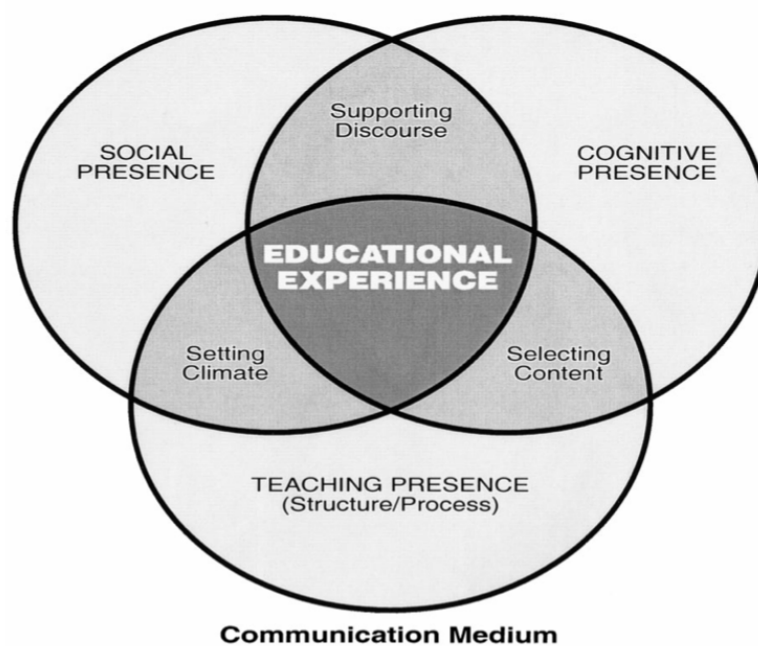


Figure 1: Elements of the Community of Inquiry Model (Garrison, Anderson & Archer, 2000)

Decades of experience in distance education have shown that learner support is the critical link to avoiding drop-out and failure in distance learning courses (see Zawacki-Richter & Naidu, 2016). Models of learner support distinguish between the course-level support of learning and teaching and institution-level technical support and services.

In the survey, the dimension of learning support is covered by the items based on the CoI framework (see above). To address issues related to the technical support dimension, we include items from Lee et al.'s (2012) survey on students' perceptions of support and course satisfaction. High-quality technical support is critical to avoid frustration on the side of the course participants (see section C).

Section D addresses issues related to the different delivery modes in online distance learning. The different modes of training delivery, ranging from conventional, on-campus over blended learning to fully online distance learning delivery, have a significant impact on the constituent elements of the so-called "Golden Triangle" of the provision of distance learning opportunities, i.e. access, quality, and costs (see Guri-Rosenblit, 2014). Finding a balance between these three elements paves the way for ITCILO to reach and serve its target groups by widening access and scaling up distance training activities.

The digital media and tools used for synchronous and asynchronous interaction in the various online distance learning formats play an important role in the factors mentioned above. For example, the integration of synchronous videoconferencing sessions on a regular basis throughout a course helps to avoid a feeling of isolation and to build a sense of community among the course participants as well as between the instructor and the learners. Since learning is a social exercise, interaction among course participants and personal support from the instructor is a clear indicator of high-quality

distance learning. However, synchronous meetings reduce the flexibility and independence from time and space, and thereby access for those who are unable to attend at a certain time. On the other hand, online interaction (synchronously or asynchronously) has to be facilitated and guided by an instructor or tutor, which raises the costs of the training activity and limits opportunities for economies of scale.

Given the enormous importance of the longer-term impact and scaling-up of ITCILO's distance training activities, the participant's perceived demands for the different modes of delivery, synchronous and asynchronous interaction, in particular, are explored.

Finally, the training activities outcomes and application to the work context and overall course satisfaction are evaluated in section E of the survey.

Sample

The online participant survey was sent to 4,403 individuals who were enrolled in one or more of the 20 online courses listed in Table 1 of Annex E. The 20 courses were chosen based on their representativeness of the training topics evident in the content and delivery of the training, the mode of delivery (stand-alone webinars, communities of practice, virtual reality, tutor-based or self-guided distance learning), languages (English, Spanish, French) and costs of the training activities (from free to tailor-made, sponsored programmes). 792 responses were collected between 25th May and 24th June 2022, resulting in an overall response rate of 18 %.

455 respondents are male (57.5 %), 322 female (40.7 %). One participant indicated "other" (0.1 %), and 14 (1.8 %) did not reveal their gender.

In terms of course enrolments, the majority of respondents participated in the Employment and Decent Work MOOC (n=168) and the self-guided Business and Decent Work course (n=150), followed by the courses Fair Recruitment Processes (n=78), Digitalisation of the Workplace (n=80), and the Diploma in Management (n=73). Enrollments are reported for all the 20 courses in Annex E.

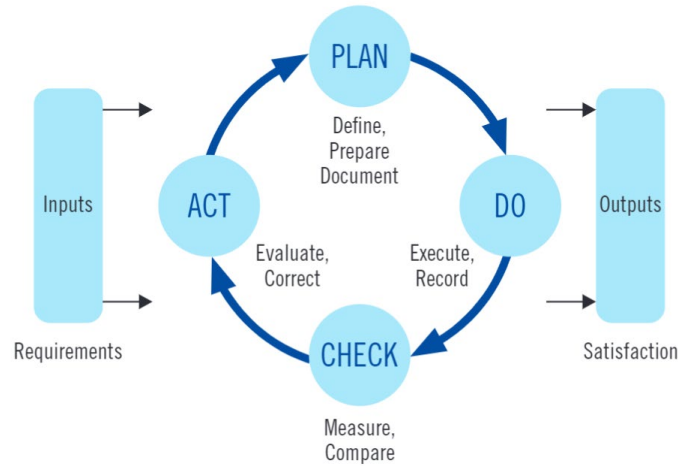
5.2 Qualitative data collection and analysis

5.2.1 13 semi-structured interviews with staff

A total of 28 staff members participated in the semi-structured interviews.

This first round of staff interviews (see Annex E) aimed to collect insiders' perspectives and understandings of the effectiveness of online training activities. The interview protocol (see Annex C) was designed using three sets of questions. *The first question set* concerned a micro-level evaluation—the quality of different online training activities. The questions were developed following the Centre's training quality management process (i.e., the Plan-Do-Check-Act cycle) to help

interviewees recall and share their training design, development, and implementation experiences logically and coherently. In addition, this conversation enabled the external evaluators to better understand and assess to which extent the Centre effectively applied and executed the quality management process in their actual practice.



Source: Camilleri 2018, ISO 21001 – Presentation and overview of the standard

Figure 2: The PDCA Cycle Illustrated

The second question set situated the conversation into a meso- and macro-level evaluation—a big picture of online training activities in relation to the Centre's strategic plans and further the ILO's strategical goals. The staff's perceptions of the Centre's performance with its online activities were directly examined by asking interviewees to evaluate the Center's online training activities in terms of i) its technical performance (e.g., global outreach, participant needs, training impacts), ii) its management performance (e.g., professional development, management capacities and arrangements), and iii) its financial performance (efficient use of resources and inputs).

Interviewees were also asked to provide one or two lessons learned from their previous experiences with online training activities, one or two challenges experienced while designing and delivering online training activities, and one or two suggestions for changes that the Center can adapt to improve its online training activities. These responses were used to cross-check and validate their evaluations of online training activities as well as to develop external examiners' recommendations for the final report.

Interviews were held during the evaluators' on-site visit in Turin on 11th and 12th July 2022 and via Zoom the following week. Interviews were recorded and transcribed. A thematic analysis, recording both similarities and differences among staff's perspectives and experiences, was conducted to draw informative and accurate evaluation outcomes for the final report.

5.2.2 Two semi-structured interviews with institutional partners

As a means of triangulation, two semi-structured interviews were conducted with two institutional partners of the Centre (i.e., ILO Vietnam, the Union of Construction Workers of Argentina-UOCRA). This re-evaluation project had a distinctive focus on the impact of the Centre's performance on their partners' and partners' digital capacity improvement. Thus, two institutional partners who had been subject to such efforts were strategically chosen. Based on the outcome of the first round of staff interviews, a set of open-ended questions to effectively draw the partner interviewees' perceptions and experiences with the Centre's online training activities were developed. The aim of this interview was three-fold: i) to cross-check and validate the Centre staff's evaluations of their online training activities, ii) to assess the impact of the online training activities on the partner's institutional culture and performances and iii) to collect meaningful stories that can be developed as case studies. Interviews were recorded and transcribed. A thematic analysis, recording both similarities and differences between staff's and partners' perspectives, was conducted to draw informative and accurate evaluation outcomes for the final report.

5.2.3 Two focus group discussions with former training participants

As a means of triangulation, focus group discussions with formal training participants were also conducted. Six participants took part in the two discussions. Based on the outcome of the first round of staff interviews, a set of open-ended questions to effectively draw interviewees' perceptions and experiences with the Centre's online training activities were developed. The aim of the focus group was three-fold: i) to cross-check and validate the Centre staff's evaluations of their online training activities, ii) to assess the impact of the online training activities on participants' lives and iii) to collect meaningful stories that can be developed as case studies. Focus group discussions were recorded and transcribed. A thematic analysis, recording both similarities and differences between staff's and participants' perspectives, was conducted to draw informative and accurate evaluation outcomes for the final report.

5.2.4 Three case studies

Based on the interviews and focus group discussions, three case studies that effectively and vividly capture the positive impacts of the Centre's online training activities were written. Each case includes information about how training participants and institutional partners made positive changes in their working experiences and institutional culture through learning new knowledge and skills from the Center's specific online training activities. Also, useful recommendations were drawn from each case.

5.3 A systematic analysis of the instructional design of 20 online training activities

In 2020, the Centre had to rapidly move its face-to-face training activities online in response to the unprecedented social distancing measures and travel restrictions suddenly imposed to control the spread of the COVID-19 virus. At the same time, the Centre had to quickly develop new online training activities to support their partners and partners in adapting to the volatile organizational environment and addressing unexpected disruptions in their working contexts. In such so-called emergency remote teaching circumstances, the staff members were not able to spend enough time and resources to systematically design and develop their online training activities; thus, the validity of the instructional design was not strictly assessed but more subjectively measured based on the staff's and stakeholders' perceived sense of its validity during our previous 2021 evaluation.

However, in 2021, followed by the rapid but successful adoption of online training as a central medium of instructional delivery in 2020, the Centre has put more significant attention to a range of design and pedagogical aspects of their online training activities (e.g., accessibility, inclusivity, etc.). Thus, the present 2022 re-evaluation project has employed a systematic evaluation approach to the validity of the instructional design of the selected 20 online training activities. A comprehensive evaluative framework was developed, consisting of i) a set of theory-driven assessment criteria covering three essential elements of effective online educational experiences (i.e., cognitive presence, teaching presence, and social presence, see more details in 5.1 Quantitative data collection and analysis) and ii) a list of distinctive instructional features that can clearly indicate that each online training activity has successfully achieved each of those three elements. It is worth mentioning that many of the identified instructional features in this report tend to positively increase more than one type of online presence. Nevertheless, each of those features has been associated with a particular type of online presence in this project, mainly for a practical reason to draw a clear and "actionable" recommendation for the Centre.

All relevant documents to each of the 20 training activities were collected and carefully reviewed (e.g., activity flyers, handbooks, final reports, and evaluation results). Each activity's e-Campus site was visited, and its design and technical features were thoroughly analysed, followed by all available learning activities and materials being reviewed. The evaluative review outcomes were further judged and interpreted based on the unique purposes and specific characteristics of each training activity (i.e., open, tailor-made, tutor-supported, self-guided).

6 Findings

6.1 Relevance and outreach

This section will assess the extent to which the Centre’s online training activities are consistent with participants’ and partners’ needs, expectations and requirements. The accurate measurements of the relevance and outreach of the training activities, in terms of the specific target knowledge and skills (objectives and content) of the activities and the exact numbers of actual beneficiaries (and their geographical and cultural distributions), fall outside the scope of the present re-evaluation. Therefore, the assessment results in this section have been directly informed by the participants’ and institutional partners’ perspectives collected through multiple tools such as semi-structured interviews, focus group discussions, and a participant survey.

6.1.1 Relevance

As discussed in our previous evaluation report published in 2021, the Centre serves three main target groups: the ILO constituents (workers’ organizations, employers’ organizations, and ministries of labour in ILO member countries), the ILO staff at Headquarters and in the field offices, and finally, other ILO partner institutions with a mandate to promote Decent Work and Social Justice (including UN agencies, governmental institutions, non-governmental organizations, and private-sector actors). Although assessing the quality of specific online training content was out of the scope of this review project, the participant survey results clearly indicate that the Centre has successfully served its target groups during 2021. We asked participants in the survey if they agreed with the statement: “the course was relevant to my needs”. 94.9 % of the survey respondents agreed or strongly agreed (M = 4.45, n = 621), while only 0.3% disagreed and none strongly disagreed. Following the last year’s survey (95.4% agreed or strongly agreed, and 0.5% disagreed or strongly disagreed), these are remarkably impressive results for two consecutive years.

Our interviews with partner organizations and course participants also suggested that the Centre has effectively played its role in providing ILO constituents with specialised training on different aspects of the Decent Work Agenda (and its newly refined missions on building ILO constituents’ digital capacity and improving digital inclusion for all) via offering online training activities. More detailed review results about this mission can be found in 6.3. Effectiveness. Similar to our 2021 evaluation results, there was no further evidence that the Centre’s online training activities have failed to reach out to its target groups or provide the training demanded by its beneficiaries, partners, and donors. It is also important to re-note that the Centre played a critical role during the Covid-19 pandemic in helping partner organizations and participants across the globe cope with the rapid changes and associated challenges. The Centre (each unit), based on its long-established knowledge and teaching expertise, promptly developed online training activities relevant to the pandemic situations (or revised

previous content to reflect the situations better), which was perceived as valuable and critical by the participant learners.

6.1.2 Outreach

Due to the growth of online and distance learning in ITCILO'S training portfolio, the Centre can reach more than 50,000 learners per year—twice the number achieved before the 2020 COVID-19 pandemic (see Strategic Plan for 2022-25). Face-to-face training activities have increased again, but on a lower level as compare to the baseline of 2018/19. In 2021 the Centre reached 6.025 participants through face-to-face training activities (23,395 participants in 2018/19). However, distance learning courses remain by far the most frequent modality in 2021 (see Figure 3).

With online training, a wider and more diversified audience can be reached. Especially participants from low and middle-income countries can take advantage of digital learning solutions avoiding costs for travel and accommodation.

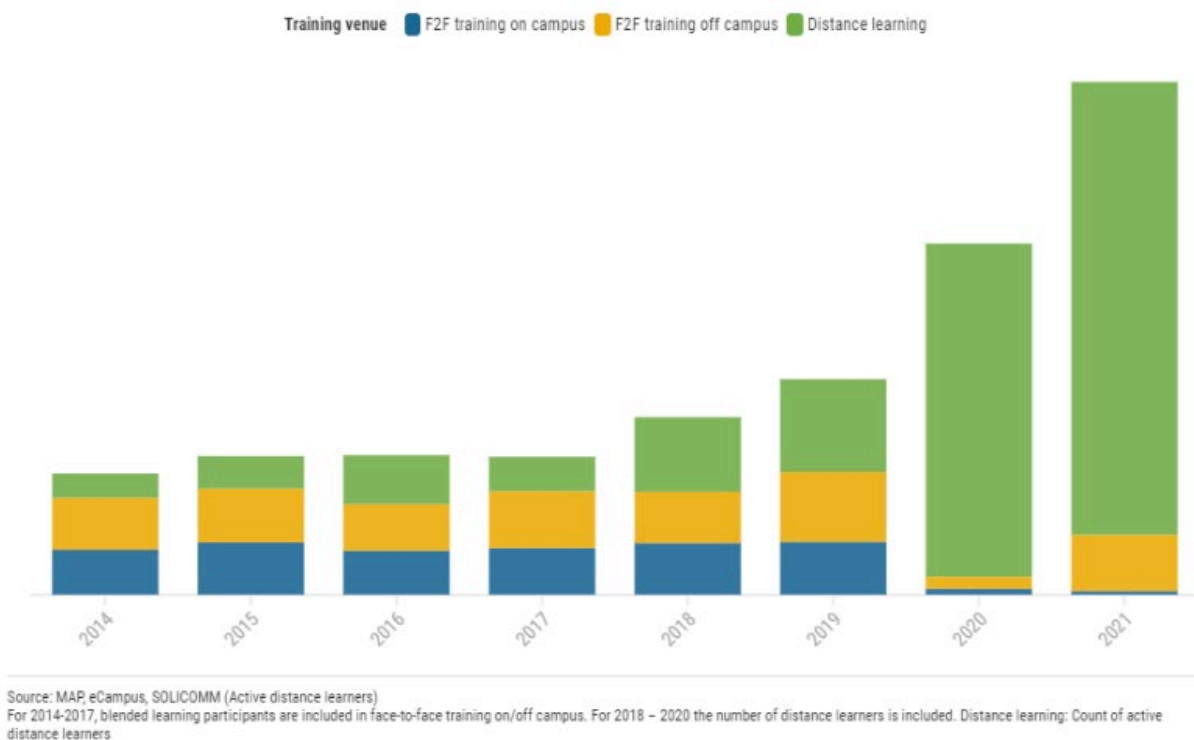


Figure 3: Number of participants by type of training modality (ToR, Appendix A).

Country-wise distribution of the online questionnaire respondents

In the 2020 evaluation, around 50 % of all respondents to the online survey came from African and Asian countries, which was similar to the pre-COVID-19 situation with face-to-face training. This

number increased to over 70 % in this year's evaluation. The majority of the survey respondents (over 50 %) reside in Africa. A small number of participants did not reveal their country of origin (NA's, n = 19, 2.4 %).

Table 1: Course participants (respondents) by continent

Continent	n	%
Africa	415	52.4
Asia	165	20.8
Latin America	107	13.5
Europe	54	6.8
Middle East	18	2.2
Oceania	8	1.0
North America	6	0.8
NA's	19	2.4

The majority of participants in Africa came from Nigeria (n = 29) and Cameroon (n = 27), in Asia from Bangladesh (n = 33) and the Philippines (n = 29), in Latin America from Argentina (n = 16) and Brazil (n = 9), in Europe from Italy (n = 9) and Portugal (n = 8), in the Middle East from Lebanon (n = 6) and Iran/Jordan (n = 3), in Oceania from Fiji (n = 4) and Kiribati (n = 2), and in North America from the USA (n = 5) and Canada (n = 1). Table 2 and 3 in Annex E provide an overview of all countries by the number of participants responding to the survey and by continent.

Demand for online learning

Based on their experiences with online learning, the participants were asked what kind of format they would prefer in the future, choosing between three different modes of delivery, i.e. face-to-face courses on-campus in Turin or at regional training centres, blended learning courses with a combination of face-to-face and online sessions, and fully online and flexible distance learning courses.

One-third (n = 201; 32.0 %) of the respondents said that they would prefer to go back to fully face-to-face training again; the majority (n = 257; 40.9 %) want blended learning courses, whereas 171 participants (27.2 %) prefer fully online distance learning courses (see Figure 4). Thus, almost 70 % of the participants continue to prefer a digital format of some kind in the future.

As compared to the previous year's evaluation, the blended learning modality remains the first choice of participants, slightly increasing on the same level (from 39.6 to 40.9 %), while the demand for fully online learning decreased (from 35.7 to 27.2 %), and the desire for face-to-face training increased

(from 28.8 to 32.0 %). So the approval ratings for face-to-face and fully online modalities have reversed since the last survey in 2021, but at a moderate level overall.

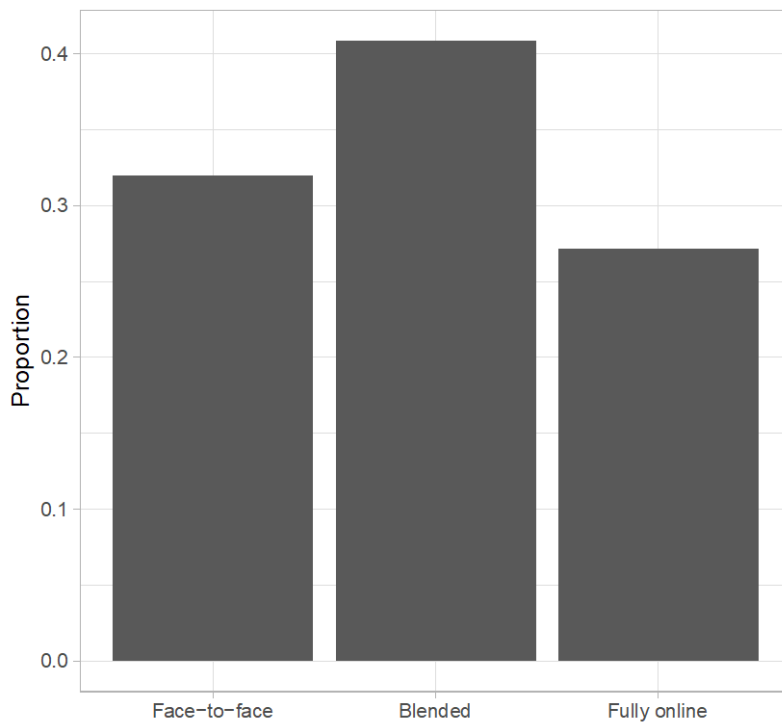


Figure 4: Overall demand for online learning (n = 629)

Looking at different countries and regions reveals a more nuanced picture. For this purpose, Figure 5 depicts the demand for online learning by continent in terms of face-to-face, blended and fully online learning modalities.

Only in Oceanian countries, the majority of participants would prefer face-to-face training in the future. In Africa, Latin America, and Europe, most participants want blended learning courses, and in Asia and the Middle East, fully online distance courses would be the first choice (with just four cases from Canada and the USA, it is not possible to draw any general conclusions for North America). The results are congruent with those of the previous year.

The differences between countries and regions might be associated with issues related to technical infrastructure, Internet connectivity, and access to digital devices, which will be explored in the next section.

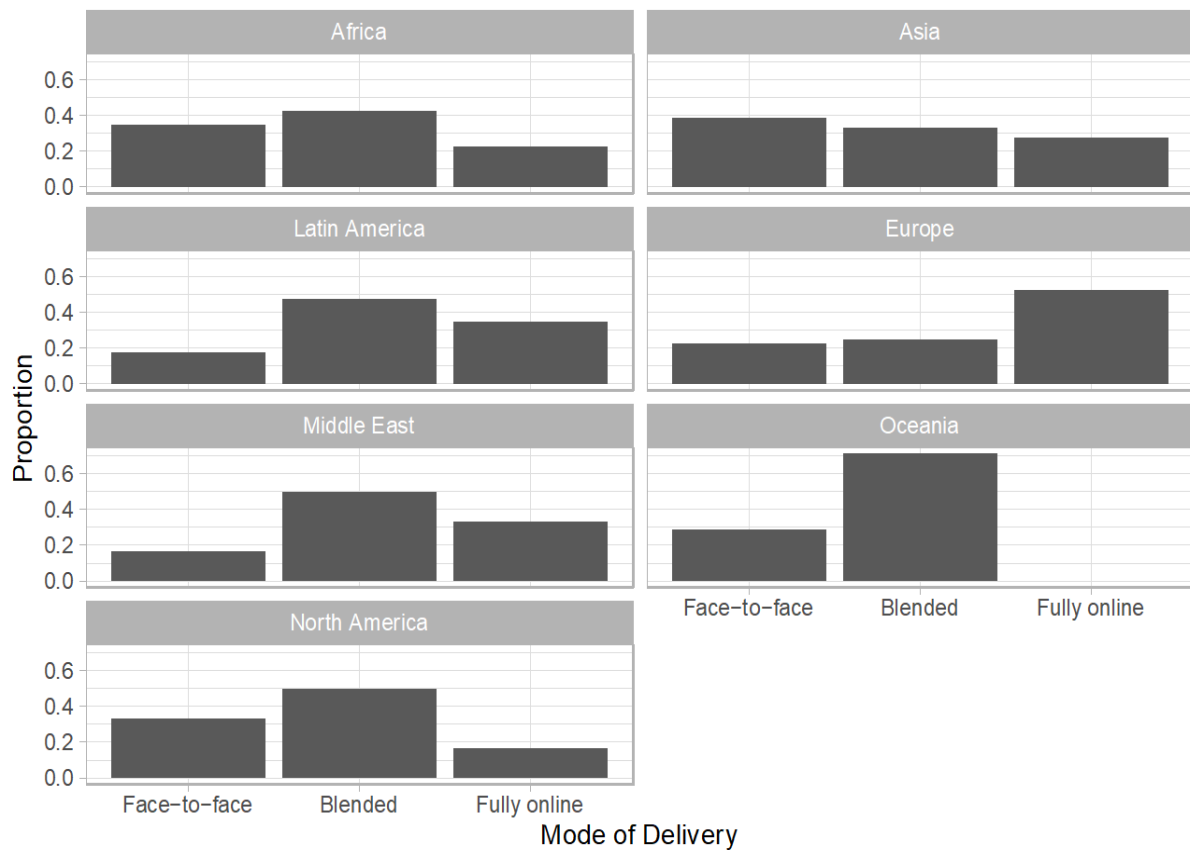


Figure 5: Demand for online learning by continent

6.2 Validity of the instructional design

This section will assess the extent to which the design of the online training activities was logical, coherent, and effective. The participant survey measured three aspects of learner perceptions and experiences, which are i) access to online training activities and technical challenges, ii) asynchronous vs. synchronous media and tools, and iii) teaching, social, and cognitive presence in each online training activity. Here, we will present and discuss the findings of each aspect of learning perceptions in turn.

6.2.1 Access to technology and tools

Overall, the participants of the 20 selected courses seem to be well equipped with technical devices and tools to access ITCILO's online courses: 85.3 % agreed or strongly agreed to the statement that they had full access to the technology and tools required to participate in online learning ($M = 4.16$ on the 5-point scale, $n = 639$), which is slightly less than in the 2020 evaluation (90.4 %).

93.2 % ($n = 621$) reported being able to freely choose and use different devices (PCs, laptops, mobile phones, tablets) to pursue online learning. In contrast to the previous evaluation of online training

activities, the participants mentioned no difficulties in accessing the online courses via mobile devices apart from general connectivity issues that are not related to ITCILO's e-campus services.

Access to the online learning system e-Campus

Access to and navigation in the online learning system, e-Campus, is not an issue, with average ratings of above 4.0.

Table 2: e-Campus access and navigation

	n	1	2	3	4	5	M
I found it easy to access e-Campus.	613	4 (0.7 %)	12 (1.9 %)	48 (7.8 %)	303 (49.4 %)	246 (40.1 %)	4.26
I found it easy to navigate e-Campus.	637	9 (1.4 %)	25 (3.9 %)	50 (7.8 %)	308 (48.4 %)	245 (38.5 %)	4.19

Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Technical issues and support

As in the previous evaluation, technical issues in participating in online training activities on a regular basis remain a problem that even worsened in contrast to 2020. Overall, 49.0 % (35.5 % in 2020 courses) agreed or strongly agreed that they had many technical problems in their courses (n = 622). Major problems were reported by participants from African countries (59.7 %).

Table 3: I had many technical issues in this course (percentages, n = 622)

	1	2	3	4	5
Africa	6.9	21.9	11.4	41.4	18.3
Asia	7.6	34.1	22.7	25.0	10.6
Latin America	16.5	27.1	10.6	17.6	28.2
Europe	20.0	42.5	22.5	7.5	7.5
Middle East	16.7	25.0	16.7	41.7	0.0
Oceania	12.5	25.00	12.5	50.0	0.0
North America	16.7	33.3	16.7	0.0	33.3

Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Given these challenges, it is very important to design accessible systems and provide technical support. As in the previous evaluation, the mean scores for the items related to technical support and

guidance are both below four. Thus, there is still room for improvement regarding the information for participants on where to find help and the response time of technical support.

Table 4: Technical support and guidance

	n	1	2	3	4	5	M
I knew where to ask for help when I had technical issues.	642	7 (1.1 %)	31 (4.8 %)	112 (17.4 %)	312 (48.6 %)	180 (28.0 %)	3.98
Technical support responded in a timely manner.	641	4 (0.6 %)	25 (3.9 %)	166 (25.9 %)	273 (42.6 %)	173 (27.0 %)	3.91

Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Internet connectivity

A robust Internet connection is a prerequisite to participating in online learning. However, the quality and reliability of Internet connectivity vary across countries and regions.

In areas with low bandwidth and unstable connections, asynchronous communication and content delivery tools and media are preferable because participants can log in, communicate and download learning material at a convenient time when the Internet is available. In contrast, synchronous video-conferencing (e.g. in webinars) requires much more bandwidth and a stable connection. In many cases, participants have to turn off their video to be able to join the conversation.

The survey responses clearly show that Internet connectivity is an issue. Overall, 47.4 % of the respondents agreed or strongly agreed with the statement that they had regular issues with Internet connectivity that disrupted their online learning.

About 50 % of participants in Africa, Asia, the Middle East, and Oceania agreed or strongly agreed that they had regular issues with Internet connectivity that disrupted their learning (see Figure 6), as compared to only 31 % in Latin America, who had regular problems with the Internet. Not surprisingly, the best Internet connectivity is available in Europe (data for North America is not representative). Thus, Internet connectivity has not improved. The picture here is exactly the same as in the 2021 survey.

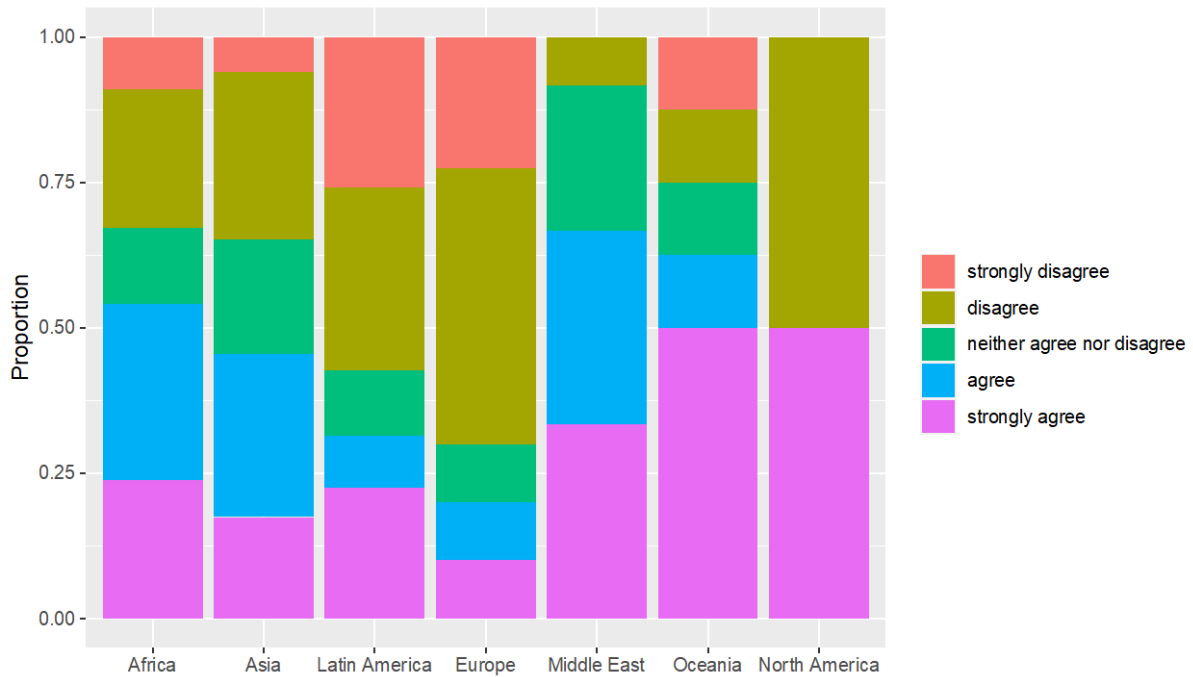


Figure 6: Participants who had regular issues with Internet connectivity (n = 641)

6.2.2 Asynchronous vs. synchronous media and tools

The digital media and tools used for synchronous and asynchronous interaction in the various online distance learning formats (blended or fully online) play an important role in improving the accessibility and scalability of online learning programmes. For example, the integration of synchronous videoconferencing sessions regularly throughout a course helps participants avoid a feeling of isolation and build a sense of community among the course participants as well as between the instructor and the learners. Since learning is a social exercise, interaction among course participants and personal support from the instructor is a clear indicator of high-quality distance learning. However, synchronous meetings reduce the flexibility and independence from time and space, and thereby access for those who are unable to attend at a certain time. On the other hand, online interaction (synchronously or asynchronously) has to be facilitated and guided by an instructor or tutor, which raises the costs of the training activity and limits opportunities for economies of scale.

Participants were asked if asynchronous computer-conferencing (communication via a forum), asynchronous video content (e.g. a recorded guest lecture or video presentation) as compared to synchronous video-conferencing (e.g., a webinar via Zoom) were used too often (1), just enough (2), or not often enough (3).

Table 5: Preferences for asynchronous vs synchronous educational media (n = 600)

	too often	just enough	not often enough	M
Asynchronous conferencing	113 (18.8 %)	404 (67.3 %)	83 (13.8 %)	1.95
Asynchronous video content	118 (19.6 %)	406 (67.7 %)	76 (12.7%)	1.93
Synchronous conferencing	155 (25.8 %)	383 (63.8 %)	62 (10.2 %)	1.85

Overall, all the mean (M) scores were close to two, indicating that the frequency of use of asynchronous and synchronous tools was just right on average. Synchronous conferencing tools are slightly used too often (M = 1.85) compared to asynchronous conferencing (M = 1.95). Although this difference is small, it is statistically significant, $t(1188) = -2.19, p = 0.03$.

Synchronous video-conferencing requires higher bandwidth and a good Internet connection. Thus, the following Figures provide an overview of the data grouped by continent to allow a more detailed analysis of the preferences for asynchronous vs synchronous media in the different regions. Here it stands out that many participants (over 25 % of respondents) from Africa and the Middle East—the regions with the slowest Internet connectivity—said that they spent too much time in synchronous video-conferencing.

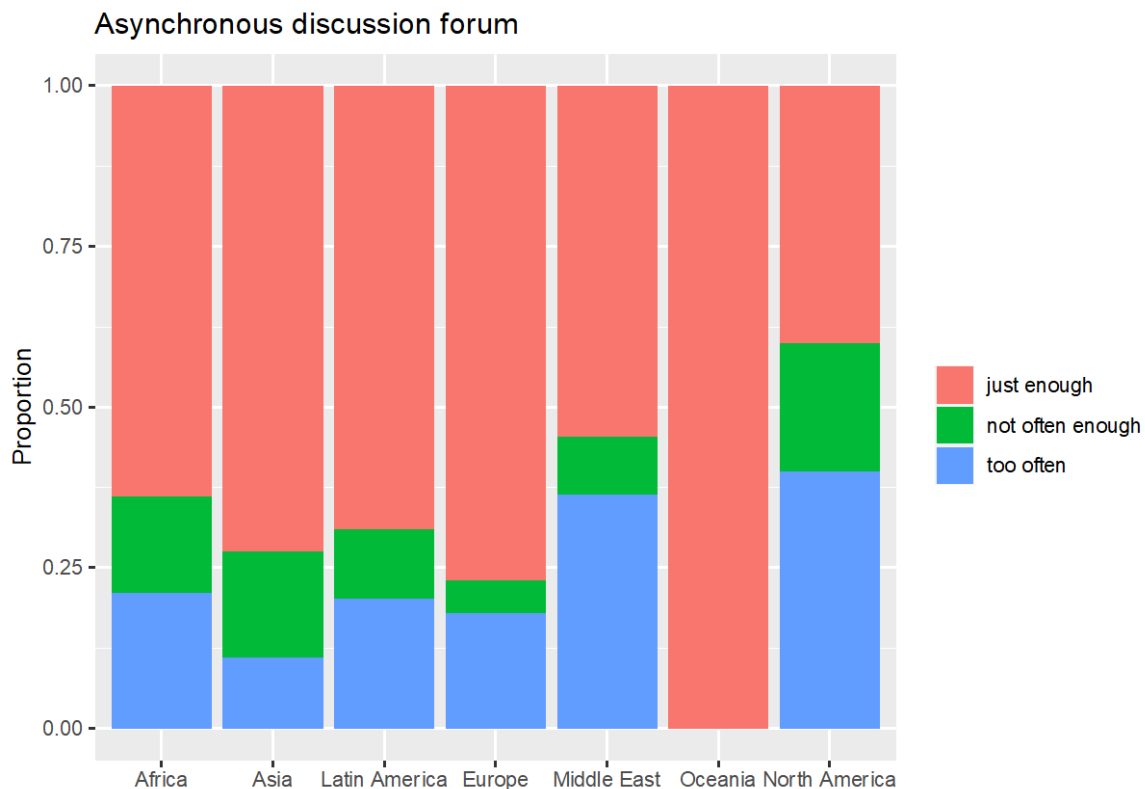


Figure 7: Preferences for asynchronous communication by continent

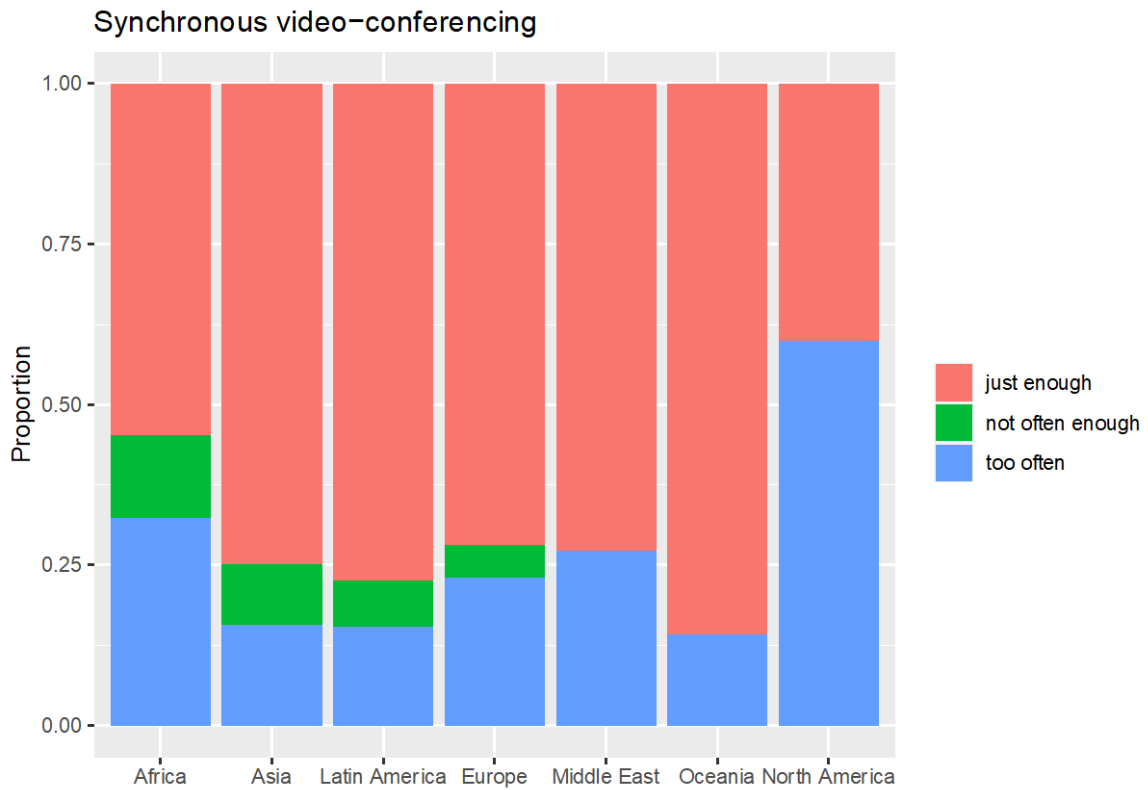


Figure 8: Preferences for synchronous communication by continent

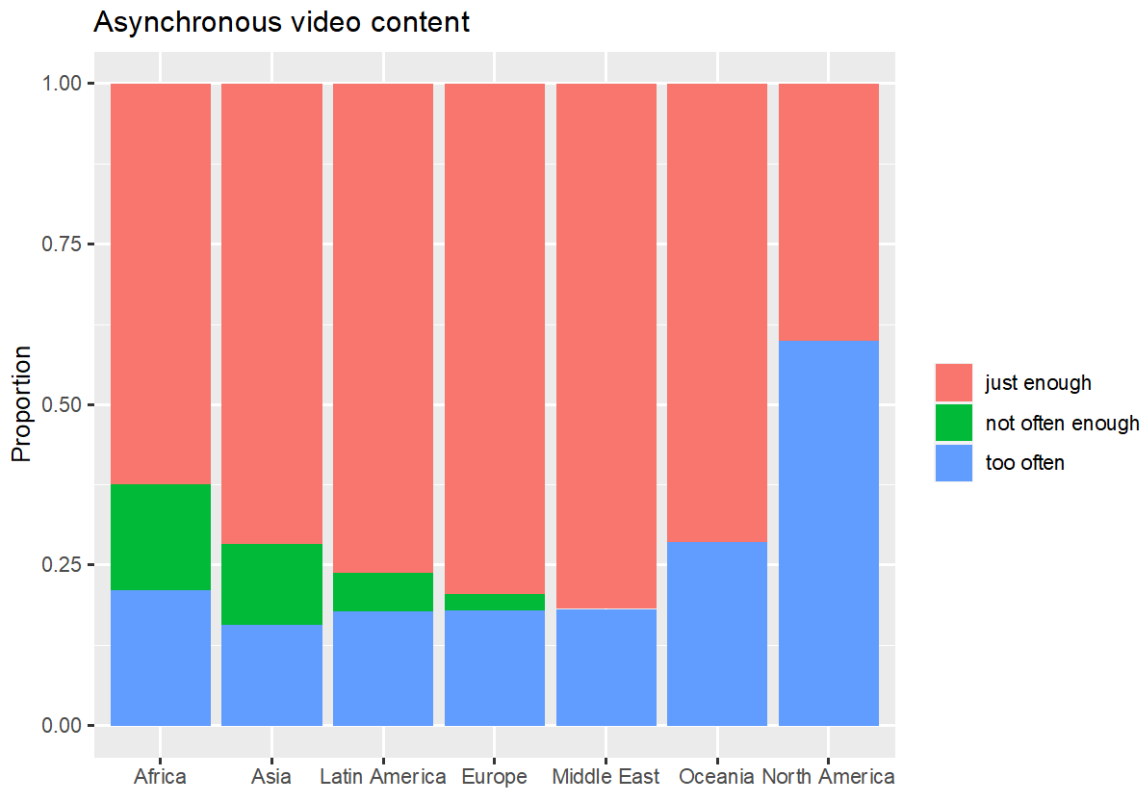


Figure 9: Preferences for asynchronous video content by continent

6.2.3 Teaching, social, and cognitive presence in online courses

To evaluate the participants' learning experiences in ITCILO's online training activities, an instrument was used to measure the three dimensions of the Community of Inquiry (CoI) framework, i.e. teaching presence, social presence, and cognitive presence (see section 5.2).

An educational Community of Inquiry is defined as a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding. This process of creating deep and meaningful learning is facilitated through three interdependent elements¹:

- Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realising personally meaningful and educationally worthwhile learning outcomes.
- Social presence is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities” (Garrison, 2009, p. 352).
- Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.

The three dimensions with three sub-dimensions were measured using a 5-point scale (1 = strongly disagree, 5 = strongly agree, and not applicable). Table 6 provides an overview of how the participants rated each item (M = mean, SD = standard deviation). The scales are not applicable to self-guided distance learning courses, where participants only interact with the presented learning material but not with a tutor, training facilitators or other course participants. Thus, a sample of 200 surveys was analysed with complete ratings on the Community of Inquiry dimensions.

The results indicate that ITCILO's course designers and facilitators managed to deliver highly engaging, interactive, and supportive online courses that provided opportunities for rich and deep learning experiences, with average ratings of the teaching presence of 4.62, the social presence of 4.48, and the cognitive presence of 4.55 (the numbers are even slightly higher than in the previous evaluation).

¹ see: <https://coi.athabascau.ca/coi-model/>

Figure 10 shows the distribution of the mean ratings, with the vast majority of ratings between four and five. Especially the course tutors and facilitators are to be commended for their proactive and clear communication and guidance right from the beginning of the COVID-19 pandemic.

Furthermore, the findings underline the importance of social interaction for deep learning with a strong positive correlation between social and cognitive presence ($r_s = .81, p < .001$).

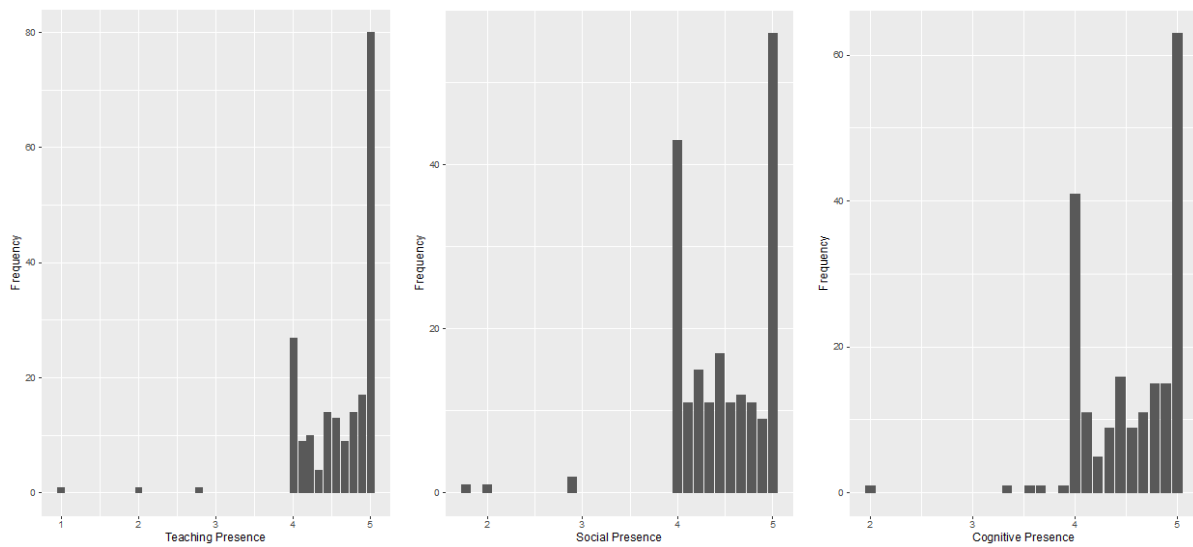


Figure 10: Mean ratings of teaching, social, and cognitive presence in online courses (n = 200)

Table 6: Ratings on the Community of Inquiry Scale (n = 291)

	M	SD
Teaching presence	4.62	.51
<i>Design and organization</i>	4.70	.52
– The tutor(s) clearly communicated important course goals.	4.72	.54
– The tutor(s) provided clear instructions on how to participate in course learning activities.	4.70	.58
– The tutor(s) clearly communicated important due dates/time frames for learning activities.	4.68	.58
<i>Facilitation</i>	4.60	.54
– The tutor(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.	4.60	.63
– The tutor(s) helped to keep course participants engaged and participating.	4.66	.56
– The tutor(s) facilitated the development of a sense of community among course participants.	4.55	.61
<i>Direct instruction</i>	4.55	.55
– The tutor(s) helped to focus discussion on relevant issues in a way that helped me to learn.	4.57	.65
– The pace of tutor's presentation was right for me to understand the key points of the talk.	4.55	.61
– The tutor(s) provided feedback in a timely fashion.	4.54	.61
Social presence	4.48	.49
<i>Affective expression</i>	4.48	.52
– Getting to know other course participants gave me a sense of belonging in the course.	4.60	.52
– I was able to form distinct impressions of some course participants.	4.41	.58
– The online learning platform/system provided adequate tools for social interaction.	4.43	.68
<i>Open communication</i>	4.50	.57
– I felt comfortable conversing through the tools provided in online learning platform/system.	4.48	.61
– I felt comfortable participating in the course discussions.	4.53	.61
– I felt comfortable interacting with other course participants.	4.48	.61

<i>Group cohesion</i>	4.46	.58
– I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	4.35	.83
– I felt that my point of view was acknowledged by other course participants	4.50	.59
– Online discussions with other course participants help me to develop a sense of collaboration.	4.54	.63
Cognitive presence	4.55	.46
<i>Triggering event</i>	4.51	.50
– Problems posed by other course participants increased my interest in course issues.	4.56	.55
– Invited talks are thought-provoking.	4.34	.75
– I felt motivated to explore content-related questions.	4.62	.52
<i>Exploration</i>	4.56	.51
– I utilised a variety of information sources to explore problems or assignments posed in this course.	4.58	.55
– Brainstorming and finding relevant information helped me resolve content-related questions.	4.55	.56
– Online discussions were valuable in helping me appreciate different perspectives.	4.54	.63
<i>Integration</i>	4.58	.49
– I was able to combine information learned from different talks to answer questions raised in course activities.	4.57	.55
– Learning activities helped me construct explanations/solutions for the problem I had.	4.56	.53
– I was able to reflect on course content and discussions to understand fundamental concepts in this course.	4.61	.52

6.2.4 Results of the systematic analysis of 20 online training activities

6.2.4.1 Cognitive presence indicators

The first assessment criterion of effective instructional design is about cognitive presence generally perceived by online training participants—to what extent training participants have a strong sense of learning achievement by being clearly aware of the course expectations and requirements and their starting and ending points in terms of their knowledge development. With a lack of in-person contact, online training participants often find it difficult to accurately assess the cognitive challenges they face and, subsequently, the cognitive developments they have achieved in online learning contexts. Thus, it is essential that online instructors effectively communicate such aspects to their training participants by providing necessary information and guidance in the learning environments (training activity sites on e-Campus in the ITCILO's situation).

A list of distinctive instructional features that were subjected to the present systematic analysis included:

- 1) **A ratio between the activity duration/hours and the number of required tasks:** the course activity has a suitable amount of workload that would make the activity perceived as challenging but manageable by participants.
- 2) **A division of the activity (consistency and regularity of sub-units):** the course activity is effectively divided into small units that would make the activity perceived as accessible and manageable by participants.
- 3) **A structure of the activity site:** the course site adequately represents the structure of the activity, with all required tasks and deadlines clearly displayed.
- 4) **A pre-activity assessment:** The course activity provides participants with an opportunity to assess their starting point concerning the target knowledge and skills.
- 5) **A post-activity assessment:** The course activity provides participants with an opportunity to assess their endpoint concerning the target knowledge and skills (i.e., learning achievements).
- 6) **An activity handbook:** The course activity provides participants with a comprehensive handbook from which course participants would be able to find essential course details, including a description of target knowledge and skills.
- 7) **An activity timetable:** The course activity provides participants with a concise schedule overview that presents a designed workflow and important dates/times in a readable manner.
- 8) **A completion status indicator:** The course activity provides participants with a tool to check their own learning progress and completed (and required) tasks as the course progresses.
- 9) **Additional resources:** The course activity provides participants with additional resources or indicates further learning opportunities.

Overall evaluation results

Our analysis suggests that among the 20 reviewed training activities, six activities were effectively designed to provide an excellent sense of cognitive presence to their participants, with additional eight activities a good and reasonable sense. We could not find much evidence for a good sense of cognitive presence in five activities. Two of those five activities seem to have provided cognitive overload or burden to their participants. One activity has an underdeveloped e-Campus site, which did not provide adequate information to evaluate its participants' potentially perceived cognitive presence.

Specific review comments

Among the 20 reviewed training activities, three lasted less than a week (between 1 and 5 days), one for two weeks, and two for three weeks. The rest (n=14) lasted longer than a month (between 4 and 8 weeks). The expected learning hours varied among those activities ranging from three to 20 hours a week with a medium of five hours a week. Given that most training participants have full-time jobs and other social commitments while taking on those activities (with some exceptions), it seems reasonable to expect them to dedicate no more than 10 hours a week to the training (an average of 2 hours a day). Four activities indicated the expected learning hours neither in their handbooks (documents of a similar nature) nor on their e-Campus sites, which would not help participants develop a good sense of cognitive presence.

On the other hand, several activities indicated the expected learning hours too specifically, like 10 minutes for reading a document or 15 minutes for answering a discussion question. As the Centre is now serving a massive number of participants from diverse cultural and educational backgrounds, however, being too prescriptive about the expected learning hours can also be problematic by disregarding the diversity among participants' learning readiness and abilities and, subsequently, misleading some participants. When participants experience a severe mismatch between the indicated learning hours and the spent hours, their learning motivation can be reduced. Thus, it is recommendable for online teachers to be more open than specific about the expected learning hours: indicating a range (i.e., 10-20 minutes, 15-30 minutes) can be a useful approach in this sense.

Similarly, having more than ten activities required to be completed in a limited time (e.g., one week or 5 hours) would also be problematic as such courses can be easily perceived as unmanageable by participants. In distance learning contexts, it is essential to give participants time to "catch up", given the challenging nature of self-regulated learning. For example, when participants miss a week of online training activity, they should be able to feel they can still complete the activity; if not, it is easy for them to decide to drop out. Two among the 20 reviewed activities seem to have an exceptionally heavy workload that students are likely to spend far more time than the indicated learning hours, which need to be urgently reviewed and addressed. The asynchronous nature of online activities allows teachers to offer more beyond the physical time and space restrictions; however, it is often better to do less than "too much".

Most reviewed activities (n=16) had a clear division of the activity with a number of sub-units consistently and regularly occurring daily and weekly. The remaining four have irregular sub-unit distribution across the activity period; for example, one sub-unit lasted two days, and the other lasted five days. Such inconsistency across the sub-

units (in terms of required activities number and workload) is likely to decrease a perceived sense of cognitive presence, overloading and confusing distance learners.

Nine activities provided a pre-activity assessment in different formats; among the rest, seven activities have a duration longer than four weeks; thus, it could have been useful to provide such a feature for participants to develop a stronger sense of their cognitive and intellectual development throughout the activity period. On the other hand, most activities (n=16) provided a post-activity assessment.

While most of the reviewed activities (n=17) provided a clear timetable, only six provided a comprehensive handbook to their participants, which is one of the critical features of effective online course design. Another activity provided a handbook; however, it included some conflicting information presented in a confusing style, so it was somewhat difficult to fully understand what was expected of learners to do. 17 activities provided a useful feature called “completion status.”

Nine activities provided additional resources to their participants; among them, two provided additional courses that participants could take after completing them (i.e., more creations to inspire you)—which is particularly recommendable. Another two among the nine, however, seem to have provided too much additional information (that is, an overwhelming number of optional learning activities), which can decrease a perceived sense of cognitive presence (or simply a sense of achievement) among participants.

6.2.4.2 Teaching presence indicators

The second assessment criterion of effective instructional design is about teaching presence generally perceived by online training participants—to what extent training participants have a strong sense of teachers (as a real person) or guidance for their learning. In online learning contexts, learners often feel a significant amount of psychological distance from their teachers and institutions, which may have negative impacts on their learning motivation and persistence. Previous research, on the other hand, has reported that learning motivation and persistence tend to increase when learners feel their tutors know them and care about their learning. Thus, teaching presence in practice can be understood and interpreted as teacher presence. When online courses are open (or free of charge), it is rather challenging for the institutions to provide a high level of teaching presence (or consistently allocate teaching staff and resources). Nevertheless, there is a range of strategies that the institutions could employ to help online learners to develop a positive sense of teaching presence without increasing the staff’s teaching load.

A list of distinctive instructional features that were subjected to the present systematic analysis included:

- 1) **Welcome video or tutor introduction:** The course activity provides participants with a welcome message from or a quick introduction to a real human tutor(s). Providing a list of content experts would not be sufficient but only supplementary.
- 2) **An introduction to the site (e-Campus):** The course activity provides participants with an opportunity to learn how to navigate the site and find relevant information.

- 3) **Q&A forum or technical help:** The course activity provides a clear place to go and ask for help when participants face technical or cognitive challenges. Although participants would not use this feature in reality, it still increases a sense of teaching presence if they know that such a space does exist.
- 4) **Feedback mechanisms:** The course activity provides participants with an opportunity to interact directly with their tutors, receiving feedback on their learning progress and outcomes.
- 5) **Synchronous teaching (webinars):** The course activity includes synchronous teaching webinars where participants usually meet a real human tutor(s) and experience direct teaching.
- 6) **Recordings of synchronous teaching (webinars):** The course activity provides recordings of synchronous teaching webinars to those who could not attend to them in real-time or those who could not fully digest all information during webinars, so need to review the content at their own pace.

Overall evaluation results

Our analysis suggests that among the 20 reviewed training activities, seven activities were effectively designed to provide a good and reasonable sense of teaching presence to their participants, with additional two activities in an excellent sense. We could not find much evidence for a good sense of teaching presence in 10 activities. One activity has an underdeveloped e-Campus site, which did not provide adequate information to evaluate its participants' potentially perceived teaching presence. It is worth mentioning that all reviewed activities (except for the one with the underdeveloped e-Campus site) provided regular or frequent webinars during which most of the direct teaching and instruction was delivered to the participants. That said, it can be rather limiting to assess the teaching presence only based on what is evident on the e-Campus sites; nevertheless, the identified instructional features in this project, if effectively implemented on the sites, could significantly improve the sense of teaching presence perceived by online participants.

Specific review comments

Among those reviewed 20 activities, only six provided participants with a welcome message. Half of the activities (n=10) provided a separate introduction to the site (or e-Campus). 11 activities integrated a Q&A forum or specific contact information for technical support. However, most Q&A forums implemented in the reviewed activities were not actively used, with one obvious exception. Two activities provided participants with an opportunity to directly interact with their tutors (e.g., coaching sessions) and receive feedback on their learning progress and outcomes (e.g., tutor feedback on draft submissions). Consequently, they were the two reviewed to have an excellent level of teaching presence. As mentioned above, 19 activities included synchronous teaching elements, through which participants could meet their tutors and experience direct teaching. 13 among those 19 provided recordings of the webinars for those who could not attend them in real-time or who wished to revisit the sessions afterwards to review the content (an additional one provided only PPT slides).

6.2.4.3 Social presence indicators

The last assessment criterion of effective instructional design is about social presence generally perceived by online training participants—to what extent training participants have a strong sense of other participants (as a real person) or some companionship for their learning. In online learning contexts, learners often feel an extensive (or exaggerated) sense of isolation, which may have negative impacts on their learning motivation and persistence. Especially when they feel struggling to cope with a new learning mode (or content), it is critical for them to feel that they are not alone in facing such cognitive and emotional challenges. It is often misunderstood that online courses should always be social and collaborative, having group work as an essential learning task; however, worth stressing that poorly facilitated (or guided) group work is worse than having none, as it could potentially decrease a sense of social presence (and quickly increase a sense of isolation and frustration) among online learners. In the same vein, although providing a discussion forum is often considered essential by many online tutors, if it is not adequately monitored or promoted, it could potentially decrease a sense of social presence among online learners—especially when they initiate a conversation but fail to attract others' interests and responses. Thus, these features need to be implemented after carefully considering the institutional (more practically, tutor teams') facilitation capacity.

A list of distinctive instructional features that were subjected to the present systematic analysis included:

- 1) **An introduction to other participants:** The course activity provides participants with a mechanism to meet and introduce themselves to their peers, potentially at the beginning of the activity. Providing a list of course participants would not be sufficient but only supplementary.
- 2) **A group work:** The course activity provides participants with an opportunity to learn and work with their peers—small or big.
- 3) **Facilitation for group work:** In relation to the above feature, the course activity provides additional guidance and support for group work.
- 4) **A discussion forum (or chat tool):** The course activity provides participants with a place to go and meet their peers. Although participants would not use this feature actively, it may help participants sense others' presence in the online learning environment by occasionally visiting the forum and reading others' posts.

Overall evaluation results

Our analysis suggests that among the 20 reviewed training activities, seven activities were effectively designed to provide a good and reasonable sense of social presence to their participants, with additional two activities in an excellent sense (although these counts were equivalent to the numbers of activities identified as good and excellent regarding teaching presence, they were not necessarily the same activities). We could not find much evidence for a good sense of social presence in 10 activities, including one attempted by providing a group assignment, which was clearly unsuccessful. One activity has an underdeveloped e-Campus site, which did not provide adequate information to evaluate its participants' potentially perceived social presence. As explained above, most activities (n=19) provided regular or frequent webinars during which participants were likely to see other participants, through

which participants could potentially increase the perceived sense of social presence about each other. Nevertheless, given the one-directional or tutor-(presenter-)driven nature of webinars, it can be argued that the identified instructional features in this project, if effectively implemented on the sites, could significantly improve the sense of social presence perceived by online participants.

Specific review comments

Among those reviewed 20 activities, more than half (n=12) provided participants with an opportunity to formally meet their peers and introduce themselves to other participants, with a Google map feature indicating participants' geographical locations most frequently employed. Only six activities offered collaborative learning opportunities. Not all of the group works were, however, well-facilitated. Among the four employed group discussions, two seem to have failed to effectively support participant active contributions and interactions, so there was no evidence for the increased sense of social presence. The other two activities similarly employed more substantial group work, involving a small team of participants developing shared ideas and presenting them; however, only one provided systematic guidance and tutor support for the group work. 11 activities integrated a discussion forum (including one with a chat tool). Most of those forums without guided discussion topics were not actively utilised by participants, however.

6.3 Effectiveness

This section will answer the following set of questions to assess the extent to which the online training activities' immediate objectives were achieved, considering their relative importance:

- What results have been achieved/what progress has been made by learners since the implementation of the activities?
- Which gaps remain and how could these be addressed through follow-up activities?
- To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners?

We must admit that the second question is not fully answerable given that the quality of the training content, technically speaking, falls outside our immediate expertise. Nevertheless, we could collect some relevant insights from the qualitative data, which will be incorporated into our answers to the other questions.

6.3.1 Learner perspectives

Overall, online training activities reviewed as part of this evaluation project effectively achieve their immediate objectives. The learner survey results (as well as course evaluation results) suggest that many have found their engagement with the activities beneficial, contributing to their professional practice and development. As mentioned in our previous evaluation report, this is not a surprise given the strengths the Centre has in terms of its close collaboration with partners and in-depth understanding of the partner organizations (i.e. ILO constituents and other

ILO development partners), which enables a tailor-made approach in some cases to continuously check and reflect the needs of different partners. It can be argued that the Centre has a good overview of the needs of their target learners and their organizations so that, subsequently, they can effectively set up learning objectives at the activity level. The simple formula, good objectives lead to good outcomes, was observed in this review process.

Individual-level course evaluation and satisfaction will be further unpacked in 6.5 Impact. However, the average participant evaluation results of 17 online training activities were 4.31 out of 5.0 (the data for the three activities were unavailable).

The participant survey outcome conducted as part of the current re-evaluation project similarly suggested positive learner perspectives. For example, the average responses to the statements such as "The course was relevant to my needs" (4.45 out of 5.0), "The course provided many examples that translated theory into practice" (4.32), and "I can apply the knowledge created in this course to my work setting" (4.38) demonstrate the learners have made good progress in their knowledge and skills development during the course period. The overall quality of the online training activities has been evaluated as 4.12, with 78% of the participants having responded either "very good" or "good". The effectiveness of the training format has also been evaluated relatively positively at 4.01, with 72% of the participants have chosen either "very good" or "good." Followed by the last year's impressive result (98.3%), 97.4% of the participants have responded that they would recommend the concerned training activities to their colleagues.

In addition, more than half of the survey participants (n=414, 52%) have given a concrete example to articulate how participating in the training activities has been of practical use for achieving results in their work. Given the voluntary nature of the survey participation, such a response rate for the open-ended question item itself is already impressive, demonstrating the high satisfaction among the formal training participants. Two Focus Groups (FGs) with six learners also support our positive evaluation in this regard. Learner perspective on the effectiveness of their online training activities was highly positive. Open survey responses will be exemplified later in 6.5 Impact, and here, we will share some of the learner comments collected during the FGs.

Ms Rosemond Nyame, from the Ministry of labour in Ghana, took part in the activity, *E-learning on fair recruitment processes for practitioners*, and reflected her learning outcomes as follows:

At the end of the course, I was able to adopt a strategic plan to track those who do not have licenses to migrate people to different countries. It was not an easy task [because] in Ghana, we find it difficult to fish out those who do not have the license to travel abroad. The online training has really helped me and added more knowledge to me... My objective was to educate people on how dangerous it is to travel using unapproved roots... I decided to go to radio and television stations to do that [after taking the online training as I learned that distance learning] would address the problems such as lack of resources and poor means of transportation.

While her reflection demonstrated the effectiveness of the training in terms of providing her with new knowledge and ideas not only to track those "dangerously" migrating people but also to effectively and efficiently educate the public about "how dangerous" it is. Nevertheless, during one hour-long focus group discussion, she had to log in and

out more than a dozen times due to her “extremely poor internet connectivity”, which had also been a problem during the course period:

Sometimes the online training does not work well for us, just like the struggle I am going through now to participate, it will be needed to invite some of us as representatives there to have face-to-face conversations. And, those representatives train the rest of us face-to-face as well, which will help to improve the course.

Ms Asamao Biye, a training participant in *Digitalisation of the workplace and platform mediated jobs: Developing union policies, strategies and actions*, is the regional secretary of the trade union organization in Cameroon, introduced as the network of the trade unions of the state universities in Cameroon. Notably, she also started her reflection with an apology: “I’m sorry, I don’t have a good network. I was in and out.” She continuously explained that it was her second course after “taking on the social protection response to COVID 19 pandemic: the trade union strategies and policies”:

I went into the course with the expectation of having more knowledge and acquiring more knowledge and skills on what I had already started with the social protection course. So, I went and saw Convention 190 on violence and harassment, and Convention 155 that talks about occupational safety and health. Because those are the things we experience here, I came out of the course and acquired really good knowledge, and I even had an action plan... And we are planning to do it this October like to sensitize the population and the environment and occupational safety... I was very lucky to have taken the course... my expectations were met... now we have been sensitizing and teaching the staff representatives. So, the whole thing is exciting. I’m still taking on other courses.

Obviously, she agreed with Ms Rosemond Nyame regarding the challenge of poor Internet connectivity:

But then, we are in Africa, and we have connectivity challenges that, at times, you’re in a webinar, and then the network just goes off. Though, it’s a good thing that the training centre is always recording those Webinars. So, that is the most valuable part. And the fact that those courses that tutor guided, they are the BEST. Because the tutors always remind us what to do. They guide us on how to go about the courses. Those are the most interesting areas of the training.

As other datasets have also suggested, the growing number of participants from African countries have gained access to the excellent training opportunities the Centre has provided online. Most of these participants would not have been able to access the Centre training otherwise. However, both Rosemond and Asamao made it clear that their online training experiences were not at all without challenges—and the poor Internet connection is undoubtedly one of the severe limitations that African participants would experience. On our personal note, facilitating the focus group discussions with half of the participants breaking up consistently and being on and off repeatedly was a frustrating experience for us. When they are the ones who are silently listening, these frustrations may not be fully felt by tutors or others without such limitations, which does not mean that the struggles do not exist.

Despite these challenges, it was very encouraging to see them keep coming back to speak persistently and enthusiastically. That is why we genuinely believe that the Centre's online training activities have achieved their goals, effectively strengthening the capacity of its partners and participants; and Asamao Biye's comments such as "I'm still taking on other courses", "[recording webinars] is the most valuable part", and "those courses that tutor guided, they are the BEST" need to be more carefully listened to and reflected on by the Centre.

6.3.2 Staff perspectives

Another essential set of evidence of the training effectiveness can be found in the staff interview data. The perceived effectiveness of the selected online training activities also appears to be high among those interviewed staff members. However, as articulated below, there seem to be some meaningful differences among the staff perspectives and perceived priorities. Based on our thematic analysis of the 13 semi-structured interviews with 28 staff members, we have drawn the following four themes to capture the perceived effectiveness of the Centre's online training provisions: i) We are getting comfortable with the new normal but still having some doubts, ii) We are reaching out to more learners but finding it harder to engage them online, iii) We are building digital capacity and inclusivity, but can we do both effectively?, and iv) We are analysing learner data effectively but are we using them effectively? Each of the themes, in turn, will be discussed below with some critical questions that the Centre can reflect upon to set up its future directions regarding online training provisions.

6.3.2.1 We are getting comfortable with the new normal but still having some doubts.

Evidently, teaching online is no longer new to most staff members we interviewed this year. Compared to the enormous sense of uncertainty and serendipity that had emerged during our last year's staff interviews, staff's descriptions of their activity design and the rationale for such design were very clear, confident, and in most cases, convincing. In fact, during our 2021 interviews, most staff members exclusively highlighted the "direct" transition from face-to-face training (or face-to-face components of blended training) to online training due to the COVID-19 restrictions, heavily expressing their frustrations with the unfamiliarity with the new, online mode of training delivery. However, it is clear that the Centre has successfully achieved the important milestone in terms of its online training activities as the staff seem to be in general agreement that online training is an essential part of the Centre's business. Even those relatively smaller number of staff (or units) who see much more value in face-to-face training activities have accepted the idea that online training activities offer their own unique merits, which need to be continuously pursued by the Centre.

Another encouraging observation has been that staff members seem to establish a good understanding of the advantages of blended training approaches not only in terms of blending both face-to-face and online activities but blending synchronous and asynchronous activities. A number of the staff have very fluently and clearly articulated their design strategies to organically connect synchronous and asynchronous activities. In those activities, the sequence of learner activities was logical and well-guided, often centring around webinars (e.g., providing pre-

webinar and post-webinar activities) or focusing on final assignments (e.g., providing guidance and feedback on the major assignment during the webinars). For example, in the activity entitled *Online Course for the Support of Sound Bipartite Relations in the Philippines*, participants were expected to complete pre-webinar tasks (e.g., tutorials, readings, etc.) before attending weekly 2-2.5-hour-long webinars to ensure their active engagement during the webinars. Another activity, *Smart Phone Based Training Programme on Project Design*, began with the weekly 2-hour-long webinars on Mondays and engaged participants with post-webinar activities, including individual assignments and knowledge quizzes due on Fridays. *E-course on Digitalization training services for EBMOs* consisted of four webinars and one individual coaching session that gradually supported the individual assignment of designing an online training. Another training activity, *XR Focus for Skills Development*, similarly offered participants an individual assignment of developing a lesson plan, effectively supported by introductory and closing webinars and tutor feedback on the draft submission.

Many units have stated that they now have an established design model or format that they tend to apply for most of their online training activities; in other words, once a particular design approach is proven to be effective, the same design approach is used in other training activities as long as it works. Thus, it can be argued that the Centre's online training provision has been well-established and stabilised, with some signature online pedagogies that emerged and fixed (in a rather unit-based local sense). Given the positive participant evaluation results across the training activities, such an experience-based (or experiment-informed) design approach should be continuously encouraging. However, as discussed in the previous section, our systematic analysis of the instructional design of the 20 selected activities has also suggested a range of limitations and some clear room for specific improvement across those reviewed activities. There is a shared sense of having lasting doubts about the validity of their instructional design approaches that have come across quite strongly during the interviews. There is a clear desire among some staff members to have a "systematic" (but collegial and friendly) mechanism for them to receive feedback on how they are doing and "personalised" support for improving their online teaching practices—particularly those who see themselves as relatively novice online trainers who quickly learned how to teach online by doing it in an unsystematic way have voiced up during the interviews.

6.3.2.2 We are reaching out to more learners but finding it harder to engage them online.

As shown in the previous section, the Centre has achieved an impressive outreach via online training activities. In 2021, the Centre's online training activities increased not only their enrolment in terms of its quantity but also its diversity. There has been a shared agreement among the interviewed staff members that the Centre is reaching out to more learners globally, including those unreachable by in-person training activities. While the increased diversity among activity participants is worthwhile to note and celebrate, it also suggests the increased diversity among the needs of the participants, posing subsequent challenges to the activity managers and tutors. Even though making a single activity equally relevant to all its participating learners has never been possible, it is incredibly challenging to adequately accommodate the growing participant diversity, interlocked with every critical aspect of participants' successful online learning experiences—to name just a few, their professional and personal responsibilities and

relevance, working and living conditions, technical infrastructures, prior knowledge, learning abilities, required skills, and personal learning preferences and educational backgrounds. Even in those tailor-made and regional-specific training activities, such challenges seem to be perceived and experienced as a valid issue by many staff members interviewed for this re-evaluation.

In addition, the accessible nature of the online activities enables those less committed and less motivated learners to enrol in the activities and subsequently, they may find it difficult to fully engage with the learning activities. Of course, the underlying reasons for such lack of commitment and motivation in some participants vary, and given the aforementioned diversity, it is difficult to identify the range of possible reasons. Nevertheless, participants' poor online learning engagement is often manifested as serious pedagogical concerns over high drop-out rates, low completion rates, and non-starters, which may damage the institution's reputation and partnership, distress teaching staff, and reduce the cost-effectiveness of training activities. More than half of the staff interviewees clearly shared such concerns as they have faced growing difficulty with learner engagement. In fact, a high drop-out rate has been noted in a number of reviewed online training activities. Based on our review results, some of the experienced difficulties can be effectively mitigated by improving the activity design, in most cases, by setting up more realistic learner expectations and required workload and by implementing pre-course activities that could better inform learners on the required set of skills and prior knowledge to complete the activities under consideration.

It is definitely an important but challenging task to keep the right balance between making the course open and accessible and ensuring learner engagement. For example, some interviewees seemed to believe that going back to face-to-face training settings where participants, as full-time trainees, could be fully committed to the training activities can be the ultimate solution; or putting strict restrictions on potential enrolments, including higher tuition fees and enrolment requirements. However, from both pedagogical and ethical perspectives, such arguments may not be well-justified especially given the current post-Covid pandemic training landscape where the online (and blended) medium has become the new normal.

6.3.2.3 We are building digital capacity and inclusivity, but can we do both effectively?

The next theme concerns the effectiveness of the reviewed online training activities in achieving the Centre's mission to build the digital capacity among its partner organizations and partners—specifically answering the third question: “To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners?” Six out of the reviewed 20 training activities in this re-evaluation project have employed arguably, new and advanced technologies (i.e., Virtual Reality, VR; Augmented Reality, AR). Given that only one of the sampled activities employed VR technology in basic nature last year, the technological expansion achieved by the Centre within such a short period is positively noted. Also, the way in which the VR technology was employed in this year's reviewed training activities is certainly much more advanced and sophisticated. For example, in *Estrategias Digitales para Líderes Sindicales. Experiencia Piloto en Realidad Virtual*, a tailor-made training activity for the partner organization (i.e., the union of construction workers of Argentina), a VR application was developed and tested out to see if it is valid to use in real-life job training

situations to teach participants a specific target technical skills (i.e., air conditioning installation). In our interview with the institutional partner, Mr Fernando Paoletti, Ms Tatiana Roberti, and Mr Francisco Castro collectively reflected on their involvement in the focused training activity as follows:

It was a great experience because we got to know a new tool for teaching and learning. It was easy for us that we are used to technological things, computers, and everything... it was well received... As a good tool, we can show that we can apply [it]... we have to see how we can immerse the people into a class to use the technology to solve problems... It can solve problems related to the course, for example, the air conditioning course. It can replicate and copy and paste buildings and work on those spaces, the virtual spaces, without using materials, wasting materials sometimes... We can place tools like air conditioning. We can place [air conditioning tools] in many places and see whether improving the place of the air conditioning is right or not. It is the tool we can apply to the process of learning... In construction, you have to solve problems in different places, like houses, bigger buildings and have access to all the different places to teach. So, virtual reality can take me to those places, into the classroom... we thought [VR] was useful and can go to other courses.

Another partner similarly and highly positively reflected on their involvement in *Harnessing digital technology for capacity development initiatives*, another tailor-made training activity that aims to support the ILO constituents' digital capacity building. The details can be found below in the section: "6.6.1 Case 1: International Labour Organization (ILO), Vietnam". Such reflections demonstrate that the Centre has effectively achieved its newly refined mission in the post-COVID pandemic situation (or at least it is heading in the right direction to achieve its mission) as well-articulated in the recent Strategic Plan of the ITCILO for 2022-25. Despite the length, we strongly feel that it is worthwhile to bring the following quote from the Strategic Plan here to remind readers:

Before 2018, the main emphasis of the Centre used to be on individual-level capacity development with focus on face-to-face training. **The 2018-21 strategy framework set the stage for the diversification of the service portfolio** to better harness digital learning and collaboration technology and applications, in response to the ILO's renewed focus on institutional capacity development. During the 2018-19 biennium, the Centre expanded its distance-learning outreach and developed a suite of advisory services to complement its training activities. The Centre also invested heavily in learning innovation, introduced digital credentials relying on block chain technology, piloted Augmented and Virtual Reality (AVR) applications and launched new training products on future foresight techniques, big data mining, and artificial intelligence. In the wake of the COVID-19 pandemic, **the pace of transformation of the Centre's service portfolio accelerated in 2020**, characterized by a shift in emphasis from face-to-face training to online learning, a stronger focus on institutional-level and system-level capacity development services and the rollout of AVR technologies... **The vision and mission of the Centre, while** firmly rooted in its founding documents and building on the past achievements of the organization, is guided in the coming years by the provisions of the 2019 Centenary Declaration for the Future of Work and the 2021 Call to Action for a human-centred recovery from the impact of the COVID-19 pandemic. With this in mind, *the vision of the Centre* is to be the global centre of excellence

for ILO constituents to source capacity development services on social justice for decent work. *The mission of the Centre* is to provide people across the world of work directly and via ILO constituents with access to digitally enhanced capacity development services to successfully manage their Future Work transitions. (pp. 2-3)

However, interestingly, the same document includes an ambitious statement on “Digital inclusion for all @ITCILO” as follows:

Accessibility is a key to inclusive digital learning, communication and collaboration services. The Centre will ensure that its services are digitally inclusive, i.e. leave no one behind, whether staff or participant, digital learning and collaboration technologies and applications that have low barriers for learners with vulnerabilities: Examples for such services are mobile learning, bite-size learning, video and coaching via social media applications like WhatsApp and WeChat. The Centre will offer tailored capacity development services to institutional intermediaries to in turn support their digital inclusion efforts. Furthermore, all new public-facing web sites and platforms will go through accessibility testing. The procurement process around IT services, especially development, will also include accessibility requirements. (p. 6)

The statement includes six elements to focus on through the Centre’s training services that include: Business model innovation and new partnerships; Accessible ICT’s devices, products and services and technology innovation and new services; Digital literacy and knowledge skills, lifelong learning; Digital innovation and eco-system; Admin and business processes going digital; Adoption of policies, regulations, standards, guidelines and good practices. During our 2020 staff interviews, even compared to 2021 interviews, it came across really clear that the Centre has developed a much more sophisticated sense of accessibility, embracing well-rounded principles and comprehensive strategies to achieve the idea of accessibility—as also evident in the linguistic choice made in its Strategic Plan: inclusion. It is laudable, in our view, as many online training institutions tend to employ a very narrow notion of accessibility, limitedly focusing on material development and content presentation on online platforms.

Nevertheless, when it comes to “how-to” matters in designing and delivering online training activities, such ambitious statements seem to be perceived as less practical and more idealistic. In fact, a majority of the staff interviewees were well-versed in the “idea” of digital inclusion; however, they equally expressed uncertainty in terms of how effectively they are achieving such principles in their everyday practices. In the other sense, the high level of abstraction displayed in the six elements of the digital inclusion “for all” mission and ambition to “leave no one behind” seems to increase such uncertainty among the staff. Although most reviewed training activities employed basic accessibility principles, such as providing webinar recordings, we could notice some inconsistencies across the activities in terms of when, how, and where those recordings were made available—six activities did not provide recordings; two only provided PPT slides; four provided both recordings, and PPT slides in a more accessible format.

Going back to the earlier section on 6.3.1 Learner perspectives, including Rosemond and Asamao's struggles with the Internet connectivity and subsequently active engagement with synchronous activities, the accessibility issues still need to be discussed more in a practical, mundane, and specific sense. The institutional partner, the union of construction workers of Argentina, also concluded their interview with the below concern over the practicality of utilising the digital skills that they have learned from the course in their real-life training setting:

Our biggest challenge, we think, is how this technology is going to reach every educational training centre and the station... and the connectivity for using these tools. That is our biggest challenge now: How do those VR nets and applications reach our institutes? We also think that to use and to make such courses, we have to make a team to create those virtual environments for working; however, the application and the costs of our applications are high. And we do not have enough resources for that. So, with that tool, on making a group, an internal work on creating those spaces on applications. That's our biggest challenge.

On the other hand, it is also worth reflecting on the activity specifically designed for smartphone interface, *Smart Phone Based Training Programme on Project Design*. Although a range of practical and thoughtful strategies to make the course content presentation and activities, the tutors have found that most of the participating learners had access to a laptop and other devices with bigger screens and wanted to use those devices when performing training activities, which effectively demonstrates the complexity of the Centre's mission of building digital capacity and inclusion.

6.3.2.4 We are analysing learner data but are we using them effectively?

For this final theme, we would like to briefly comment on an existing gap between the staff members' perceptions of the Centre's recent commitment to learner analytics. This is one of the areas in which the Centre has made significant development since our last year's evaluation project. The Centre has created a couple of new positions (i.e., Data and learning analytics officer, Marketing analytics officer) whose specialities and responsibilities lie in effectively analysing and displaying a massive amount of data created by training and non-training activities (and participants) and stored in the Centre's digital platforms and databases. In order to fully analyse its outreach, the Centre has so far focused on drawing participant profiles of the self-guided courses with a learner enrolment of over 60,000 (out of a total of over 120,000 enrolments across both free and paid activities—as indicated in the report, entitled *Data Analytics: participant profiles of the free guided courses*, produced in May 2022).

The report includes a range of attempts to develop comprehensive and comparative pictures of the participants in online training activities, identifying some meaningful differences in demographical and organizational characteristics among participants who chose to enrol in different formats of online training activities (e.g., paid vs free activities) and among participants with different focuses of training content (e.g., Enterprises vs Labour Migration). The report also illustrates how to move forward to tracking the learner retention or conversion rate (progressing from viewing to enrolling and completing), demonstrating that learner data analytics is under fast development as one of the Centre's strategic priorities for the coming years. Such future directions ambitiously

embrace the possibilities of analysing a more extensive learner data set collected from different platforms using multiple tools (e.g., Google Analytics).

Among our staff interviewees, there was a general enthusiasm about this new development and the possibilities that learner analytics could bring to the Centre's goal to boost the outreach, particularly of its free self- and tutor-guided online training activities. However, there was also some scepticism shared by a group of interviewees as the identified learner profile does not necessarily match with the actual learners that they have interacted. Also, some concerns were raised over “unintentionally” privileging a dominant participant group who fits the identified learner profile—by developing learning support strategies and future learning opportunities specifically targeting the dominant group. On the other hand, a marginalised participant group that does not fit the mainstream learner image but still needs (even more) support and learning opportunities could be neglected. Thus, we would like to suggest the need for the Centre to develop multiple learner profiles, developing a sophisticated understanding of its learner group (see Lee, Zawacki-Richter, Müskens, & Gierke, forthcoming). In addition to those cautionary staff voices, we would also like to suggest the need for the Centre to move from “learner” analytics to “learning” analytics that can more directly bear meaningful pedagogical benefits by developing a deeper understanding of how different learner groups engage with diverse training activities and subsequently would benefit from additional tutor-guided and self-initiated support. That is, the narratives could move from marketing and learner recruitment strategies to pedagogical and learning support strategies over time.

6.4 Efficiency

This section will answer the following set of questions to assess the extent to which the Centre's resources and inputs (i.e., funds, expertise, time, etc.) were economically utilised and converted to the results of online training activities in terms of their effectiveness:

- Have the resources invested into the delivery of the activities been used in the most efficient manner?
- How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost?

The above questions are qualitatively addressed mainly based on our desk-based review of available organizational documents (e.g., ITCILO Strategic Plan; Programme and Budget Proposals), and our interviews with the Centre staff.

6.4.1 Digital infrastructure

It is difficult to measure specific costs spent to develop and deliver each online training activity within the scope of this project. Nevertheless, all 20 reviewed online training activities created revenues, covering direct costs (many with revenue far exceeding the costs) in 2021. Given the continuously increased enrollments in those activities (see

6.1.2 Outreach), similar to our previous evaluation results, we could argue that the Centre's online training activities are highly efficient based on a relatively simple inputs-and-outputs formula.

The Centre has subsequently and effectively re-distributed and circulated some of its revenues in advancing its technological infrastructure required for developing and delivering quality online training activities. Most of the financial investment in online training is typically made up-front as one-time fixed expenses, which are often considered expensive. However, once the necessary technological infrastructure and operational mechanisms are effectively set up, there tends to be a significant decrease in the on-going expenses of online training activities.

The Centre has continuously made financial investments in its technological infrastructure, primarily focused on improving the pedagogical functions of its main online learning platform, e-Campus, by inserting various technical tools and applications. As e-Campus, using a free Open Source software package called Moodle, such investment can be generally considered efficient. Two additional observations on the use of e-Campus were made during the re-evaluation project.

Firstly, the Centre has increased the design and structural consistency across online training activities offered on e-Campus, which could help learners more conveniently and easily navigate different course sites, potentially reducing cognitive overload. For example, 17 out of the reviewed 20 training activities have their e-Campus sites fully set up and clearly structured, showing a good level of consistency. Those 17 have equally utilised a completion status tool that indicates each learner's individual learning progress. Although there is still room for improvement, as suggested in 6.2.4 Results of the systematic analysis of 20 online training activities, we see the positive outcome of the Centre's ongoing investments from the staff development fund to improve the staff's use of e-Campus.

Secondly, the Centre has also added more explicit technical support to e-Campus users (i.e., training participants). A separate tutorial on how to navigate e-Campus is being offered to new users at their first log-in occasion; more positively, half of the reviewed activities offered an additional introduction to their own e-Campus sites, and in many cases, the activity tutors recorded a short introductory video, explaining how to navigate the activity sites and use different tools in a specific context of the concerned activity. Such efforts are not necessarily too costly; however, the impact on participant learning effectiveness can be potentially high. Thus, we can argue that the Centre's financial resources have been efficiently used when it comes to the investment in the use of e-Campus.

Besides the aforementioned development of e-Campus, the Centre has also put a significant level of resources into a series of innovations for its digital infrastructure and organizational structure to better support its staff and (partner organizations) to improve the quality of online training provision. In 2021, the Centre continuously developed its "physical space dedicated to learning innovation", which includes a range of advanced technological tools (e.g., VR applications, recording studios, 3D visual/hologram tools) on the Turin campus, executing the Centre-wide Learning Innovation Action Plan 2018-21. Although the actual impact of such technological development is difficult to calculate from a short-term perspective, it is rather evident that the Centre has successfully developed its reputation, playing important roles in achieving digital transformations nationally and internationally—with an Innovation Lab currently under development with external funds.

A growing number of online training activities with advanced VR/AR technology being effectively integrated or fully focused on (see 6.2.4 Results of the systematic analysis of 20 online training activities) also suggests the successful outcome of the Centre's investment in digital innovation.

6.4.2 Staff and organizational development

Besides the major investment in technological infrastructure, the Centre has also made major investments in its organizational structure to better support online training provisions. One example includes developing a collaborative cross-functional team (i.e., ICTS-LIP) to become a focal point to support and distribute digital innovations across the Centre, creating and testing new pedagogical ideas, monitoring and updating technological tools, and developing and introducing quality assurance measures. The quality improvement was consequently evident across the design of 20 reviewed online training activities (particularly the design and structure of the e-Campus site of most of those activities).

As demonstrated in the previous section (6.3.2 Staff perspectives), staff knowledge and expertise have noticeably increased in 2021, which can also be seen as evidence of the efficiency of the Centre's overall financial operation regarding staff development. The same argument can be drawn from our observation of how much the institution-wide conversations and commitment to making their online training activities (and a range of services) more accessible to all beneficiaries happened in 2021; and, subsequently, how fast the staff awareness of critical issues such as digital inclusion and digital rights has increased.

While in 2021, most staff commented on the benefits of taking part in the LIP training activities, *E-Learning Design Lab*, in 2022, only a few mentioned that they have directly benefited from official training. As they have already acquired basic skills and knowledge of how to teach online and how to use e-Campus and Zoom (or other basic tools that they use most frequently), it seems like the staff have had less urgent need to attend additional training. Some expressed their ongoing needs; however, it seems too difficult to satisfy such needs, especially given the "perceived" high workload of online teaching compared to face-to-face teaching—mainly because of the increased number of online training activities and enrolments.

On the other hand, a majority of staff members preferred having some direct feedback on their teaching practices (potentially one-on-one and ongoing basis) to participating in official and one-off staff development sessions. Although they are aware that their colleagues from ICTS-LIP have an extensive level of knowledge and expertise and some capacity to support other staff members, they are also aware that the team is not necessarily and exclusively existing for such support functions ("as they have their own course to teach"). Unless staff members are interested in "doing something about" specific technological tools or initiatives that the Centre (or LIP) are focusing on, they seem to feel somewhat uneasy seeking support (or "seeking support continuously"). Thus, the Centre may want to develop a better balance of its investments between digital infrastructure and staff development, as currently, it is suggested that it does better with the former.

Finally, it can be worthwhile to reflect here that there seems to be some shared perception of online training activities being cheaper than face-to-face training activities, often exemplified as saving travel and accommodation costs. Such an argument can be particularly valid when discussing outreach and accessibility issues; however, it is not necessarily true if human labour (tutors' direct contact hours) is calculated as the main "cost" of effective delivery of online training activities. In particular, training participants demand more human interactions that are carefully designed and guided (e.g., receiving feedback on their draft submissions, communicating with other participants from different parts of the world, see more in 6.5.3 Overall course satisfaction). It is important to remember such pedagogical approaches and good facilitation strategies are not cheap at all, requiring a considerable level of resources (staff time and expertise) should put into those efforts. And, it is rather unclear from our review how much resources have efficiently been invested in such staff organization issues.

6.5 Impact

This section will answer the following set of questions to assess the extent to which the strategic orientation of the online training activities was towards making a significant contribution to broader, long-term, sustainable development changes and whether the changes have been durable/were replicated by beneficiaries:

- How likely is it that the results of the activities will be maintained or up-scaled by the participants?
- What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities?
- What actions might be required to achieve long-term impact?

6.5.1 Knowledge Application

The impact of training activities can be measured by the change in participants' behaviours at work as an immediate outcome of the training. More specifically, the Centre can evaluate whether and to what extent the participants have been able to use their learning outcomes in practice, as well as the results and impact of such application at both individual and organizational levels. Therefore, the current re-evaluation project has asked questions to explore the training participants' knowledge application practices.

Firstly, we asked if the course had provided many examples that translated theory into practice; and the vast majority of survey participants agreed or strongly agreed (90.4 %). Secondly, a larger proportion of the participants agreed or strongly agreed that they could apply the knowledge created in this course to their work settings (94.1 %). Following the last year's evaluation results, these were strong indicators of the training activities' positive impact.

To validate these quantitative results, we asked an additional question: "Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work?" 52.2 % of the survey participants (n = 414) indicated that they had applied the newly acquired knowledge after their training as defined by the ratio of respondents who have provided concrete examples of their application of knowledge after online training

by filling the open-text box. This indicator has been slightly improved compared to the last year's evaluation results (48.6 %, n = 524). Written examples of knowledge application include:

- Coming from a newly established training centre, looking forward to using online learning platforms, the training on "Digitalization of training services" taught me the available online tools used in content designing such as "Powtoon", interactive tools to engage the target audience, etc. As a content developer/reviewer for our social media platforms and our customers, I am now able to curate online content using different tools... I can also guide our in-house trainers on how to structure their content to fit the online format and audience (instructional design), etc. I have changed all the fire management systems in my current job.
- My union president has been consulting me to seek advice on how to resolve issues concerning our members. I intervened in our WhatsApp forum when a fight for the position came up on who has the right to organize labour activities between the trade union president and workers' delegates, and many understood and praised my intervention.
- Monitoring the agents making sure to get their work done properly by providing monthly returns of their recruitments on time and having them report to the office on the persons recruited to ensure they do it the right way for the purpose of nation building and not for selfish reasons.
- With the support of ILO, our institution conducted a study, "Perception of violence and harassment at work", in 2021. This was the first nationwide survey which can show the whole picture of this subject: understanding violence and harassment type, differences between men and women, city and country region, private employees and civil servants etc. Following that survey and analyses now, our institution is working on the training curricula, which have the purpose of preparing multiplier (trainer).
- It has helped to foster a public-private collaboration of engaging in decent work. This has also helped to train and build the capacity of vulnerable beneficiaries of my programme to engage in decent work and promote the dignity of labour, and also the dialogue on workers' rights.

Table 7: Knowledge Application

	n	1	2	3	4	5	M
The course provided many examples that translated theory into practice. (2022)	620	1 (0.1 %)	8 (1.2 %)	50 (8.0 %)	290 (46.7 %)	271 (43.7 %)	4.32
The course provided many examples that translated theory into practice. (2021)	948	2 (0.2 %)	8 (0.8 %)	63 (6.6 %)	448 (47.3 %)	427 (45.0 %)	4.36
I can apply the knowledge created in this course to my work setting. (2022)	621	1 (0.1 %)	2 (0.3 %)	33 (5.3 %)	304 (48.9 %)	281 (45.2 %)	4.38

I can apply the knowledge created in this course to my work setting. (2021)	943	2 (0.2 %)	2 (0.2 %)	50 (5.3 %)	448 (47.5 %)	441 (46.8 %)	4.40
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Note: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

6.5.2 Competencies and job performance

Furthermore, the participants reported that they made large or very large improvements in terms of their competencies (68.2 %) and job performance (60.8 %) as a result of the training activities. As shown in Table 8 below, these responses were slightly decreased compared to the last year's results (85.6 % and 69.0 %, respectively).

Table 8: Improved competencies and job performance as a result of the training activity

	n	1	2	3	4	5	M
Competencies (2022)	596	6 (1.0 %)	26 (4.3 %)	157 (26.3 %)	265 (44.4 %)	142 (23.8 %)	3.86
Competencies (2021)	933	16 (1.7 %)	36 (3.9 %)	193 (20.7 %)	423 (45.3 %)	265 (40.3 %)	3.95
Job performance (2022)	582	12 (2.0 %)	47 (8.0 %)	212 (29.0 %)	390 (39.6 %)	227 (21.1 %)	3.70
Job performance (2021)	895	26 (2.9 %)	40 (4.5 %)	212 (23.7 %)	390 (43.6 %)	227 (25.4 %)	3.84

Note: 1 = no improvement, 2 = slight, 3 = moderate, 4 = large, 5 = very large improvement

Going beyond such quantitative measures, this re-evaluation invited responses from participants to include concrete descriptions of their knowledge application and qualitative results. Additional reflections are drawn from our in-depth interviews with partners and focus group discussions with training participants and further enhanced our understanding of the impact of the Centre's online training activities (see section 6.3 Effectiveness and section 6.6 Case Studies).

6.5.3 Overall course satisfaction

An impressive 97.4 % of sampled participants would recommend the training to their colleagues (compared to 98.3 % in 2021). 78.4 % (M = 4.1, n = 623) reported back that the online training as a whole was good or very good (83.0%, M = 4.2, n = 943 in 2021), and 72.9 % said that the effectiveness of the online training format was good or very good on a 5-point scale (77.6 %, M = 4.1, n = 943 in 2021). Participants were asked if they had any suggestions to improve the course(s). Representative examples that more than ten participants suggested include as follows:

- I suggest that a follow-up is done individually with each participant or in a group to make sure that lessons learnt in the training are being put to use and the challenges faced in implementation.

- My suggestion would be to mix the online training with face-to-face training first at the regional level. Follow-up should be encouraged by contacting various participants and giving them guidelines on how to implement the knowledge gained and especially on how to implement their action plans.
- Face to face facilitation especially at the regional centres will help because there were a lot of interruptions during the period as officers were required to perform other duties thus making It difficult for officers to concentrate. Officers must be excused or granted leave of absence to enable them participate fully at the centres.
- The timing of the session on my side of the country was midnight, and it was disturbing, so most times, I slept through and forgot to get into the sessions. So if you are doing it the next time, can you also consider the timing to accommodate us in Papua New Guinea (South Pacific region) or run it here in Australia, New Zealand or Fiji to accommodate us?
- The course itself is very good and worth attending, but the only drawback for me is the time difference between our countries which coincides with my office work, and there were times when our slot was revised I can no longer attend because our office closes and I will be travelling home as the online class is on-going.
- The online training was good, but I feel there is no room for discussions, and also, we are not able to find time as participants to discuss the topic. Also, the facilitator may never know whether I have participated fully or I have just connected and left for other duties. Usually, you attend while still in the office working, so disturbed by people coming in the office, ringing phone calls, etc. May I suggest that now that Covid has been relaxed, we should try and attend physically?
- Providing feedback to participants on areas that needed improvement at the end of each module or upon submission of the essay.
- The ITCILO database should be able to establish those that have taken part in certain flagship programs and promote them to conduct next-level training. Human beings strive much better when they are continuous learning [opportunities].

6.6 Case Studies

6.6.1 Case 1: International Labour Organization (ILO), Vietnam

The Country Office of the ILO Vietnam was opened in Hanoi in 2003. Working in partnership with the Government of Vietnam, especially the Ministry of Labour, Invalids and Social Affairs, and the Chamber of Commerce and Industry, the main aims of the ILO in Vietnam are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.

The 2022-26 Decent Work Country Programme between the ILO and tripartite partners (the Government, the workers' and employers' organizations) aims to address the decent work challenges faced by the country. In order to contribute towards the achievement, the ILO Vietnam commissioned ITCILO to conduct a training to strengthen the capacity of ILO constituents and the ILO Vietnam Office staff to harness digital social media for better scale and sustainability of its capacity development initiatives.

Jonathan Ngoc Nguyen is the Programme Officer at the ILO Vietnam, who was responsible for the implementation of the "Harnessing digital technology for capacity development initiatives". The training activity aimed to develop a digital capacity improvement plan for the ILO Vietnam office and delivered in the last quarter 2021 by way of an online design sprint. When asked about the planning and development of this course, he mentioned that he highly appreciates the collaboration and support from the ITCILO.

The intended outcome of the training activity was a capacity improvement plan for the ILO Vietnam that describes the actions needed to introduce and roll out selected digital learning and collaboration technologies. In the course, the participants were exposed to innovative digital learning environments, including meetings in Virtual Reality (VR) and synchronous sessions in ZOOM in combination with asynchronous, tutor-supported learning activities.

Jonathan observed that many participants were fascinated by the opportunities of VR for online collaboration and communication. But on the other hand, they also faced technical challenges and unstable internet connections that disrupted online learning. Therefore, while the experience with the latest digital learning solutions was very helpful in understanding what is possible, it has also shown that, given the conditions in terms of technical infrastructure and costs for internet connectivity in Vietnam, the ILO Office should initially focus on more basic educational technologies.

When asked about the main outcomes as a result of the training activity, Jonathan emphasised that the ILO Vietnam now plans to establish its own e-Campus for itself and its Tripartite partners according to the capacity improvement plan. He will soon apply for funding from ILO to launch the e-Campus Vietnam project, and he is sure that it will be implemented in a short period of time with the support and advisory services provided by ITCILO. Summing up, Jonathan stresses that he sees great potential in ITCILO's consulting services but that the outreach or awareness of those services could be increased: "They are a very good source of support... [but] I think we are one among very few country offices that reached out to them. How about the rest? While the ITCILO source of support is sitting there, many people at least may not be aware... So, my recommendation would be how to make better use of the support from their expertise".

6.6.2 Case 2: Labour Migration, Public Employment Service of Flanders, Belgium (VDAB)

Headquartered in Brussels and with over 5,000 employees, the Flemish Public Employment Service in Belgium (VDAB, Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding) was established in 1989 and is part of the Flemish government. It helps Flemish citizens or people who are allowed to live and work in Belgium develop their careers in the context of the labour market, offering services that span employment, training and education, consultancy, and career guidance.

Mrs Lenka Kint is working for VDAB as a Strategic Account Manager of International Relations. In this role, Lenka is in charge of everything regarding international relations beyond the EU. Responding to the shortage of skilled workers in Belgium, VDAB established a number of migration projects for the labour market in Flanders, in which Lenka plays a leading role.

Supporting Lenka in this capacity, she participated in the six-week E-Learning on Fair Recruitment Processes for Practitioners course, which is part of the Diploma for labour Migration Experts and Practitioners programme. When asked about the positive and negative experiences in the course, Lenka highlights that she liked the course content a lot and how it was presented: "I liked the fact that there was a mixture of pedagogic methods, webinars, and then there were texts, and then there were PowerPoints, and then there were videos, and then there was this and this and this. So, I think that have really had the impression that I was following it online. So, I really appreciated it".

On the negative side, Lenka mentions connectivity issues and the group size:

But the groups were very, very large. So, it was really difficult when there were group discussions to say something and... there were connectivity issues for some people. So, I remember one webinar coming from somewhere in South America and also, somebody from Asia, which is, of course, very good, but we lost half of it because of connectivity. [...] Did I follow all the webinars online? No, also because of my working hours. It was not always possible. But if it was possible, I did it. Because I wanted to have the discussions afterwards. But like I said, the groups were very big.

As a result of the training, Lenka has revised the Guidelines for Belgian employers to better support them in attracting foreign workers.

Although Mrs Kint would appreciate the opportunity of face-to-face meetings for having conversations and networking with her peers, she acknowledges that the flexibility and also time and cost savings in participating without having to travel was an advantage of the fully online course.

6.6.3 Case 3: Digital Inclusion Summit, Leaving No One Behind (ITCILO)

From 7-8 July 2021, ITCILO held a fully online conference on the impact of digital transformation on the changing world of work and lifelong learning. Experiences during the COVID-19 pandemic have shown the potential and opportunities that digital media afford for capacity development, lifelong learning, and employability, but on the other hand, the increasing use of digital technology can lead to the exclusion of vulnerable citizens. Addressing this complex issue of digital inclusion, the aim of the Digital Inclusion Summit—Leaving No One Behind was to create a space to co-create a comprehensive framework of action that systematically integrates the digital inclusion dimension in the world of lifelong learning through a series of conversations, interactions, and networked collaborations during the conference. 88 delegates from 34 countries participated in the event.

The summit was organised by the Learning Innovation Programme (LIP) Team and coordinated by Junior Programme Officer Delphine Dall'Agatha. Tom Wambeke, Programme Manager and Head of the LIP Team, emphasises that digital inclusion is a priority strategic issue to reach the target groups of ITCILO's capacity development activities.

After the first day with TED-Talks by invited experts giving theoretical input on three core issues related to digital inclusion (accessibility, digital literacy, and digital services and content), the second day allowed participants to take an active role in their learning and to exchange ideas in so-called inclusion challenge labs on the three topics. The

event ended with a virtual knowledge fair on the third day, where NGOs and projects were invited to present what they are doing in terms of digital inclusion in various contexts. The major outcome of the Summit was a collection of 42 tips or recommendations for promoting digital inclusion that was published in a book after the conference. In this way, the event was a great way of knowledge sharing, as Tom Wambeke mentions: "And I think what's been important from this event is that it's ever-growing. We started with this event last summer, and we've created this publication that you're seeing around. That was crowdsourcing from participants and experts. We came up with these 42 tips that were actually born from the summit".

To illustrate the 42 tips in the book, a local organization did an international poster heroes' competition in which over 100 artists participated with visualisations of what digital inclusion could look like.

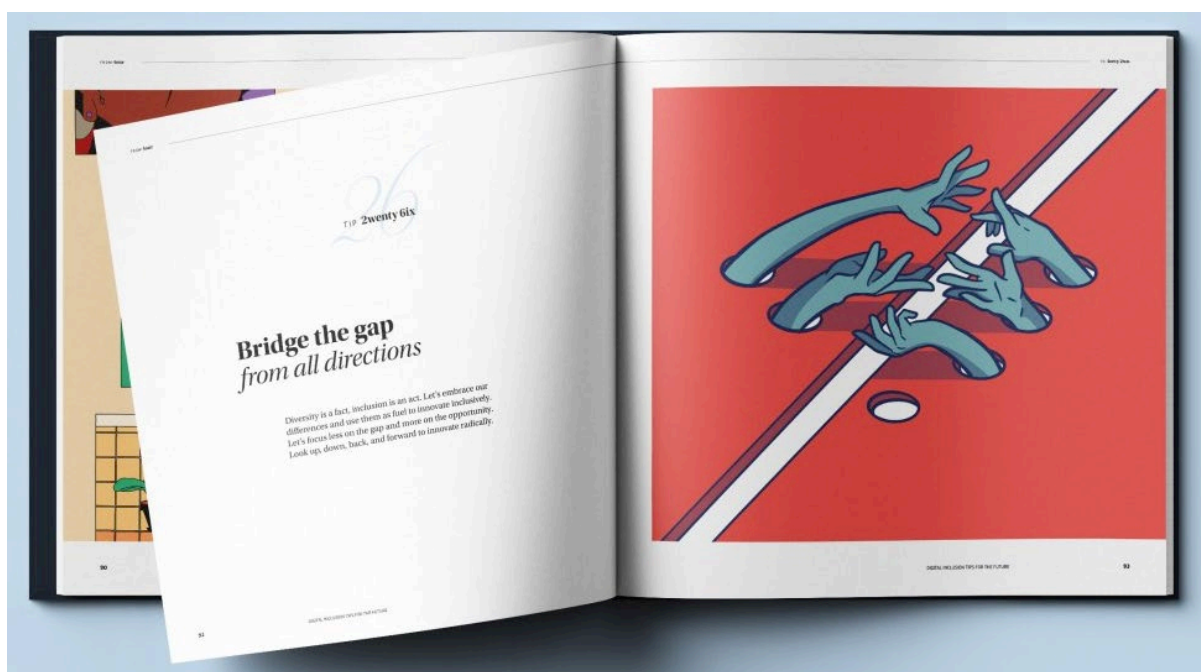


Figure 11: Artist's visualisation of 42 digital inclusion tips for the future (Source: <https://www.itcilo.org/resources/42-digital-inclusion-book>)

It is important to highlight that this virtual conference was just a starting point for this community of policymakers and practitioners dealing with digital inclusion and an accelerator for ongoing conversation. In the meantime, members from the LIP team have been invited to present the outcomes of the Digital Inclusion Summit at the conference of the European Training Foundation in Brussels and at other meetings organised by NGOs that plan to build inclusive communities around the 42 tips for African countries.

7 Conclusions and Recommendations

"...we want to touch one million lives."

In light of our findings presented in this report, we can draw conclusions and recommendations along the lines of the five course evaluation criteria suggested in the ToR document (i.e., relevance and outreach, validity of instructional design, effectiveness, efficiency, and impact) and the three performance dimensions defined in ITCILO's strategic plan for 2022-25 as follows:

- Technical performance (the capacity of the organization to deliver its development mandate, measured by performance criteria relating to **service outreach** and **service impact**)
- Financial performance (the capacity of the organization to generate revenue streams that enable it to meet its costs, measured by performance criteria relating to **revenue and cost**).
- Institutional performance (the capacity of the organization to run its internal processes in an **efficient** and **effective** manner, measured by performance criteria relating to **staff development and staff well-being**, the **environmental sustainability** of campus operations and **internal governance oversight**)

7.1 Technical performance

Starting from a high level in 2020, the Centre was able to further increase the number of participants via online distance learning. Especially, participants from low and middle-income countries can take advantage of digital learning opportunities while avoiding the costs of travel and accommodation. Over 70 % of training participants in this year's evaluation came from African and Asian countries, with the majority (52.4 %) from Africa.

However, Internet connectivity remains a huge problem, especially for people participating from Africa. Although synchronous modalities are desirable to increase teacher and social presence in online courses, participants having access problems due to low bandwidth or unstable connectivity feel that synchronous webinars are used too often.

It can be assumed that in the second year of the pandemic, participants experienced a kind of Zoom fatigue. While the desire for blended learning courses remains very high (slightly increased to 40.9 %), the demand for face-to-face on one end and fully online on the other end of the spectrum reversed in contrast to 2020. Nevertheless, still, almost 70 % of the surveyed participants continue to prefer a digital modality (blended or fully online).

Overall, ITCILO's staff managed to develop and deliver highly relevant, interactive and effective online training activities. Our detailed analysis of the 20 courses included in this year's evaluation reveals some areas for improvement to reduce drop-out rates and further enhance learner engagement and meaningful learning outcomes through cognitive, teaching, and social presence.

Recommendation 1. It is recommended that ITCILO develop a strategic plan on how to best reach their target groups in different regions with appropriate educational technologies and media to get the right mix of synchronous and asynchronous, blended and fully online distance learning delivery that allows for maximum accessibility and outreach. Especially for the majority of participants from African countries, synchronous modalities should be used carefully, and—for example—recordings of webinars should always be provided to allow for asynchronous access.

Recommendation 2. The survey results show that while the Center already offers good services in terms of the infrastructure needed for online learning, there is still room for improvement in terms of technical support, advice,

and information to ensure that participants can easily enrol in and navigate the online courses. That is to say that the Centre should carefully analyze the procedures and data pertaining to technical support.

Recommendation 3. In terms of cognitive presence indicators, it is recommended to review the expected duration, learning hours and number of required tasks to avoid an overwhelming workload for course participants. Rather than being too prescriptive, a range of learning hours should be communicated for each week or single learning activities to accommodate the wide diversity among participants regarding online learning readiness, ability and technical access. A clear timetable should always be provided, and distance learners should be given time to catch up in case of falling behind due to work commitments or private obligations.

Recommendation 4. In terms of teaching presence indicators, it is recommended that all courses include a recorded welcome message to introduce the course tutors and facilitators and provide an introduction and overview of the course content. Communication in asynchronous forums needs to be monitored and moderated by the tutors on a regular basis. Participants can expect timely feedback on questions, learning activities and assignments. Recordings of synchronous sessions should always be provided for those who could not attend for whatever reason.

Recommendation 5. In terms of social presence indicators, it is recommended that collaborative learning opportunities be implemented wherever possible. However, group work and discussions must be facilitated and guided by the course instructor or tutors. All courses should provide participants with an opportunity to formally meet their peers and introduce themselves to other course members (even in self-guided courses, an open forum could be provided to allow for questions and interaction among participants).

Recommendation 6. Despite the UNESCO Recommendation on Open Educational Resources (OER)², open learning materials and content do not play a role in the Center's training activities. At least for the open courses, ITCILO should consider publishing learning materials under a Creative Commons license (e. g. CC-BY) that allows for the so-called 5Rs (retain, reuse, revise, remix, redistribute). It is recommended that the Center develops an OER Policy to support the development and use of open content, which would further increase the visibility and impact of training courses, and could also facilitate collaboration among ILO constituents by adapting learning materials to local contexts or special target groups.

7.2 Financial performance

In 2021, the Centre's resources and inputs (i.e., funds, expertise, time, etc.) were economically utilised and converted to the results of online training activities in terms of their effectiveness. Online training activities reviewed in this re-evaluation project created revenues, fully covering (or far exceeding) direct costs of their design and delivery. As articulated in the findings section of the report, the direct analysis of Return on Investment falls outside

² http://portal.unesco.org/en/ev.php-URL_ID=49556&URL_DO=DO_TOPIC&URL_SECTION=201.html

the scope of this review. Nevertheless, given the continuously increased enrollments in those activities, we could argue that the Centre's online training activities are highly efficient.

The Centre has subsequently and effectively re-distributed and circulated some of its revenues in advancing its technological infrastructure required for developing and delivering quality online training activities. As a result, staff knowledge and expertise in designing online training activities and using educational media noticeably increased in 2021. We could observe a significant improvement in the instructional design and delivery quality, which can be seen as evidence of the efficiency of the Centre's overall financial operation regarding staff development.

The Centre's financial performance related to its financial investments was analysed with two different focuses. Firstly, the Centre continuously made significant investments in its technological infrastructure, primarily focusing on improving the pedagogical functions of its main online learning platform, e-Campus, and adopting the latest VR and AR applications. Considering the range of improvements achieved by the effective use of such technological media in the concerned training activities, the Centre's financial performance was positively evaluated. However, it was too early to judge the Centre's performance in terms of its long-term investments, including building the Innovation Lab and distributing VR technology in under-resourced training contexts, which needs to be re-visited to fully appreciate their impacts.

The Centre also made good improvements in its staff and organizational structure, such as developing a collaborative cross-functional team (i.e., ICTS-LIP) to support and distribute digital innovations across the Centre and creating new staff positions dedicated to data-driven pedagogical and marketing enhancements. The results of this re-evaluation have suggested both positive outcomes and room for improvement. Among those potential improvements, two points have been developed as recommendations below (#8 and #9).

Recommendation 7. It is recommended that ITCILO develop a more long-term mechanism to evaluate its financial performance in terms of technological innovations—particularly ones involving the latest VR and AR applications. The Centre's effort has been highly appreciated mainly due to the novelty impact and the social-justice-oriented idea of giving an opportunity to use the new technology to those in less-technologically developed contexts. However, there have been ongoing concerns about the practicality and sustainability of such technology.

Recommendation 8. It is recommended that the Centre review the staff workload involved in online training activities. Both an actual increase in online training activities and enrolments offered simultaneously by each unit and a perceived increase in staff workload voiced by many interviewees in this project need to be more carefully addressed in the review. Another related consideration can be the prevailing assumption about the economic merits of online training compared to face-to-face training. As our previous recommendations (#4 and #5) indicated, effective online training is rather labour-intensive, requiring much of the tutor's time and attention.

Recommendation 9. The Centre can re-think and re-design its staff development mechanism. The staff with a well-established knowledge foundation for online training would benefit more from just-in-time, personalized, and informal skill development opportunities rather than from one-off training sessions happening at the institution-

chosen date and time. Especially considering the staff members' perceived workload and flexible work hours in online training contexts, it is difficult to expect a high participation rate in traditional staff development sessions.

7.3 Institutional performance

For achieving the Centre's mission to build (digital) capacity among its partner organizations and partners, it is essential to accommodate the diversity of participants (e.g., their needs, characteristics, learning preparation, and learning conditions), diversity of delivery methods (e.g., face-to-face training on campus in Turin, blended learning, fully online training), diversity of online communication media (e.g., synchronous, asynchronous communication tools, VR and AR), and diversity of course content (e.g., global overviews, local contexts, international practices) and diversity of pedagogical strategies.

Harnessing digital technology for capacity development while leaving no one behind is a key element in ITCILO's strategic plan for 2022-25. We can conclude that the Centre has developed a much more sophisticated sense of digital accessibility and inclusion, further expanding the ideas of digital rights. However, when it comes to "how-to" matters in designing and delivering online courses, ambitious statements about digital inclusion seem to be perceived as less practical and more idealistic (Lee, 2017).

Furthermore, the Center invested new resources in a position responsible for "learner analytics" to analyse data created by training participants stored in the e-campus in order to better describe learner profiles and reach out to the target groups.

Recommendation 10. It is recommended that ITCILO focus on translating the "idea" or "ideal" of digital inclusion into online training practice. To do so, it is necessary to start by developing a solid understanding of specific circumstances and diverse challenges that restrict both the "access" and "success" of participants' online learning experiences. A comprehensive accessibility checklist with brief real-life scenarios of who and how would be negatively influenced by certain inaccessible and non-inclusive design aspects in online training contexts. Also, it may be useful to consider having a staff position dedicated to the accessibility aspect of online activities, given that it can be a technical and labour-intensive task on many occasions.

Recommendation 11. For educational data mining and profiling, it is essential to avoid privileging dominant participant groups at the expense of diverse and marginalized participant groups that do not fit the mainstream learner image. Therefore, despite its usefulness, such profiling must always be prudently approached. We also suggest moving from "learner analytics" to "learning analytics" to develop a deeper understanding of how different learner groups engage with learning activities and interact with other course participants and their tutors.

Recommendation 12. Following the last year's suggestion, it is still recommended that the Centre develop a coherent training framework taking into account the full spectrum of target groups, content areas, technological tools, and pedagogical methods—including corresponding instructional design templates. While it is important to increase consistency among the Centre's training activities in terms of their structural and presentational aspects, it is

even more crucial to note that the one-size-for-all principle does not work. The Centre can conduct a follow-up project to collect best practices (i.e., well-designed activities) and develop the templates, modelling such design, and make them available to all staff, encouraging them to follow such practices.

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Annexes

Annex A: Terms of reference

INTERNATIONAL TRAINING CENTRE OF THE ILO, TURIN

Evaluation of the online training activities of the Centre Terms of reference

About the International Training Centre of the ILO

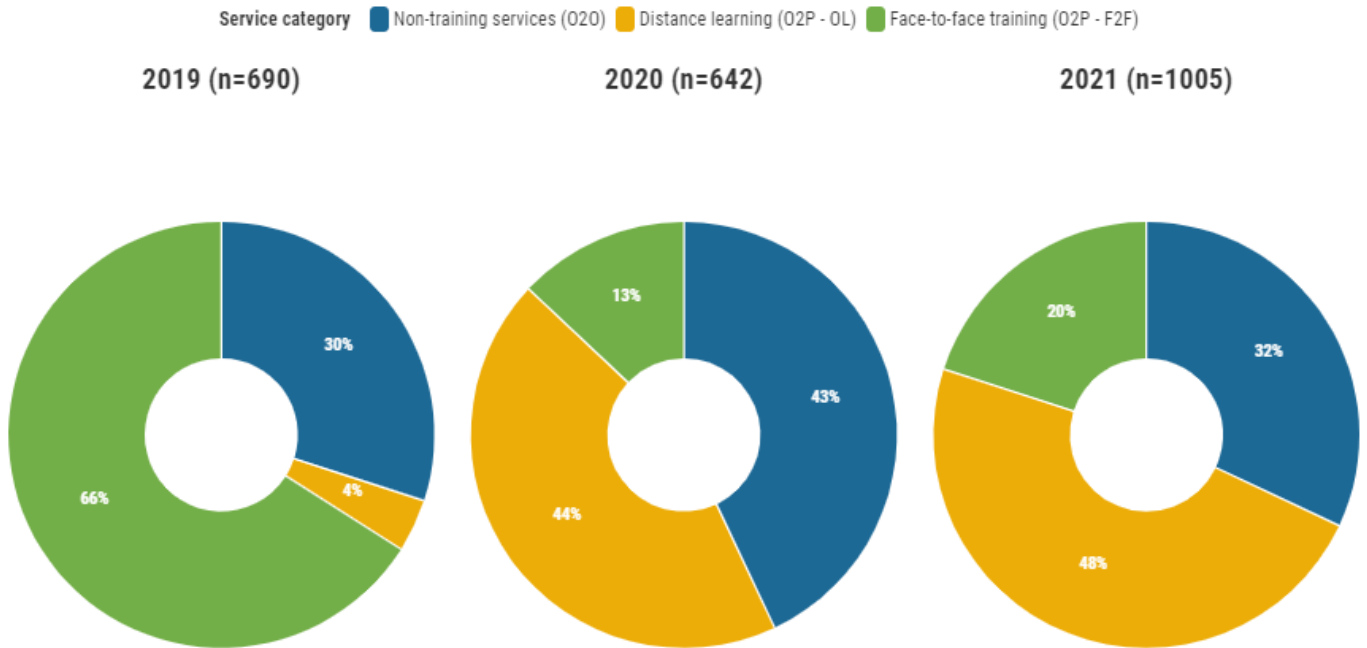
1. The International Training Centre of the International Labour Organization (the Centre) is the training arm of the ILO, the Specialized Agency of the United Nations which promotes social justice and human rights in the world of work. The Centre delivers training, learning and capacity development services to governments, employers' and workers' organizations, and other national and international partners, in support of decent work and sustainable development. Its mission is to be the leading global provider of learning and training for the world of work. Each year, it delivers training and learning activities for tens of thousands of people from over 200 countries. For more information about the Centre refer to www.itcilo.org.

1. Background

2. The Centre's **Strategic Plan for 2022-25** stresses the importance of a quality focused, data-driven approach to monitoring and evaluation and states that excellence in training and learning will be promoted through continuous quality improvement measures and external independent evaluations. More specifically, the Centre will commission each year at least one external independent evaluation of a cluster of activities linked to one of its thematic areas of expertise.
3. Since 2014, the Centre has commissioned evaluations of its *academies* (2014), its training activities linked to the *promotion of gender equality and diversity* (2015), its training activities to *strengthen employers' organizations* (2016), its training activities to *promote International Labour Standards* (2017), its training activities to *promote Social Dialogue and Tripartism* (2018), its training activities to *promote fair migration* (2019), and its training activities *related to skills development with focus on employability skills* (2020). In 2021, the evaluation focused on the training activities of the Centre that have been fully carried out in online modality using one or more of the Centre's distance learning and online collaboration tools (eCampus, Solicomm, virtual reality, webinars, etc.); the evaluation reports are accessible via the [ITCILO website](#). For 2022, The Office of the Director of Training wishes to **re-evaluate the Centre's online training activities** after a second year of almost fully online training.
4. Before 2018, the main emphasis of the Centre has been on individual-level capacity development, with the focus on face-to-face training. The 2018-21 strategy framework set the stage for the diversification of the service portfolio, to better harness digital learning and collaboration technology and applications, in response to the ILO's renewed focus on institutional capacity development. During the 2018-19 biennium, the Centre moved forward in expanding its distance-learning outreach and developing a suite of advisory services to complement its training activities.
5. In the wake of the COVID-19 pandemic in the first half of 2020, the pace of transformation of the Centre's service portfolio has accelerated, with a shift of emphasis from face-to-face training to online learning, a stronger focus on institutional-level and system-level capacity development services and the rollout of AVR technologies. Bearing in mind the fast increasing weight of online activities, it is imperative to verify the impact of this category of assets in the service mix.
6. The Centre invested heavily in learning innovation, introduced digital credentials relying on block chain technology, piloted Augmented and Virtual Reality (AVR) applications and launched new training products on future foresight techniques, big data mining, and artificial intelligence.
7. In 2022, the Centre continues to operate in a volatile environment, with political, economic, social, environmental and technological forces exerting strong pressure. For example, learners are increasingly technology-savvy, want to access learning services 24/7, and co-create their own learning experience; advances in digital technology open new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and to reduce unit costs; economic measures post-COVID 19 will likely negatively impact official development assistance resulting in reductions in development budgets, putting further pressure on training activities requiring financial support; and environmental concerns will depress demand for capacity development services involving global travel and on-campus activities. In this environment, distance learning activities will continue to play a very important role in the service portfolio of the Centre and quality-assuring these distance learning activities is of paramount importance for the sustainability of the organization. The 2022 external evaluation of

the Centre will therefore focus again on the online learning activities of the Centre.

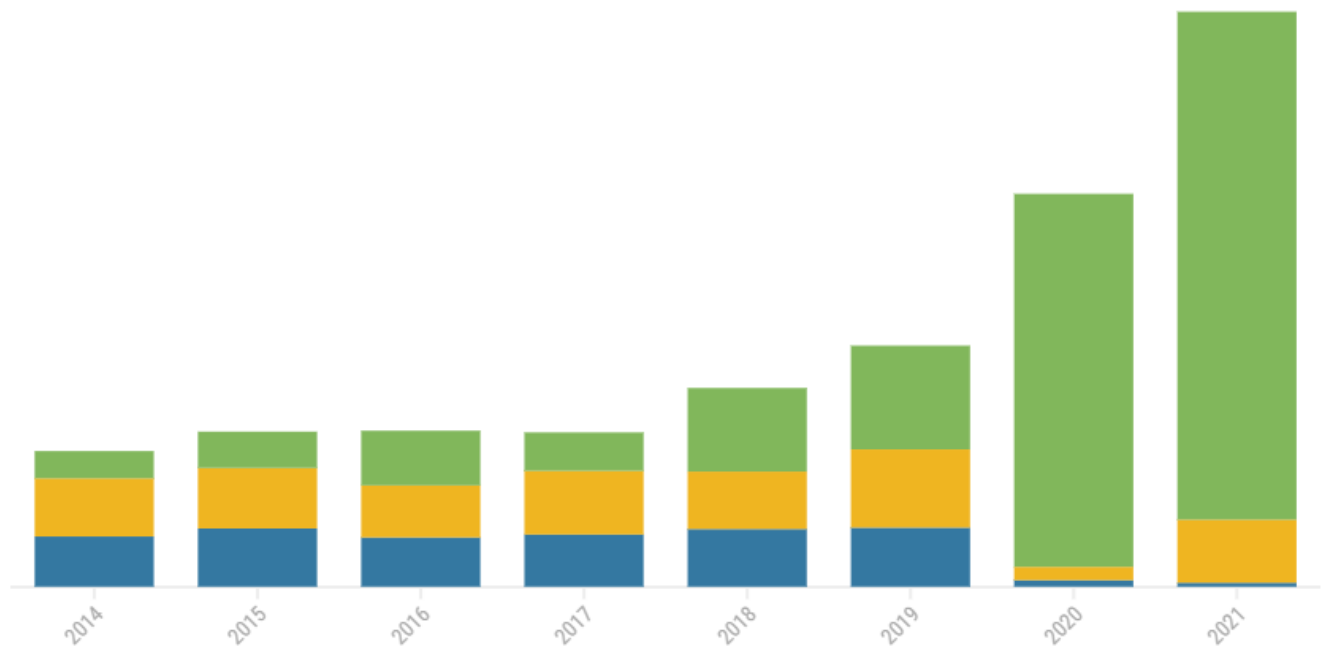
Figure 1:
The weight of distance learning activities in the ITCILO service portfolio (2019-21)



Source: Management of Activities and Participants database (MAP)

Figure 2:
Number of participants by type of training (2014-21)

Training venue ■ F2F training on campus ■ F2F training off campus ■ Distance learning



Source: MAP, eCampus, SOLICOMM (Active distance learners)

For 2014-2017, blended learning participants are included in face-to-face training on/off campus. For 2018 – 2020 the number of distance learners is included. Distance learning: Count of active distance learners

2. Purpose of the evaluation

8. The purpose of the evaluation is to:
 - provide the Centre with evidence of the relevance, validity of design, effectiveness, efficiency, impact and sustainability of its fully online training activities;
 - assess which modalities of online training offered by the Centre are more effective and efficient;
 - extrapolate good practices, lessons learned and recommendations for the improvement or scale-up of online training activities of the Centre.
9. The evaluation findings will be used in order to make relevant decisions on the future programming of the Centre with regard to online training.

3. Scope of the evaluation

10. The evaluation will have a focus on training activities that were delivered following an exclusively online format, and using the Centre's online learning tools and platforms for full course delivery. Non-training services and face-to-face training services are outside the scope of this assignment.
11. Further to the above, the evaluation will cover a sample of up to twenty distance learning training activities carried out during 2021. The sample has been drawn purposefully to capture a variety of different distance learning approaches and methodologies.

12. The twenty chosen activities include a variety of paid and free, open and tailor-made, tutor-supported and self-guided courses. The sample showcases courses that took place via various platforms using a diverse set of tools. The activities were chosen to cover a diversity of regions, and most of the selected activities included more than twenty enrolled participants.

4. Partners of the evaluation

13. The main partners of this evaluation will be:

- The Board of the Centre;
- The Training Department of the Centre;
- Internal ITCILO units outside the Training Department (FINSERV, ICTS, FIS/PATU)

5. Evaluation criteria

14. The evaluation will focus on the relevance of the sampled activities to beneficiary needs (and where applicable the institutional sponsors financially supporting their participation), the validity of the activity design, the activities' efficiency and effectiveness and the impact of the results. Refer to the following list of assessment criteria and corresponding evaluation questions.

Assessment Criteria	Questions to be addressed
<i>Relevance and outreach of the activity:</i> Relevance refers to the extent to which the objectives of the activity are consistent with beneficiaries' requirements, and partners' and donors' policies.	<ul style="list-style-type: none"> • How well did the activity operationalize the 2018-21 strategic plan and the 2020-21 Programme & Budget of the Centre, and the higher level ILO 2018-21 Strategy Framework and 2020-21 Programme and Budget?
<i>Validity of the activity design:</i> The extent to which the design of the activity was logical and coherent.	<ul style="list-style-type: none"> • Does the result of online training imply that the design of the activities was logical and realistic? • Did the end of activity evaluation and (where applicable) the follow up activity evaluation effectively measure results and progress?
<i>Effectiveness:</i> the extent to which the activities immediate objectives were achieved, taking into account their relative importance.	<ul style="list-style-type: none"> • What results have been achieved/what progress has been made by learners since the implementation of the activities? • Which gaps remain and how could these be addressed through follow-up activities? • To what extent have the activities and the used tools been an effective instrument to strengthen the capacity of ILO constituents and other ILO development partners?
<i>Efficiency of use of resources:</i> A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to results	<ul style="list-style-type: none"> • Have the resources invested into the delivery of the activities been used in the most efficient manner? How economically were resources and inputs (funds, expertise, time etc.) converted to results? Did the results justify the cost? • What time and cost efficiency measures could have been introduced without impeding the achievement of results

<p><i>Effectiveness of management arrangements:</i> The extent to which management capacities and arrangements put in place supported the achievement of results</p>	<ul style="list-style-type: none"> • Were the roles and responsibilities of Centre officials, including programme management, who were responsible for the implementation of the activities clearly defined and understood? • Were the current arrangement for implementing the activities effective? • Were the activities coordinated across technical programmes?
<p><i>Impact orientation of the activity:</i> The strategic orientation of the activity towards making a significant contribution to broader, long-term, sustainable development changes, and whether the changes have been durable/were replicated by beneficiaries</p>	<ul style="list-style-type: none"> • How likely is it that the results of the activities will be maintained or up-scaled by the participants? • What are the participants' perceived benefits from the activities (differentiated by groups)? What evidence exists of participants benefiting from the activities? • What actions might be required for achieving long-term impact?

6. Methodology

15. The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (ToR) and documented in an inception report. It is expected that the evaluator will apply a combination of quantitative and qualitative evaluation methods that draw on both hard and soft evidence and involve multiple means of analysis. In principle the following methods are proposed:

- **Desk review** the systematic analysis of existing documentation, including quantitative and descriptive information about the activities, including final reports about their outputs and outcomes, and other evidence.
- **Participants' survey:** responses from participants will be sought to questions designed to obtain in-depth information about their impressions or experiences of the activities. The participant universe will cover a sample of more than 800 women and men from the participant population that will be extracted based on information available in the Centre's management of activities and participants database (MAP) and the Centre's virtual campus (eCampus). The questionnaires will be administered by way of an online survey on the basis of a pre-written and pre-coded questionnaire.
- In-depth **interviews** with Programme Managers, Activity Managers and Activity Assistants in charge of the activities in the sample, as well as Centre staff from other training programmes who contributed to, and/or participated in, the selected activities.
- In-depth **interviews** with at least three institutional partners who sponsored participants linked to technical cooperation projects, to explore tangible and non- tangible changes resulting from the activities.
- A **focus group discussion** with at least one group of former participants (preferably linked to a technical cooperation project having sponsored the activity as part of a multi-step capacity building effort) to explore tangible and non-tangible changes

resulting from the activities.

- **Five case studies of participants** met during the focus group discussion, documenting the changes resulting from the activities.

7. Deliverables

16. The main deliverable of the assignment is an evaluation report, with statistical annexes and three case studies documenting good practice in attachment. Refer below for a draft timetable of activities

Deliverables	By
Short inception report. The inception report should describe the conceptual framework planned for undertaking the evaluation, including the evaluation questions	May 2022
Desk research on training activities and advisory services, convene interviews with staff from different Training Programmes and staff, and collect relevant data	May 2022
Interviews with key informants	May 2022
Online survey issued to selected participants and focal points	May 2022
Focus group discussions	June 2022
Draft evaluation report	June 2022
Final evaluation report	July 2022

17. The Evaluation Report will be structured as follows:

8. Cover page with key intervention and evaluation data

1. Executive Summary
2. Brief background on the project and its logic
3. Purpose, scope and partners of evaluation
4. Methodology
5. Review of implementation
6. Presentation of findings regarding project performance, organized by evaluation criteria
7. Conclusions
8. Recommendations
9. Lessons learned and good practices

9. Annexes

ToR, questionnaires, list of informants, statistical annexes and at least five case studies documenting good practices

All the above mentioned outputs will be delivered in English.

10. Management and responsibilities

18. The evaluator will report to the Director Training of the Centre. The evaluation will be carried out with the logistical and administrative support of an M&E focal point determined by the Director of Training.

11. Quality assurance

19. The evaluator will be required to ensure the quality of data (validity, reliability, consistency and accuracy) throughout the analytical and reporting phases. It is expected that the report shall be written in an evidence-based manner such that all observations, conclusions, recommendations, etc., are supported by evidence and analysis.

12. Qualifications of the Evaluator

20. The evaluator will have the following competencies:

- Demonstrated experience in the design and implementation of online learning services outside formal education, and training interventions in particular;
- Expertise in online learning and online service delivery, including instructional design, evaluation and quality assurance of online learning;
- Experience in the evaluation of national and international organizations;
- Ability to write concisely in English;
- No relevant bias related to ILO or the Centre, or conflict of interest that would interfere with the independence of the evaluation.

Knowledge of the ILO's and the Centre's role and mandate, tripartite structure and policies is considered an added advantage.

13. Selection of the evaluator

21. The evaluator will be selected through a "Call for Proposals" in which candidates will be requested to provide a financial and technical proposal on how to undertake the evaluation based on the present ToR.
22. The selection committee will adopt the following criteria for the final selection of the evaluator:
- Skills and experiences of the evaluator
 - Quality of the proposal in terms of pertinence, clarity, feasibility and cost.

Annex B: Participant survey

Part A: Demographics

A1: Please provide your name and your current country of residence.

Open ended response, text boxes.

A2: Please indicate your sex.

Female, male, diverse

A3 Which language(s) do you speak fluently?

Check-boxes, multiple answers possible, options:

- English
- French
- Spanish
- Portuguese
- Russian
- Arabic
- Chinese

A4 Please select the type of organization you worked for at the time you attended the training.

Check-boxes, multiple answer possible, options:

- Trade union organization
- Ministry of Labour
- Employer organization
- Government/public institution
- Non-governmental/civil society organization
- Private enterprise
- Training/academic institution
- intergovernmental organization,
- International Labour Organization,
- UN organization (other than the ILO)
- Unemployed
- Other (please specify – text box)

A5 Which of the following courses did you attend?

List the 20 courses, check-boxes, multiple answers possible

A6 Were the following topics evident in the content and delivery of the training?

Check-boxes, multiple answers possible, options:

- Gender equality
- International Labour Standards
- Sustainable Development
- Social Dialogue
- Social Justice
- Social Protection

- Non-discrimination/Equality of treatment
- Decent Work

Part B:

Validity of the training design to support a meaningful online learning experience

B1 Teaching presence

Do you agree with the following statements...?

B11 Design and organization

- B111 The tutor(s) clearly communicated important course goals.
- B112 The tutor(s) provided clear instructions on how to participate in course learning activities.
- B113 The tutor(s) clearly communicated important due dates/time frames for learning activities.

B12 Facilitation

- B121 The tutor(s)/facilitator(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.
- B122 The tutor(s)/facilitator(s) helped to keep course participants engaged and participating.
- B123 The tutor(s)/facilitator(s) facilitated the development of a sense of community among course participants.

B13 Direct instruction

- B131 The tutor(s) helped to focus discussion on relevant issues in a way that helped me to learn.
- B132 The pace of tutor's presentation was right for me to understand the key points of the talk.
- B133 The tutor(s) provided feedback in a timely fashion.

B2 Social presence

Do you agree with the following statements...?

B21 Affective expression

- B211 Getting to know other course participants gave me a sense of belonging in the course.
- B212 I was able to form distinct impressions of some course participants.
- B213 The online learning platform/system provided adequate tools for social interaction.

B22 Open communication

- B221 I felt comfortable conversing through the tools provided in online learning platform/system.
- B222 I felt comfortable participating in the course discussions.
- B223 I felt comfortable interacting with other course participants.

B23 Group cohesion

- B231 I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.
- B232 I felt that my point of view was acknowledged by other course participants.
- B233 Online discussions with other course participants help me to develop a sense of collaboration.

B3 Cognitive presence

Do you agree with the following statements...?

B31 Triggering event

- B311 Problems posed by other course participants increased my interest in course issues.
- B312 Invited talks are thought-provoking.
- B313 I felt motivated to explore content-related questions.

B32 Exploration

- B321 I utilized a variety of information sources to explore problems or assignments posed in this course.
- B322 Brainstorming and finding relevant information helped me resolve content-related questions.
- B323 Online discussions were valuable in helping me appreciate different perspectives.

B33 Integration

- B331 I was able to combine information learned from different talks to answer questions raised in course activities.
- B332 Learning activities helped me construct explanations/solutions for the problem I had.
- B333 I was able to reflect on course content and discussions to understand fundamental concepts in this course.

5-point scale

strongly disagree strongly agree not applicable

Part C: Learner Support in Online Distance Learning

C Technical Support und Usability

Technical Support

C1 Do you agree with the following statements...?

- C11 I had many technical issues in this course.
- C12 I knew where to ask for help when I had any technical issues.
- C13 Technical support responded to my issues in a timely manner.

5-point scale

strongly disagree strongly agree

Usability

C2 Do you agree with the following statements...?

- C21 I found it easy to access the online learning system e-Campus.
- C22 I found it easy to navigate online learning system e-Campus.
- C23 I had full access to the technology and tools required to participate in online learning.
- C24 I had regular issues with Internet connectivity that disrupted online learning.

5-point scale

strongly disagree strongly agree not applicable

Devices

C3 I was able to freely choose and use different devices (laptops and mobiles) to pursue online learning.

Check-box, options: yes/no.

- If not, please specify the devices that you could not use.

Open ended response, text box.

Part D: Different modes of delivery to reach the target groups

D1 Regarding your experiences with online learning, what would you prefer in the future?

Check-box, single choice. Options:

- D11 Face-to-face courses on-campus in Turin or at regional training centers.
- D12 Blended learning courses with a combination of face-to-face and online sessions.
- D13 Fully online and flexible distance learning courses.

D2 Regarding your experiences with online interaction, communication, and content delivery, during last year the following tools and services were used...

Options:

- D21 Asynchronous discussion forum
- D22 Synchronous video conferencing (e.g., a webinar via Zoom)
- D23 Asynchronous video content (e.g., a recorded guest lecture or video presentation)
- D22 Simulations in virtual environments (virtual reality)

3-point scale:

not often enough just enough too often

E Outcomes and overall course satisfaction

E1 Do you agree with the following statements?

- The course was relevant to my needs.
- The course provided many examples that translated theory into practice.

- I can apply the knowledge created in this course to my work setting or other non-course related activities.

5-point scale:

strongly disagree strongly agree

E2

	Very large improvement	Large improvement	Moderate improvement	Slight improvement	No improvement
Competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E3 Can you give a concrete example on the way in which the course itself has been of practical use for achieving results in your work?

Open ended response, text box.

E4 *The online training as a whole was...*

5-point scale:

very poor very good

E5: *The effectiveness of the online training format was...*

5-point scale:

very poor very good

E5 *Would you recommend the training to colleagues?*

Check-box, options: yes/no.

E6 *Do you have any suggestions to improve this course? Which gaps remain and how could these be addressed through follow-up activities?*

Open ended response, text box.

E7 *Are you interested in participating in an interview or/and in joining a focus group discussion?*

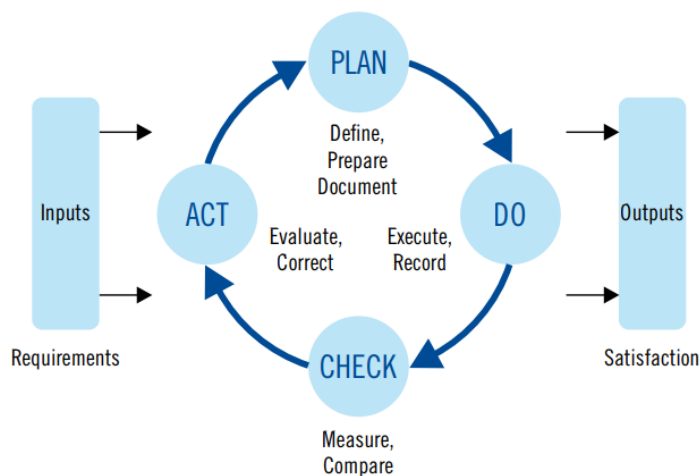
Check-box, options: yes/no.

Annex C: Interview guideline (Staff interview)

The semi-structured small group interviews will be guided using the following open-ended questions as a basis. According to the interviewee's roles and responsibilities at the Centre, the questions can be modified.

1. Could you please briefly introduce yourself?
2. Could you please briefly introduce your online activities?
 - Please tell us about the design principles.
 - Please tell us about the pedagogical strategies.
 - Please tell us about the technological tools.
 - Please tell us about the evaluation approaches.
3. Please focus on your online activities and answer the following questions?
 - How would you evaluate the overall quality of the inputs?
 - How would you evaluate the overall quality of the process?
 - How would you evaluate the overall quality of the outputs?

FIGURE 1: THE PDCA CYCLE ILLUSTRATED



Source: Camilleri 2018, ISO 21001 Presentation and overview of the standard

4. Drawn from your online training experiences, could you please evaluate the Centre's technical performance with its online activities (What do you think about the following statements)?
 - The Centre has successfully reached out to its global audience (partners) in 2021-2022.
 - The Centre has successfully satisfied the needs of its audience (partners) in 2021-2022.
 - The Center has successfully created positive impacts on its participants' lives (partners' organizational environments) in 2021-2022.
5. Drawn from your experiences, could you please evaluate the Centre's institutional/financial performance with its online activities (What do you think about the following statements)?

- The Centre has provided its staff with adequate professional development opportunities required to teach (work) online in 2021-2022.
 - The Centre has built adequate management capacities and arrangements that can support online activities in 2021-2022.
 - The Centre has efficiently used its resources and inputs with its online activities in 2021-2022.
6. What are the biggest lessons learned about online course design and delivery in 2021-2022?
 7. What are the biggest challenges about online course design and delivery in 2021-2022?
 8. What are the biggest requirements for more effective and efficient online course design and delivery in the future?
 9. Is there anything else important for us to know to accurately evaluate the quality of the Centre's online activities?

Thank you very much for your cooperation.

If you have any questions or concerns, please do not hesitate to contact us.

Kyungmee Lee and Olaf Zawacki-Richter

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olaf.zawacki.richter@uni-oldenburg.de

Annex D: Interview guideline (Focus group discussions)

The Focus Group discussion will be guided using the following open-ended questions as a basis. According to the participants' responses and interests, the questions can be modified.

1. Could you please briefly introduce yourself (your name, organisation, roles)?
2. How and why did you take the specific online training course (or activity)?
3. What were your expectations when you enrolled in the online training course?
4. How were your experiences with the training course?
 - What was the best part(s) of these experiences?
 - What was the most difficult/challenging part(s) of these experiences? (e.g., internet connectivity, technology difficulty, a lack of interactions/time, unclear instruction)
5. What did you learn from taking the course? (please be specific about the knowledge and skills you acquired from the course)
6. How have you used the new knowledge and skills in your work? (please be specific about knowledge transfer that you have made in your work or personal lives)
7. Were your initial expectation met throughout the course?
8. Do you have any recommendations and suggestions to improve the course?

Thank you very much for your cooperation.

If you have any questions or concerns, please do not hesitate to contact us.

Kyungmee Lee and Olaf Zawacki-Richter

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Annex E: List of staff interviewed

SCHEDULE OF MEETINGS FOR

Dr. Kyungmee LEE, Prof. Dr. Olaf ZAWACKI-RICHTER

ITCILO, Turin

PAVILION ASIA 151 – GROUND FLOOR

Monday, 11 July 2022

10:00 – 11:00	Ms Eiman ELMASRY , Quality Assurance, Data and Learning Analytics Officer	Office of the Director of Training	Welcome, introductions and Campus tour
11:00 – 12:00	Mr Gael LAMS , Chief Information Officer Mr Emanuel BECHIS , Information Technology Assistant Ms Alessia MESSUTI , Programme Officer	ICTS LIP	Innovation and updates of the Centre’s digital infrastructure since last year’s evaluation
12:00 – 13:30	Lunch break Ms Maria Vittoria FRANCESCHELLI , Marketing analytics, Office of the Director of Training		
13:30 – 14:30	Mr Stefano MERANTE , Programme Officer, Activity Manager Ms Manuela DI CARA , Junior Programme Officer, Activity Manager	Employment Policy and Analysis Programme (EPAP)	<ul style="list-style-type: none"> A1714042 South-South and Triangular Skills Forum: Partnerships for knowledge, skills and

			<p>technology transfer - A webinar series and skills fair, using AR</p> <ul style="list-style-type: none"> • A9715083 XR Focus for Skills Development
14:45 – 15:45	<p>Ms Elisabetta VITALI, Programme Officer / Activity Manager</p> <p>Ms Carlotta CLIVIO, Junior Programme Officer / Activity Manager</p> <p>Ms Tiziana GRASSONE, Activity Assistant</p>	Development Investment Programme (DEVINVEST)	<ul style="list-style-type: none"> • A9713878 Summer Global Youth Forum 2021 - Youth at the forefront of achieving the 2030 Agenda for Sustainable Development • A9714795 Employment and Decent Work for Peace and Resilience. Massive Open Online Course on ILO's Recommendation 205
16:30 – 17:15 <i>Dr Casale's office</i>	Dr Giuseppe CASALE , Director a.i.	Director a.i	A governance and management perspective

Tuesday, 12 July 2022

10:00 – 11:00 <i>Mr Wambeke's office</i>	<p>Mr. Tom WAMBEKE, Programme Manager / Activity Manager</p> <p>Ms. Delphine DALL'AGATHA, Junior Programme Officer</p> <p>Ms Alessia MESSUTI, Programme Officer (<i>intervention on other ETUI courses</i>)</p>	Learning Innovation Programme (LIP)	<ul style="list-style-type: none"> • A9714259 Digital Inclusion Summit, leaving no one behind • A4714177 Pedagogical Workshop on Training Design _Online ETUI
11:15 – 12:15	Ms Andrea Isabel FRANCONI , Junior Programme Officer, Activity Manager	Social Protection, Governance and Tripartism (SPGT)	<ul style="list-style-type: none"> • A3714718 Online Course for the Support of Sound Bipartite Relations in the Philippines • A9713985 E-learning on fair recruitment processes for practitioners (SPGT/ILSGEN)

12:15– 13:45	Lunch break Ms Eiman ELMASRY		
13:45 – 14:45	<p>Mr. Jorge ILLINGWORTH, Programme Manager / Activity Manager</p> <p>Mr. Jorge Cesar RAMIREZ MATA, Programme Officer / Activity Manager</p> <p>Ms. Yulia MENSIKH, Activity Assistant</p> <p>Ms. Cecilia Fabbro, Activity Assistant</p>	Employers’ Activities Programme (ACTEMP)	<ul style="list-style-type: none"> • A9714307 E-course on Digitalization training services for EBMOs • A2714461 CAMEO Effective EBMO Management Caribbean
15:00 – 16:00	<p>Ms Monica Rosa ROSSI RIZZI, Senior Programme Officer / Activity Manager (<i>online</i>)</p> <p>Ms Francesca BIASIATO, Junior Programme Officer / Activity Manager</p>	International Labour Standards, Rights at Work and Gender Equality (ILSGEN)	<ul style="list-style-type: none"> • A9712811 Digital Learning on Training of Trainers and Maritime Inspectors in Application of the ILO Maritime Labour Convention, 2006 • A9713910 Ending violence and harassment in the world of work: Know the framework, own the principles, advocate for change
16:15 – 17:15	<p>Ms Naome CHAKANYA, Senior Programme officer / Activity Manager</p> <p>Mr Jesus GARCIA JIMENEZ, Senior Programme officer / Activity Manager Ms. Daniela CIOT, Activity Assistant</p>	Workers’ Activities Programme (ACTRAV)	<ul style="list-style-type: none"> • A1714191 Digitalisation of the Workplace and Platform Mediated Jobs: Developing Union Policies, Strategies and Actions • A2713953 Estrategias Digitales para Líderes Sindicales. Experiencia Piloto en Realidad Virtual

Wednesday, 13 July 2022

09:30 – 10:30	<p>Ms. Claudia OEHL, Programme Officer / Activity Manager</p> <p>Ms Yuliya DZHULYK, Activity Assistant (<i>online</i>)</p>	Organizational Development and Project Services Programme (ODPS)	<ul style="list-style-type: none"> • A1714342 Smart Phone Based Training Programme on Project Design • A5714599 Gestion Axée sur les Résultats et Suivi-évaluation dans le Contexte de L'approche Sted
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Online (Zoom)

Tues 19 July 9:30 – 10:30	Mr Andreas KLEMMER , Director of Training	Office of the Director of Training	<ul style="list-style-type: none"> • A3715238 Harnessing digital technology for capacity development initiatives
Wed 20 July 9:30 – 10:30	<p>Ms Linda DEELEN, Programme Manager / Activity Manager</p> <p>Mr Karl Willem PFEFFER, Senior Programme Officer / Activity Manager</p>	Sustainable Enterprises and Economies (SEE)	<ul style="list-style-type: none"> • A9714061 Global Academy on the Green Economy • A9713780 Investment Facilitation, Sustainable Development and Building Back Better • C906607 Business and Decent Work: An Introduction to the MNE Declaration (Self-guided)

Annex F: List of reviewed training activities

Table 1: Sample of 20 selected online training activities

ID	Title	Mode of Delivery	Survey Responses
A9714307	E-course on Digitalization training services for EBMOs		58
A2714461	CAMEO Effective EBMO Management Caribbean		15
A1714191	Digitalisation of the Workplace and Platform Mediated Jobs: Developing Union Policies, Strategies and Actions		73
A2713953	Digital Strategies for Union Leaders...	VR	15
A9713878	Summer Global Youth Forum 2021 - Youth at the forefront of achieving the 2030 Agenda for Sustainable Development		55
A9714795	Employment and Decent Work for Peace and Resilience. MOOC on ILO's Recommendation 205	MOOC	168
A9715083	XR Focus for Skills Development	AR (in partnership with EON-Reality)	28
A1714042	South-South and Triangular Skills Forum: Partnerships for knowledge, skills and technology transfer	AR, VFAIR	32
A9712811	Digital Learning on Training of Trainers and Maritime Inspectors in Application of the ILO Maritime Labour Convention, 2006		33
A9713910	Ending violence and harassment in the world of work		65
A9714259	Digital Inclusion Summit, leaving no one behind	VFAIR	29
A4714177	Pedagogical Workshop on Training Design		18
A1714342	Smart Phone Based Training Programme on Project Design	Smartphone based	13
A5714599	Results-Based Management and Monitoring and Evaluation in the Context of the Sted Approach		65
A9714061	Global Academy on the Green Economy	VFAIR	44
A9713780	Investment Facilitation, Sustainable Development and Building Back Better		34
C906607	Business and Decent Work: An Introduction to the MNE Declaration	Self-guided	150
A9713985	E-learning on fair recruitment processes for practitioners		78
A3714718	Online Course for the Support of Sound Bipartite Relations in the Philippines		25
A3715238	Harnessing digital technology for capacity development initiatives	VR	16

Annex G: Statistical data

Table 2: Distribution of participants by country

No.	Country	n
1	Bangladesh	33
2	Nigeria	29
3	Philippines	29
4	Cameroon	27
5	Ivory Coast	26
6	Algeria	25
7	Ghana	24
8	Tunisia	23
9	Kenya	22
10	India	21
11	Senegal	21
12	Burkina Faso	19
13	China	17
14	Morocco	17
15	Argentina	16
16	Ethiopia	16
17	Madagascar	15
18	Benin	12
19	Congo	11
20	South Africa	11
21	Zimbabwe	10
22	Brazil	9
23	Italy	9

No.	Country	n
39	Turkey	6
40	Vietnam	6
41	Afghanistan	5
42	Cambodia	5
43	Ecuador	5
44	France	5
45	Guatemala	5
46	Mali	5
47	Mozambique	5
48	Togo	5
49	USA	5
50	Uruguay	5
51	Colombia	4
52	Eritrea	4
53	Fiji	4
54	Haiti	4
55	Indonesia	4
56	Malawi	4
57	Malaysia	4
58	Mexico	4
59	Namibia	4
60	Seychelles	4
61	Spain	4

24	Pakistan	9
25	Nepal	8
26	Peru	8
27	Portugal	8
28	Trinidad/Tobago	8
29	Uganda	8
30	Botswana	7
31	Egypt	7
32	Liberia	7
33	Sri Lanka	7
34	Antigua/Barbuda	6
35	Cabo Verde	6
36	Lebanon	6
37	Mauritius	6
38	Rwanda	6

62	Switzerland	4
63	Thailand	4
64	Tanzania	4
65	Barbados	3
66	Belize	3
67	Dominican Republic	3
68	Iran	3
69	Jordan	3
70	Mauritania	3
72	Mongolia	3
73	Myanmar	3
73	Panama	3
74	Papua New Guinea	3
75	Moldova	3
76	Somalia	3

No.	Country	n
77	Zambia	3
78	Angola	2
79	Belgium	2
80	Burundi	2
81	Comoros	2
82	Costa Rica	2
83	Gabon	2
84	Germany	2
85	Honduras	2

No.	Country	n
115	South Korea	1
116	Romania	1
117	St. Vincent/Grenadines	1
118	Samoa	1
119	Sao Tome/Principe	1
120	Saudi Arabia	1
121	Palestine	1
122	Swaziland	1
123	Syria	1

86	Jamaica	2
87	Kiribati	2
88	Niger	2
89	Paraguay	2
90	Poland	2
91	Saint Lucia	2
92	Singapore	2
93	Sudan	2
94	Albania	1
95	Anguilla	1
96	Australia	1
97	Austria	1
98	Bolivia	1
99	Canada	1
100	Chile	1
101	Cuba	1
102	Cyprus	1
103	Djibouti	1
104	El Salvador	1
105	Finland	1
106	Greece	1
107	Grenada	1
108	Guyana	1
109	Hungary	1
110	Iraq	1
111	Japan	1
112	Kyrgyzstan	1

124	Tajikistan	1
125	Tonga	1
126	UAE	1
127	Uzbekistan	1
128	Vanuatu	1
	Total	773

113	Latvia	1
114	Netherlands	1

Table 3: Distribution of participants by continent

Africa

No.	Country	n
1	Nigeria	29
2	Cameroon	27
3	Ivory Coast	26
4	Algeria	25
5	Ghana	24
6	Tunisia	23
7	Kenya	22
8	Senegal	21
9	Burkina Faso	19
10	Morocco	17
11	Ethiopia	16
12	Madagascar	15
13	Benin	12
14	Congo	11
15	South Africa	11
16	Zimbabwe	10
17	Uganda	8
18	Botswana	7
19	Egypt	7
20	Liberia	7
21	Cabo Verde	6
22	Mauritius	6
23	Rwanda	6

No.	Country	n
39	Niger	2
40	Sudan	2
41	Djibouti	1
42	Sao Tome/Principe	1
43	Swaziland	1
44	Tonga	1
	Total	415

24	Mali	5
25	Mozambique	5
26	Togo	5
27	Eritrea	4
28	Malawi	4
29	Namibia	4
30	Seychelles	4
31	Tanzania	4
32	Mauritania	3
33	Somalia	3
34	Zambia	3
35	Angola	2
36	Burundi	2
37	Comoros	2
38	Gabon	2

Asia

No.	Country	n
1	Bangladesh	33
2	Philippines	29
3	India	21
4	China	17
5	Pakistan	9
6	Nepal	8
7	Sri Lanka	7
8	Vietnam	6

Latin America

No.	Country	n
1	Argentina	16
2	Brazil	9
3	Peru	8
4	Trinidad/Tobago	8
5	Antigua/Barbuda	6
6	Ecuador	5
7	Guatemala	5
8	Uruguay	5

9	Afghanistan	5
10	Cambodia	5
11	Indonesia	4
12	Malaysia	4
13	Thailand	4
14	Mongolia	3
15	Myanmar	3
16	Singapore	2
17	Japan	1
18	Kyrgyzstan	1
19	South Korea	1
20	Tajikistan	1
21	Uzbekistan	1
	Total	165

9	Colombia	4
10	Haiti	4
11	Mexico	4
12	Barbados	3
13	Belize	3
14	Dominican Republic	3
15	Panama	3
16	Papua New Guinea	3
17	Costa Rica	2
18	Honduras	2
19	Jamaica	2
20	Paraguay	2
21	Saint Lucia	2
22	Anguilla	1
23	Bolivia	1
24	Chile	1
25	Cuba	1
26	El Salvador	1
27	Grenada	1
28	Guyana	1
29	St. Vincent/Grenadines	1
	Total	324

Europe

No.	Country	n
1	Italy	9
2	Portugal	8
3	Turkey	6
4	France	5
5	Spain	4
6	Switzerland	4
7	Moldova	3
8	Belgium	2
9	Germany	2
10	Poland	2
11	Albania	1
12	Austria	1
13	Cyprus	1
14	Finland	1
15	Greece	1
16	Hungary	1
17	Latvia	1
18	Netherlands	1
19	Romania	1
	Total	54

North America

No.	Country	n
1	USA	5
	Canada	1
	Total	6

Middle East

No.	Country	n
1	Lebanon	6
2	Iran	3
3	Jordan	3
4	Iraq	1
5	Saudi Arabia	1
6	Palestine	1
7	Syria	1
8	UAE	1
9	Vanuatu	1
	Total	18

Oceania

No.	Country	n
1	Fiji	4
2	Kiribati	2
3	Australia	1
4	Samoa	1
5	Fiji	4
	Total	10