Evaluation of the online training activities of ILO's International Training Centre (Turin, Italy)
– Final Report –

Prepared by

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Acronyms

DL   = Distance Learning

ILO   = International Labour Organization

ITCILO   = International Training Centre of the ILO

KPI   = Key Performance Indicator

SDG   = Sustainable Development Goals

ToR   = Terms of Reference

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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 since the outbreak of COVID-19 in 2020 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 2021, the evaluation has focused on 20 sampled online training activities of the Centre.

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 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 clients (2), and participants (7).

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 Center has successfully managed to reach out to its target groups or provide training demanded by its beneficiaries, partners, and donors. The Centre has effectively played its role in providing ILO constituents with specialized 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 can take

advantage of digital learning solutions avoiding costs for travel and accommodation. Participants from 151 different countries responded to the participant's 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 is still a problem in many countries. 50 % of participants from Africa, Asia, the Middle East, and Oceania reported 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's provides an appropriate mix of synchronous and asynchronous information and communication tools. Participants tend 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 indicate 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 reviews 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 has 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 perceive courses that provide 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 have been 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, this evaluation measured an impressive 94.3 % of participants agreed or strongly agreed that they can apply what they 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.

Recommendations

1. It is recommended that the Centre develop an operational plan on how to best reach their target groups in different regions with appropriate educational technologies and media to get the right mix of online training activities.

2. It is recommended that the Centre focus on the development of tutor-based distance learning that facilitates interaction between tutors and learners as well as among participants. Self-guided course content can be used in combination with tutor-guided instruction.

3. It is recommended that the Centre review and improve its technical support provisions, both processes and information, to help training participants smoothly join and navigate their online courses.

4. It is recommended that the Centre consider more student-centred evaluation methods such as a self-rating scale of knowledge application, participant panels, or self-reflective learning journals.

5. It is recommended that the Centre consider develop and use Open Educational Resources and publish its training materials under a Creative Commons license that allows its users to retain, reuse, revise, remix, and redistribute.

6. It is recommended that the Centre expand its role to provide educational 'consultation' and online training packaging services, helping its partners to build their online training capacity as a knowledge hub.

7. It is recommended that the Centre develop a dual online training provision model—i) specialised long-term training courses and ii) general short-term training activities. The Center can consider re-structuring or re-packaging their online training activities with a programme or a degree perspective.

8. It is recommended that the Centre invest in its marketing strategies, thinking more about its future competitiveness after the COVID-19 pandemic when online training becomes more mainstream, and learners have more choices.

9. It is recommended that the Centre recognizes and rewards its staff's hard work and dedication during the COVID-19. The Centre also needs to provide its staff with reflective learning opportunities, creating and nurturing an supportive learning culture across the units.

10. It is recommended that the Centre develop a systematic course design framework and an effective operational model, taking into account the full spectrum of target groups, content areas, technological tools, pedagogical methods—including corresponding instructional design templates.

2   Background and purpose of the evaluation

The International Training Centre (ITC) has seen a massive shift towards fully online distance learning in 2020 during the COVID-19 pandemic. While online distance learning training accounted for only 3% of ITC's activities in 2019, they are expected to grow up to 54 % by the end of 2021.

The purpose of the evaluation was 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 learnt, and to derive recommendations for the improvement and further development of the ITC's online training activities. Therefore, the focus of this evaluation was not placed on the evaluation of single courses or content areas but on the overall management, design and impact of online training activities.

The evaluation was carried out between May and August in 2021 according to the scopes, methods and procedures defined in the Terms of Reference (ToR, see Appendix A).

The evaluation exclusively focused on training activities that were fully delivered in an online format and reviewed a sample of a maximum of 20 training activities offered in 2020 (see Appendix E, Table 1). The sample included 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, Solicomm, webinars, and virtual reality.

The evaluation followed the assessment criteria in terms of the activities' relevance, validity, efficiency, effectiveness and impact described in the ToR.

3   Methodology

The evaluation was undertaken using a mixed-methods approach, including desk-based review of available data and reports, qualitative evaluation methods, including interviews with the centre's staff involved in the design and delivery of the online distance trainings, interviews with institutional clients, a focus group discussion with former participants and three case studies of good practices. Quantitative data was collected using a survey with a sample of 1.284 participants. The survey was administered by the evaluation focal point at the ITC.

3.1 Desk-based review of institutional data and reports

First of all, we read and reviewed a set of selected institutional documents and data in order to establish a solid contextual understanding of the Centre and its online training activities, which is an important foundation for the review project. The desk-based review was conducted throughout the project period, alongside collecting and generating other relevant data and writing a final report. This data set was used as a critical reference point for us to compare our evaluation findings with (and against) and subsequently draw better-informed conclusions and more practical recommendations that are aligned with the Centre's and ILO's overall strategical plans.

A list of reference documents thoroughly reviewed in the project is as follows:

1. Strategic Plan of the ITCILO for 2018-21 – Capacity development for the world of work
2. The Centre's proposed Operational Model (May 2021)
3. Programme and budget proposals of the ITCILO for 2020-21 – Supporting future-of-work transitions through capacity development
4. Interim implementation report 2020 (March 2021)
5. Quality Management in the Training Department – Description of the quality assurance processes for training services (October 2019)
6. Centre-wide action plan to promote innovation and learning 2018-21 (October 2018)

Our desk-based review also included examining the design of the 20 selected training and learning activities delivered online in 2020 (see Annex E). A range of available course data and documentation (i.e., course brochures, training materials, participant information, course evaluation results, knowledge acquisition test results) were reviewed. We also visited e-Campus, the online learning platform, to review the presentational aspects of the reviewed online training activities and, in some cases, to see how participants were engaged with different aspects of those online training activities.

3.2 Qualitative data collection and analysis

3.2.1 Fifteen semi-structured interviews with staff

This first round of staff interviews (see Annex D) 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 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 on the effectiveness of the Centre's transition from face-to-face to online training activities during the COVID-19 pandemic (external context) were also collected.

The second question set situated the conversation into 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 external evaluators to better understand and assess to which extent the Centre effectively applied and executed the quality management process in their actual practice.
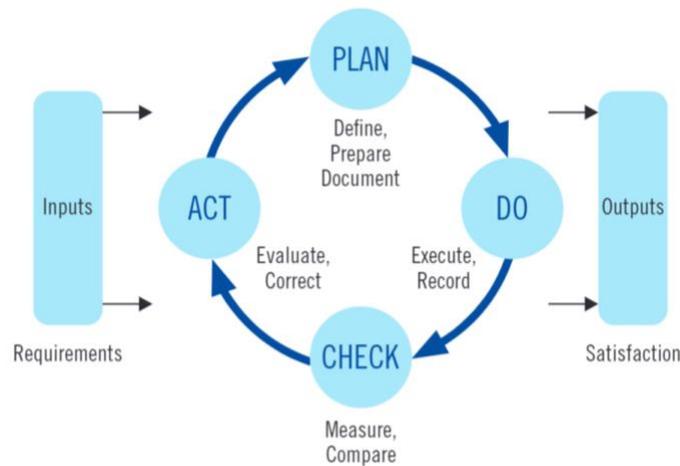
Source: Camilleri 2018, ISO 21001 – Presentation and overview of the standard

Figure 1: The PDCA Cycle Illustrated

The third question set bridged the macro-level and micro-level reflections by directly 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 arrangments), and iii) its financial performance (efficient use of resources and inputs).

Interviewees were also asked to provide two lessons learned from the previous experiences with online training activities and 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.

All interviews held on Zoom 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.

3.2.2 Two semi-structured interviews with institutional clients

As a means of triangulation, semi-structured interviews were conducted with two institutional clients of the Centre. 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' online training activities were developed. The aim of these interviews 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 clients' institutional culture and performances and ii) to collect meaningful stories that can be developed as case studies.

3.2.3 Two focus group discussions with former training participants

As a means of triangulation, a focus group discussion with formal training participants was also conducted. 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' 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 ii) to collect meaningful stories that can be developed as case studies.

3.2.4 Three case studies

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

3.3 Quantitative data collection and data analysis

In order to explore the effectiveness, impact and validity of the design of ITCILO's online training activities during the COVID-19 pandemic in 2021, a participant's survey (see Annex B) was administered.

The survey comprised five sections. Participant's demographics were collected in section A. In section B, the validity of the training design to support a meaningful online learning experience was 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 analyze 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 2).

To measure the 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 were based on this instrument and adapted to the training context.
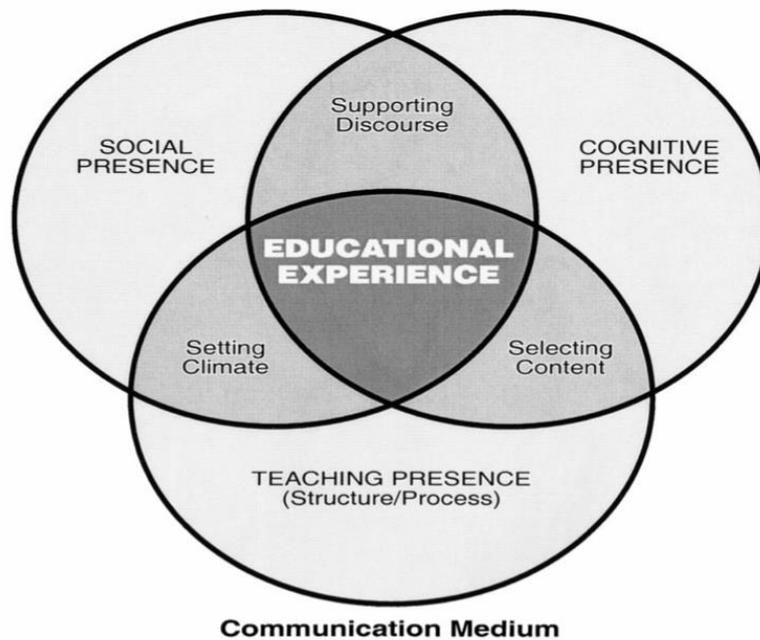
Figure 2: Elements of the Community of Inquiry Model
(Garrison, Anderson & Archer, 2000)

Decades of experience in distance education have shown that learner support is the critical link to avoid drop-out and failure in distance learning courses (see Zawacki-Richter & Naidu, 2016). Models of learner support distinguish between the support of learning and teaching, and institutional 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, items from Lee et al.'s (2012) survey on students' perception of support and course satisfaction were included in the survey (see section C). High quality technical support is critical to avoid frustration on the side of the course participants.

Section D addressed 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 huge 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 by the instructor is a clear indicator for 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. Giving the enormous importance for the longer-term impact and scaling-up of ITCILO's distance training activities, the participant's perceived demands for the different modes of delivery as well as for synchronous and asynchronous interaction were explored.

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

Sample

The online participant's survey was sent to 9.053 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, open fee-based courses). 956 surveys in English, 240 in Spanish, and 88 in French (N = 1.284) were collected between 10th June and 9th July 2021, resulting in an overall response rate of 14 %.

About two-thirds of respondents were male (66.3 %), and one-third were female (32.3 %). Two participants indicated diverse (0.2 %), and 26 (2.0 %) did not reveal their gender.

In terms of course enrolments, the majority of respondents participated in the two open, self-guided DL courses, i.e. Fire Safety Management (n=380) and Introduction to International Labour Standards (n=285), followed by OHS, living wages and adequate working time: Protecting Workers in the World of Work (n=81), the Monitoring and Evaluation Certification Programme (n=80), and Diplomado en Gestion de Organizaciones Empresariales (n=73). Enrolments are reported for all the 20 courses in Table 1 of Annex E.

4 Findings

To complete this evaluation, we mainly used the *Strategic Plan of the ITCILO for 2018-21* as our main reference point. The document illustrates the Centre's vision as to be "a global leader and unique institution for the sustainable provision of capacity building and development for ILO constituents (workers, employers, and governments) with the aim to advance social justice and the Decent Work Agenda." The Centre's main role is identified as "to provide ILO constituents with specialised training on all aspects of the Decent Work Agenda (employment, international labour standards, social protection and social dialogue), with gender mainstreaming at its heart." The document also suggests that the Centre's performance needs to be measured and evaluated based on the following three dimensions:

- *Technical performance:* the capacity of the organization to deliver its development mandate, measured by performance criteria relating to service outreach and service impact. Technical performance is the core dimension of sustainable organizational performance since it is directly linked to the development mandate of the Centre.
- *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 costs.
- *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.

Grounded upon the suggested three dimensions, our review project focused on evaluating the five criteria more specifically: i) the relevance and outreach, ii) the validity of instructional design, iii) the effectiveness, iv) the efficiency, and v) the impact of the ITCILO's online training activities in light of the shift towards online course delivery during the COVID-19 pandemic in 2020. As mentioned above, the aim of this evaluation was not to assess the quality of single online training activities or content areas but rather to examine the suitability of the overall target, design, management, and impact of online training activities for the mission of the Centre. Special emphasis was further placed on the potential and opportunities that online training might afford in the future for the Centre and its clients across the globe in terms of increasing access and widening participation in knowledge acquisition and capacity development.

THE STRATEGY FRAMEWORK ILLUSTRATED

INNOVATION & LEARNING

GENDER EQUALITY & DIVERSITY

TECHNICAL PERFORMANCE
Measured against metrics linked to
service outreach and service impact

FINANCIAL PERFORMANCE
Measured against metrics linked to
revenue and expenditure

INSTITUTIONAL PERFORMANCE
Measured against metrics linked to
staff development, environmental
sustainability and oversight

TRIPARTISM, SOCIAL DIALOGUE AND ILS

STRATEGIC PLAN OF THE INTERNATIONAL TRAINING CENTRE OF THE INTERNATIONAL LABOUR ORGANIZATION

Figure 3: The ITCILO's Strategy framework

4.1   Relevance and outreach

This section will answer the following question to assess the extent to which the objectives of the activity are consistent with beneficiaries' requirements and partners' and donors' policies:

- How well did the activity operationalize the 2018-21 strategic plan and the 2018-19, 2019-20 Programme & Budget of the Centre, and the higher level ILO 2018-21 strategy framework and 2018-19 Programme and Budget?

This section will be divided into two, discussing the 'relevance' and 'outreach' of the Centre's online training activities. The relevance aspect was reviewed based on our Focus Group discussions with selected course participants and interviews with clients. The outreach aspect was evaluated using the participant survey data.

4.1.1   Relevance

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 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, it was evident to us that the Centre has successfully served its target groups during 2020 despite the massive disruption caused by the COVID-19 outbreak.

There is no evidence that the Centre's online training activities have failed to reach out to its target groups or provide training demanded by its beneficiaries, partners, and donors. On the contrary, our interviews with client organizations and course participants suggested that the Centre has 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. More detailed review results about this online transition can be found in 5.3. Effectiveness and 5.4 Efficiency.

It is essential to admit that the Center and the Centre staff have also experienced an unprecedented time of crisis. Thus, the instant assessment of the Centre's online training activities, using indicators of the achievement of the performance targets (as appeared in the *ITCILO's 2018-21 strategic plans* or *Programme & Budget documents* written with no anticipation of the COVID-19 outbreak) might not be realistic or reasonable. Nevertheless, as argued in 5.3 Effectiveness more in detail, the relevance of the Centre's online training activities was unexpectedly high in 2020, effectively meeting the demands and needs of its target groups. Ultimately, there is a strong sense of appreciation and recognition, shared among the interviewees, that the Center has successfully helped its client organizations and course participants navigate fast-changing situations and recover from the unexpected challenges that emerged during the pandemic.

A few suggestions made by the interview participants can be useful to present here; thus, the Centre staff can explore relevant strategies to serve its target group more effectively in the near future. Firstly, participants tend to believe that they are more likely to benefit from exchanging their ideas and experiences with other participants in an international-wide learning community. Many appreciated the opportunity to access the training opportunities and up-to-date expert knowledge through online delivery during the pandemic when international travel was entirely banned. Nevertheless, they missed the social aspects of face-to-face training activities as they recalled their previous training experiences on the Turin campus where they met "liked-minded" people from the different parts of the world (or the region) and developed a strong connection by sharing their expertise and experiences.

Secondly, on the other hand, participants expressed their wish to receive training more relevant to their local contexts and knowledge readily applicable in their own organizational contexts. Even those participants from the tailor-made courses expressed the same concerns over the course content being too general or theoretical and course tutors not having (showing) a deeper understanding of their specific local contexts. The first and the second

suggestions can be somewhat contradictory, creating some operational tension— finding the right balance between globalization and localization in online training activities seems to be a challenging but important next step for the Centre to increase the relevance of its performance.

Surprisingly, there are stronger concerns over the language barriers (than technology barriers) that decrease the accessibility of the online training activities at the Centre. Given the dramatically increased online distance participation among the target group that had not been previously reached through the face-to-face training delivery (see the below 5.1.2 Outreach section), this concern may deserve more careful attention.

4.1.2   Outreach

According to the Interim Implementation Report 2020, the number of enrolments on the Centre's training activities increased dramatically, caused by the impact of the COVID-19 pandemic. The number of distance learners grew from 9.800 in 2019 to 52,000 in 2020, compensating for the sharp decrease in the number of face-to-face participants from 10,700 to 1,800.

With online training, a wider and more diversified audience can be reached. Especially, participants from middle-income countries can take advantage of digital learning solutions avoiding costs for travel and accommodation. More than 50 % of all online participants come from Asian and African countries, which is similar to the pre-COVID-19 situation with face-to-face training.

Country-wise distribution of participants

This development is confirmed by the participants' survey. The responses came from a wide range of 151 different countries, with the vast majority from Africa (n = 397; 31.8 %), Asia (n = 347; 27.8 %), and Latin America (n = 324; 26 %) followed by Europe (n = 76; 6.1 %), the Middle East (n = 74; 5.9 %), Oceania (n = 19; 1.5 %), and North America (n = 4; 0.3 %). A small number of participants did not reveal their country of origin (n = 43, 3.4 %).
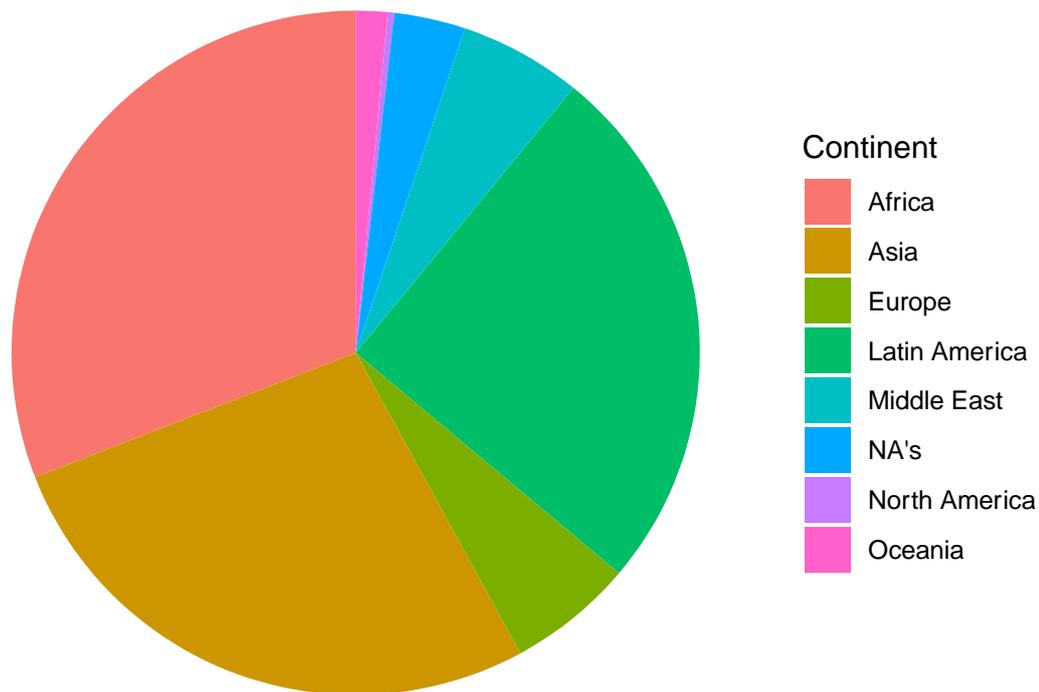
Figure 4: Distribution of survey respondents by continent

The majoriy of particpants in Africa came from Nigeria (n = 60) and Ghana (n = 34), in Asia from India (n = 146) and Bangladesh (n=49), in Latin America from Mexico (n = 46) and Peru (n = 39), in Europe from Spain (n = 10) and Switzerland/Turkey (n = 9), in the Middle East from UAE (n = 24) and Saudi Arabia (n = 13), in Oceania from St. Kitts & Nevis (n = 6) and Fiji (n = 4), and in North America from Canada (n = 3) and the USA (n = 1). Table 2 and 3 in Annex E provide an overview of all countries by the number of participants 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.

Interestingly, only one quarter (n = 234; 24.8 %) of the respondents said that they would prefer to go back to fully face-to-face training again; the majority (n = 364; 39.6 %) wants blended learning courses, closely followed by participants (n = 337; 35.7 %) who would even

prefer fully online distance learning courses (see Figure 5). Thus, three quarters of the participants would prefer a digital format of some kind in the future.
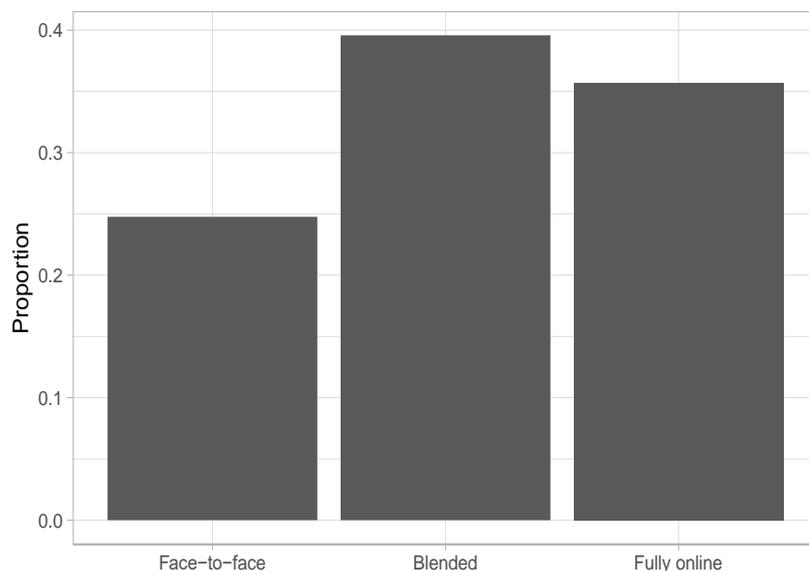
Figure 5: Overall demand for online learning (n = 945)

However, looking at different countries and regions reveals a more nuanced picture. For this purpose, Figure 6 depicts the demand for online learning by continent in terms of face-to-face, blended and fully online learning.

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).

These differences 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 6: Demand for online learning by continent

4.2 Validity of instructional design

This section will assess the extent to which the design of the online training activities was logical and coherent. Our assessment of the validity of the instructional design of the Centre's online training activities was largely drawn from the results of the participant's survey, which measured three aspects of learner perceptions and experiences, which are i) access to online learning and technical challenges, ii) asynchronous vs. synchronous media and tools, and iii) teaching, social, and cognitive presence in online courses. Here, we will present and discuss the findings of each aspect of learning perceptions in turn.

4.2.1 Access to technology and tools

The participants of the 20 selected courses seem to be well equipped with technical devices and tools to access ITCILO's online courses: 90.4 % agreed or strongly agreed to the statement that they had full access to the technology and tools required to participate in online learning (M = 4.18 on the 5-point scale).

92.4 % reported being able to freely choose and use different devices (PCs, laptops, mobile phones, tablets) to pursue online learning. However, some mentioned difficulties in accessing the online courses via mobile devices. Examples include:

- The course was clearly designed for a big screen. A mobile screen would not have been comfortable.
- Regarding the recorded sessions, it was not possible to watch them on the tablet or phone.
- It was very difficult or impossible to be connected to the platform from ITCILO with the mobile telephone – we must have a strong network.

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 1: e-Campus access and navigation

	n	1	2	3	4	5	M
I found it easy to access e-Campus.	942	10 (1.1 %)	29 (3.1 %)	69 (7.3 %)	482 (51.2 %)	388 (41.2 %)	4.24
I found it easy to navigate e-Campus.	940	13 (1.4 %)	33 (3.5 %)	97 (10.3 %)	479 (51.0 %)	354 (37.7 %)	4.16

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

Technical issues and support

Many respondents faced technical issues in participating in the online training activities: Overall, 35.5 % agreed or strongly agreed that they had many technical problems in their courses. Major problems were reported by participants from the Middle East (46.3 % agreed or strongly agreed), followed by Asian (39.5 %) and African countries (37.5 %).

Table 2: I had many technical issues in this course (percentages, n = 956)

	n	1	2	3	4	5
Africa	314	9.6	35.4	17.5	23.2	14.3
Asia	266	9.0	38.0	13.5	24.8	14.7
Latin America	257	24.9	37.0	13.2	16.3	8.6
Europe	55	32.7	36.4	9.1	12.7	9.1
Middle East	54	3.7	33.3	16.6	25.9	20.4
Oceania	15	13.3	33.3	20.0	26.6	6.6
North America	3	66.7	33.3	0	0	0

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

Given these challenges, it is very important to provide technical support. On a scale from one to five, the mean scores for the items related to technical support and guidance are both below four. Thus, there might be room for improvement regarding the information for participants where to find help and the response time of technical support.

Table 3: Technical support

	n	1	2	3	4	5	M
I knew where to ask for help when I had technical issues.	954	14 (1.5 %)	70 (7.3 %)	167 (17.5 %)	471 (49.3 %)	268 (28.1 %)	3.92
Technical support responded in a timely manner.	949	16 (1.7 %)	33 (3.5 %)	260 (27.4 %)	428 (45.1 %)	248 (26.1 %)	3.87

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

Internet connectivity

The quality and reliability of Internet connectivity vary across countries and regions. A robust Internet connection is a prerequisite to participate in online learning. 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) require 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. 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 7). Interestingly, the Internet connections in Latin America seem to be better with only 27 % of participants, who had regular problems with the Internet. Not surprisingly, the best Internet connectivity is available in Europe and North America.
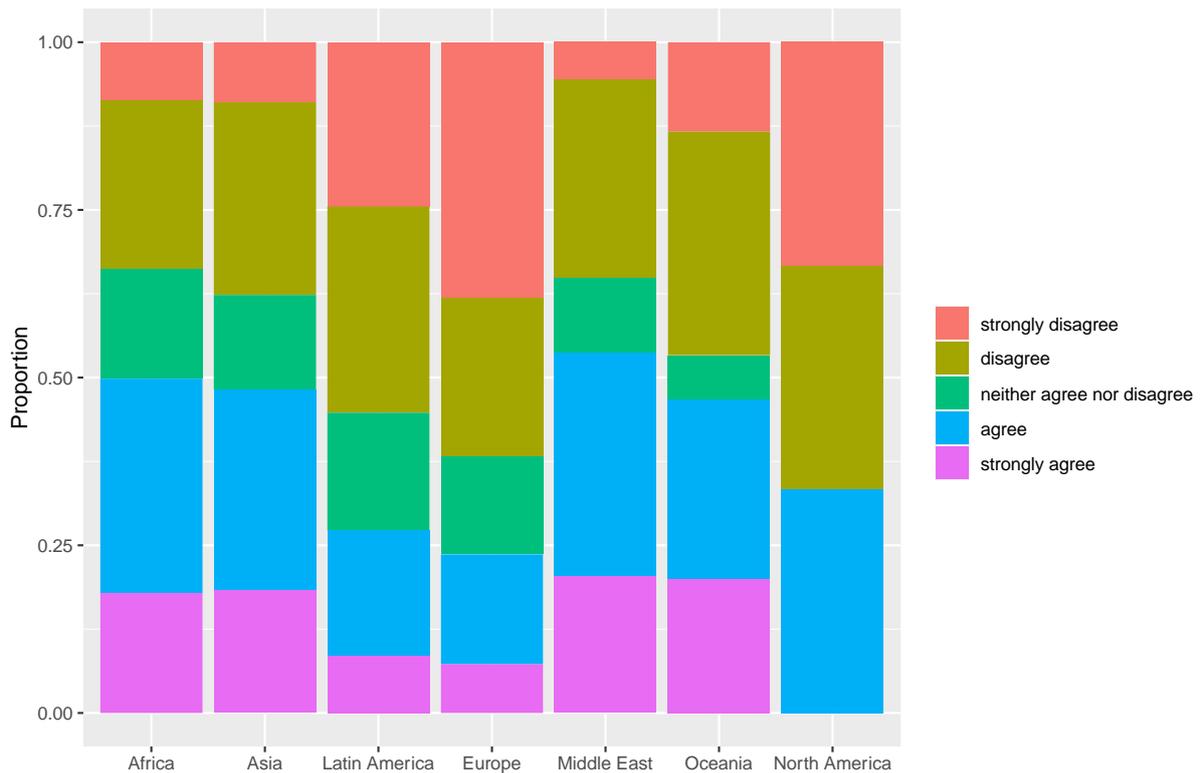
Figure 7: Participants who had regular issues with Internet connectivity (n = 992)

4.2.2 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 on a regular basis throughout a course helps 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 by the instructor is a clear indicator for 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 4: Preferences for asynchronous vs. synchronous educational media (n = 912)

	too often	just enough	not often enough	M
Asynchronous conferencing	157 (17.2 %)	596 (65.4 %)	159 (17.4 %)	2.00
Asychronous video content	174 (19.1 %)	592 (64.9 %)	146 (16.0 %)	1.97
Synchronous conferencing	234 (25.7 %)	562 (61.6 %)	116 (12.7 %)	1.87

Overall, all the mean (M) scores are exactly two or very 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 = 1.87) compared to asynchronous conferencing (M = 2.00). Although this difference is small, it is statistically highly significant, $t(1820) = 4.70$, p <0.01.

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 for a more detailed analysis regarding the preferences for asynchronous vs. synchronous media in the different regions.

It stands out that about 25 % of participants from Africa, Asia, Latin America, and the Middle East say that they spent too much time in synchronous video-conferencing. Especially participants from Latin America (28.1 %) wish that asynchronous communication would be used more often. They also feel that asynchronous video content was not used often enough (23.4 %), whilst over 34.7 % of participants from the Middle East said that video content was used too often.
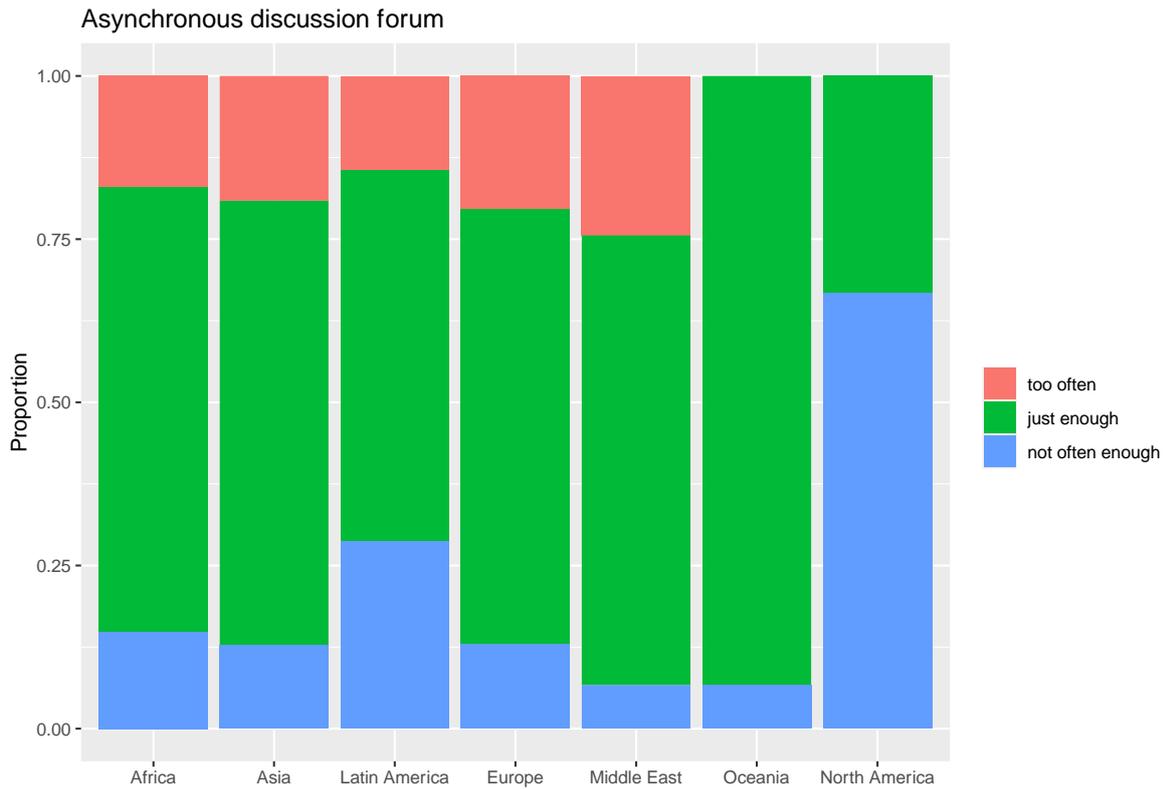
Figure 8: Preferences for asynchronous communication by continent (n = 958)
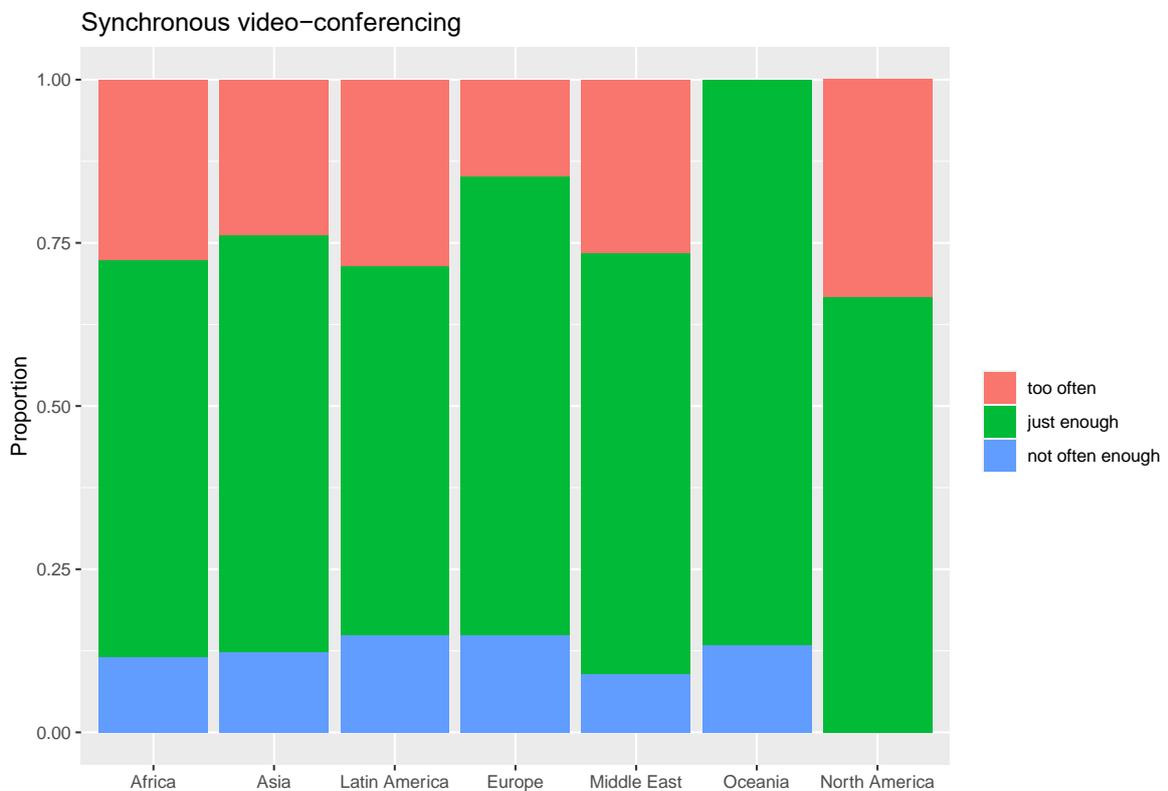
Figure 9: Preferences for synchronous communication by continent (n = 956)
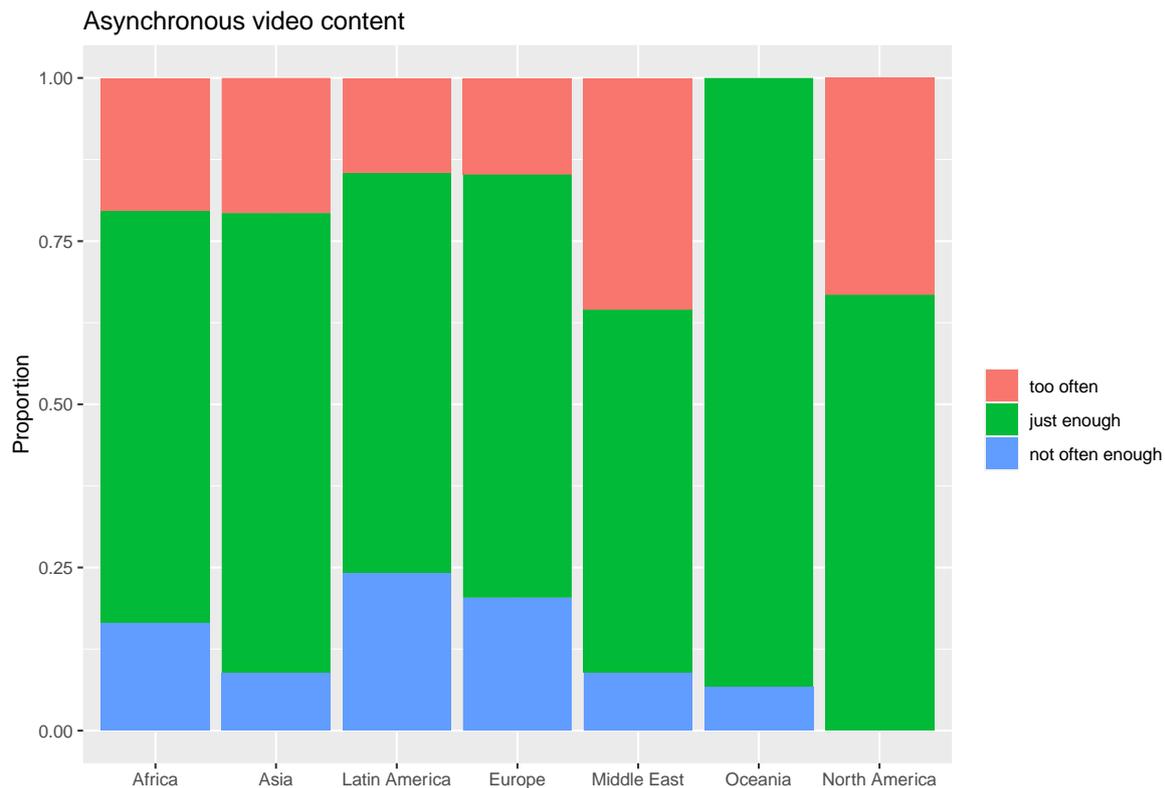
Figure 10: Preferences for asynchronous video content by continent (n = 958)

4.2.3   Teaching, social, and cognitive presence in online courses

To evaluate the learning experience 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 4.2).

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 elements[1]:

- Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing 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).

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[1] see: https://coi.athabascau.ca/coi-model/

- 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 5 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, 291 surveys were collected 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 4.52, the social presence of 4.32, and the cognitive presence of 4.35. Figure 11 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 ($r_s = .82$, $p < .001$).
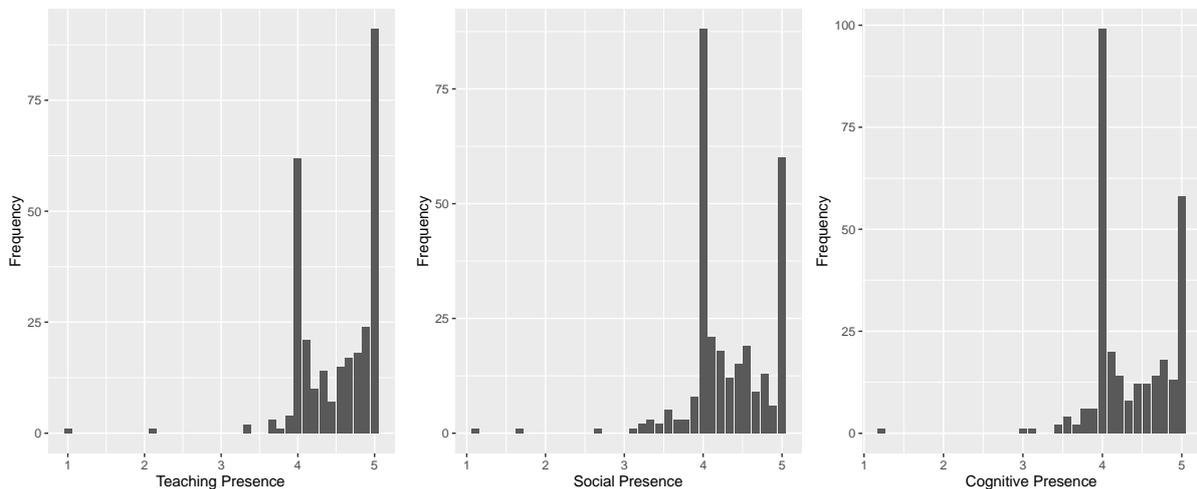
Tab. 11: Mean ratings of teaching, social, and cognitive presence in online courses (n = 291)

Tab 5: Ratings on the Community of Inquiry Scale (n = 291)

	M	SD
Teaching presence	**4.52**	
Design and organization	*4.58*	*.53*
– The tutor(s) clearly communicated important course goals.	4.60	.60
– The tutor(s) provided clear instructions on how to participate in course learning activities.	4.54	.59
– The tutor(s) clearly communicated important due dates/time frames for learning activities.	4.58	.55
Facilitation	*4.52*	*.53*
– The tutor(s) were helpful in guiding the course towards understanding the topic in a way that helped me clarify my thinking.	4.57	.56
– The tutor(s) helped to keep course participants engaged and participating.	4.51	.64
– The tutor(s)facilitated the development of a sense of community among course participants.	4.47	.58
Direct instruction	*4.46*	*.55*
– The tutor(s) helped to focus discussion on relevant issues in a way that helped me to learn.	4.51	.59
– The pace of tutor's presentation was right for me to understand the key points of the talk.	4.43	.63
– The tutor(s) provided feedback in a timely fashion.	4.44	.60
Social presence	**4.32**	.52
Affective expression	*4.29*	*.58*
– Getting to know other course participants gave me a sense of belonging in the course.	4.34	.67
– I was able to form distinct impressions of some course participants.	4.20	.68
– The online learning platform/system provided adequate tools for social interaction.	4.33	.64
Open communication	*4.37*	*.56*
– I felt comfortable conversing through the tools provided in online learning platform/system.	4.37	.67
– I felt comfortable participating in the course discussions.	4.41	.58
– I felt comfortable interacting with other course participants.	4.33	.63

Group cohesion	*4.29*	.57
− I felt comfortable disagreeing with other course participants while still maintaining a sense of trust.	4.20	.70
− I felt that my point of view was acknowledged by other course participants	4.34	.60
− Online discussions with other course participants help me to develop a sense of collaboration.	4.32	.64
Cognitive presence	**4.35**	.49
Triggering event	*4.33*	.53
− Problems posed by other course participants increased my interest in course issues.	4.31	.66
− Invited talks are thought-provoking.	4.25	.67
− I felt motivated to explore content-related questions.	4.42	.56
Exploration	*4.36*	.52
− I utilized a variety of information sources to explore problems or assignments posed in this course.	4.34	.57
− Brainstorming and finding relevant information helped me resolve content-related questions.	4.37	.57
− Online discussions were valuable in helping me appreciate different perspectives.	4.38	.61
Integration	*4.37*	.51
− I was able to combine information learned from different talks to answer questions raised in course activities.	4.33	.57
− Learning activities helped me construct explanations/solutions for the problem I had.	4.37	.58
− I was able to reflect on course content and discussions to understand fundamental concepts in this course.	4.41	.53

4.3 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 was 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 in our answers to the other questions. The section will also provide a brief reflection on the extent to which management capacities and arrangements put in place supported the achievement of results.

4.3.1 Learner perspectives and progress

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. This is not a surprise given the strengths the Centre has in terms of its close collaboration with clients and in-depth understandings of the client 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 clients. 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 5.5 Impact. However, the average responses (4.42 out of 5.0) to the statements such as "The course was relevant to my needs", "The course provided many examples that translated theory into practice", and "I can apply the knowledge created in this course to my work setting" demonstrate the learners have made good progress in their knowledge and skills development during the course period. In addition, impressively, 98.3 % of participant learners responded that they would recommend the concerned training activities to their colleagues.

Although the available data is minimal, the Knowledge Acquisition (KA) results of the three training activities (i.e., E-learning Lab on Digital TVET - Modular content creation and e-pedagogy in TVET; E-Learning Lab on Digital TVET - Integrating a virtual campus in the

TVET offer; Introduction to International Labour Standards) also reassure the positive progress made by learners. For example, the KA result of one of the selected training activities shows the meaningful difference between the pre-test result (average 4.77) and the post-test results (average 7.60). It is important to note that not all immediate training objectives can be quantitatively measured by the KA tests or even by student satisfaction responses. Nevertheless, these figures certainly suggest the effectiveness of the reviewed online training activities.

The qualitative data collected through the open question in the learner survey (i.e., "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?") and two Focus Groups (FGs) with eight learners also support our positive evaluation in this regard. Learner perspective on the effectiveness of their online training activities is highly positive. Open survey responses will be exemplified later in 5.5 Impact, and here, we will share some of the learner comments collected during the FGs.

Ms. Jane Suzette is a Chief Pension Officer at Seychelles Pension Fund, managing national pension funds as the head of enforcement of the Government's organization of Seychelles. She shared her experiences taking one online course, *E-Coaching on Social Protection: Towards Responsive Systems,* as follows:

> Basically, with what is happening right now, in the current [Covid-19] situation, it was the course at the right time... in the past, as I worked for the pension fund, dealing with employers [and] making them pay, we believed that for us to be able to get them to pay, we needed to physically visit them, talk to them. But, then attending the e-learning course, you gain the experience of knowing that you can do things remotely, you can talk to your customers and adviser employers by phone, you can do that at home, you don't have to come to the office to work. But, what we've learned [is] you can start from doing. And the beauty about that particular course that I took was that you were able to exchange that information [with] others in other countries... When speaking with others, we're able to practice how the knowledge of what they are currently doing, how they are coping, they have lots more than us.

The particular course aims to offers participants "the opportunity to further strengthen your competences on social protection in the context of the global emergency, learn about best practices and get on the job technical support through e-coaching." And successful participants will "be able to devise more responsive and sustainable social protection interventions". Thus, Jane's reflection clearly suggests that she achieved the course objectives and made good progress on changing her own and organization's practice accordingly.

4.3.2 The Centre's roles during the COVID-19 pandemic

Other FG participants also shared their appreciation of the effectiveness of the training activities for them, their colleagues, and their organizations in responding to the challenges and changes caused by the COVID-19 pandemic. Another example can be found in remarks of Ms Amoukou Lalaissa Mohamed Lamine from Burkina Faso, a participant in *Diplomado en Gestion de Organizaciones Empresariales - Introduction to International Labor Standards:*

> I learned governance and procurement. My training came at the right time because when I returned back to the office, I was appointed to supervise the procurement unit and manage the emergency orders in COVID-19 equipment and suppliers... I learned at ILO a good practice under governance, we put in place emergencies orders and made a joint procurement for all our 15 ECOWAS member countries. So, I think this was a good thing. Because we were able to have, during these emergencies, supplies on time, and also to share our equipment to all our 15 countries... during our ministerial meetings, and so on, I was really comfortable to share my experience in terms of governance and the risk related to the procurement and so on. So, I was very happy to take this course. As I said, it came at the right time. Thank you.

As suggested by the aforementioned learner comments, laudably, the Centre has played a critical role during the Covid-19 pandemic in helping client organizations and participants across the globe cope with the rapid changes and associated challenges. The Centre (each unit), based on their long-established knowledge and teaching expertise, has promptly developed online training activities relevant to the pandemic situations (or revised previous content to reflect the situations better), which has been perceived valuable and useful by the participant learners.

In fact, it is worthwhile to mention that among the selected 20 online training activities for this review project, 13 provided comparative course evaluation scores drawn from the average scores in 2019 as a benchmark. More than half of them (n=7) have received higher average scores in 2020. Even the remaining six courses, despite the slight decrease in their overall evaluation scores, have received high mean scores on the following statements:

> How likely is it that you will apply some of what you have learned? (4.42)
>
> How likely is it that your institution/employer will benefit from your participation in the activity? (4.43)
>
> Are you satisfied with the overall quality of the activity? (4.27)

Thus, despite the rapid online transition and associated pedagogical challenges experienced by the Centre staff members, the effectiveness of those new online training activities is proven to be high, which we would like to argue is impressive.

4.3.3 Staff and client 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. Some training activities have internal evaluative mechanisms useful to collect learners' stories and reflections on the effectiveness of the course content and knowledge. For example, in *Monitoring and evaluation certification programme*, participant learners are guided to engage with "the same routine and present you a same structure" each week as:

1.   First, a new e-learning module is made accessible for you to gain new knowledge about that week's topics.
2.   As a second step, after having completed the e-learning module, you are asked to verify your acquired knowledge by taking the knowledge test.
3.   In a third step, you will warm up for practice and respond to a short case study.
4.   In a fourth step, you are asked to put into practice your acquired and verified knowledge with an assignment related to your own professional context.
5.   As a final advice, keep an eye on the forum and join the weekly webinars, as that will be the place of interaction and sharing about everything that you learn and do in this course.

In another course, *E-Academy on Labour Migration,* participants are asked to complete an individual essay reflecting on their learning experiences to obtain the Certificate of Achievement. The staff explained that the focus of the course assessment method is to examine and evaluate:

> to what extent they get from the course and how they can apply to their own context. So, it's more a kind of reflection from participants after having seen, been reading different documents, hearing different experts, what they get from it, and how they see it applying to their own context... I found [reading those learner reflections] very interesting... what I think interesting is, again, they come in with their own skills, their own experience, and they apply [course knowledge] to the daily situation they are facing in their work very differently.

In addition to the insights collected from teaching experiences, most of the Centre staff have maintained supportive and collegial working relationships with their client organizations (i.e. ILO constituents and other ILO development partners). Through these on-going interactions with their partners, the staff have also collected a range of positive anecdotal evidence, demonstrating the effectiveness of their teaching activities (e.g., successful knowledge implications, effective organizational changes).

This view is also supported by the clients interviewed during the review project period. For instance, when asked as "given many educational institutions are offering online training across the globe, you may have more choices. Do you see any other institutions that you would go to receive online training?", Christine Rehbock, Office Manager at the Dutch Employers Cooperation Programme (DECP), without any hesitation, answered:

> I can be very sure in my answer to that. We are staying with ITCILO, and the main reason is that they are focused on employers' organizations, we are focused on employers' organizations, they have a lot of in-house knowledge on how an employer organization works... Anybody can give a training on marketing, but they will give a training on marketing for a business or maybe a training on marketing for a welfare organization or whatever. But, ITCILO offers "the" training for employers' organizations because they have this wealth of knowledge on how an employers' organization works. And their trainers are also people who are still working or who have recently worked at employers' organizations. That is what DECP is also all about. So, we are definitely staying with them.

Thus, we would like to conclude that the Centre's online training activities have been an extremely effective instrument to strengthen the capacity of ILO constituents and other ILO development partners—especially during the COVID-19 pandemic. As the online transition was primarily driven and influenced by the actual needs and demands of the partners, it is clearly viewed as a great success in achieving the Centre's mission and strategical plans.

4.3.4 Some concerns and useful considerations

Despite the overall satisfaction with the online transition, there are also legitimate concerns among the staff members over the quality of specific online training activities. The emergent transition has brought the quick emergence of a range of different approaches to the design of online training activities. A lack of a coherent design framework and an existing selection of good practices had made each unit develop its own approaches and strategies for the online course design. As many staff reflected their pandemic experiences as "we are making a boat while sailing" or "we are learning by doing and making mistakes", the course design has been done rather intuitively (than systematically) based on their previous face-to-face (or BL) training experiences and knowledge.

As our findings in 4.2 provided a good overview of learner perspectives on effective online learning activities and preferences, as well as technological challenges and conditions, a deeper design consideration can be given to improve the effectiveness of specific online training activities. However, as the pedagogical preferences and technical limitations significantly vary among different learner groups, there are no simple 'one-fits-all solutions'. Thus, the unit-based approach to the course design and decision-making model that emerged during the pandemic is still considered adequate.

Although many factors would influence the effectiveness of specific online training activities in terms of their ultimate and long-term contribution to increasing the capacity of ILO constituents and other ILO development partners, two related factors seem to be salient across the reviewed online teaching activities. One is the course duration, and the other related factor is the course assignment. There is a general trend in course evaluation results that longer courses tend to be perceived more effective by learners. It is because that they are given more (enough) time to acquire new knowledge and skills and apply them in their working contexts, making positive and actual changes in their organizations during the course period. On the other hand, perhaps unsurprisingly, shorter courses provide limited time and, thus, knowledge acquisition and application opportunities. Given the increased time-and-space flexibility that online training may provide, the duration of online course activities can be extended, accomodating the possibilities for the knowledge application.

Of course, as adequately pointed out by several staff interviewees, it is rather challenging to maintain learner motivation and engagement across the more extended period of time—in this regard, the duration and assignment of online courses need to be considered side by side. For example, longer courses can provide more substantial and practical knowledge-application assignments that much be carried out and guided across the course period. The big assignment can be divided into a series of small (weekly and bi-weekly) tasks, which enable learners to build up useful training portfolios and make actual and sustainable changes in their lives. Tutors' responsibilities to support, monitor and facilitate learners' course engagement can (must) be shared with participant learners by creating a supportive course community and setting up an effective peer support mechanism. That is, activities in longer online courses can be designed around a worthwhile project (i.e., project-based learning), effectively and efficiently linked with well-designed tutor-and-learner interactions and learner-and-learner interactions.

In the same vein, participants tend to perceive online courses, which provide them with structured and guided opportunities to use new skills to improve their own practice more positively than others. They particularly find it helpful to reflect on their experiences and share the reflections with other learners. Such an embedded and integrated approach to measuring and facilitating knowledge acquisition can further increase the effectiveness of the Centre's online training activities.

Lastly, online training activities with multi-media presentations (videos, animations, and interactive tools and texts) tend to be perceived more effective than the other training activities that tend to be more text-based or less interactive. It is important to stress that multi-media presentations of the course activities do not necessarily require advanced technological tools. The creative production of video resources, the effective uses of relevant

images, and the accessible formats of interactive texts are all appreciated by participants. For example, a short series of drama episodes acted by a real-life tutor team can increase a sense of social and tutor presence among distance learners physically separated from their tutors.

4.4   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?
- What time and cost efficiency measures could have been introduced without impeding the achievement of results?

The above questions were qualitatively addressed mainly based on our desk-based review of available ILO and the Centre documents (e.g., ITCILO Strategic Plan 2018-21, ITCILO Programme and Budget Proposals 2020-21), and our interviews with the Centre staff.

4.4.1   An analytic categorization of costs

Before discussing the specific results of our evaluation, it is essential to stress that the initial set-up of technological infrastructure and operational mechanism (including staff development) required for online training is resource-intensive and expensive. A majority of the financial investment in online training is typically made up-front, so we would first argue that it is rather too early to quantitatively measure and calculate the cost-effectiveness of the online training activities offered in 2020. However, it can also be suggested that *the initial set-up fees* are one-time fixed expenses. Once the necessary technological infrastructure and operational mechanism are effectively set up, there tends to be a significant decrease in the on-going expenses of online training activities.

Besides the initial set-up fees usually spent at the institutional level, there are also other critical expenses that need to be invested into the delivery of online training activities at the course level. The expenses are commonly divided into two categories: the expenses required for i) the course design and development process and ii) the course implementation and evaluation process. Referring to the PDCA Cycle below, the costs for the 'PLAN' stage that involves the initial design of the online training activities and development of learning materials (e.g., video lectures) and technical tools (e.g., VR headsets) are high on the first occasion. Nevertheless, *the PLAN costs* can be reduced dramatically from the second iteration of the online courses as the materials and tools are mostly reusable. That is, careful and effective planning is always crucial in online training contexts.

However, there are recursive variable costs for the 'Do' stage involving direct human inputs (i.e., time and labour). ***The Do costs*** can vary according to the course design—self-guided training activities (e.g., MOOCs) may require minimal administrative costs, whereas tutor-guided activities require far more resources. Especially when online courses offer reflective learning opportunities and interactive learning environments, which are proven effective (see 4.3 Effectiveness), executing and recording steps can be more costly than other online courses that stress individual knowledge acquisition.

Of course, course tutors and administrative teams are likely to gain more experience and expertise and develop practical know-how and useful strategies over time, which may increase the efficiency of the course development and management. Nevertheless, the 'Doing' costs (and subsequently, 'Checking' and 'Acting' costs) will never be reduced to zero, repeatedly occurring when the courses are reiterated.
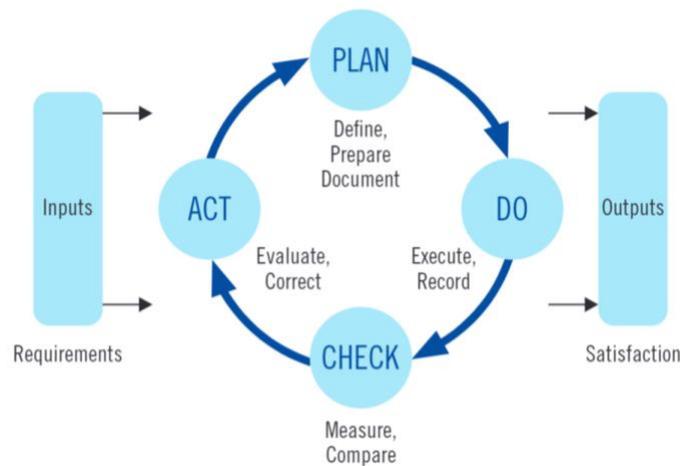
Figure 12: The PDCA Cycle Illustrated

4.4.2 The initial set-up fees

In 2020, all 20 reviewed online training activities created revenues, covering direct costs (many with revenue far exceeding the costs). Given the dramatically increased enrollments in those online courses (see 4.1.2 Outreach) without increasing the inputs, it is a remarkable success—we can argue that the Centre's online training activities are highly efficient based on a relatively simple inputs-and-outputs formula.

If we unpack this success further, we can first see that the Centre had already made a critical investment in its technological infrastructure and operational mechanisms before the COVID-19 outbreak. For example, according to the document entitled "Centre-wide Learning Innovation Action Plan 2018-21", it is clear that there had been a focused effort to promote the use of "e-campus" among the Centre staff. e-Campus is an online learning platform

developed based on a free Open Source software package Moodle. The document indicates that the Centre invested "resources from the staff development fund" to design and deliver an in-house training programme on the use of the e-campus. As a result, most training department staff were already trained in the use of the e-campus, and many of them were delivering blended learning courses when the COVID-19 pandemic started.

The same document also demonstrates that the Centre had invested resources to integrate more advanced technological tools into their training activities. For example, the Centre had successfully set up "a physical space dedicated to learning innovation, including virtual reality applications (the learning laboratory, which is currently under construction)" on the Turin campus. The signature training activities such as "Digital design sprint" using more advanced technologies had been designed and implemented based on the established infrastructure. It can be concluded that the Centre's on-going investment from the previous years is one of the major contributing factors to the Centre's successful and efficient online transition in 2020.

4.4.3 The PLAN costs

As mentioned above, it is difficult to measure specific costs spent to plan each online course within the scope of this review project. However, our interview data suggest that, except for a small number of training activities previously designed in a blended learning format before the pandemic, most of the new and pivoted online training activities were developed highly efficiently under the restricted financial and situational conditions (e.g., budget cut, lockdown measures) in 2020.

Learning materials developed in 2020, compared to the ones produced before 2020, are certainly seen as less aesthetic and graphics-oriented—since most of those in-house video productions were done by the Centre staff (often recorded using a simple recording device in their living room, etc.). Particularly, some online training activities were directly translated from the former face-to-face activities, substituting them with a series of synchronous webinars without systematic re-design and resource-intensive re-development.

The interview data demonstrates that most units benefited from taking part in the LIP training activities, including *E-Learning Design Lab*, and some units received more direct support from the LIP members at a rather individual level. Nevertheless, institutional resources and inputs were rather minimal at the planning stage of the training activities in 2020. Given the positive outcomes of those courses, both their outreach and perceived effectiveness, we can conclude that the resources invested in the PLAN stage were efficient with a cautionary note that there is much room for improvement in the design and development of those online activities and a systematic and more learner-centred approach to the online course planning is

required. This point will be further discussed in 6 Conclusions and Recommendations (see the recommendation regarding developing a course design framework and templates).

4.4.4   The DO costs

Another critical factor contributing to the successful results of the online training activities in 2020 was the Centre staff's dedication and resilience, supported and facilitated by the unit level of leadership and collaboration. One of the shared themes in the staff interviews is how the unit members were efficiently working and communicating to solve a range of imminent problems and challenges that the pandemic produced. Several staff members expressed that the situation was massively challenging but, at the same time, positively revitalizing their teams. It seems like that most of the Centre staff were fully on board to "get through the crisis"; subsequently, the time and labour put into doing the online training activities were enormous (staff work-load and teaching hours, at least at the perceived level, were much higher than normal circumstances).

We can draw two somewhat conflicting conclusions from the situations. When it comes to looking at the non-human resources and inputs (e.g., funds), the DO costs were small, and the converted outputs were significant—it can be argued that the Centre achieved a maximum level of efficiency. However, on the other hand, when we calculate human resources and inputs (e.g., staff time and expertise), the DO costs were not small. Hypothetically, if there was a systematic approach to the course planning, the staff effort could have been much efficiently converted to the results. Obviously, the current labour-intensive and unsystematic way of doing online training is not sustainable and when learners' needs for the particular online courses (pandemic-related content) decrease after the pandemic, the effectiveness of the online activities cannot be guaranteed.

Thus, it seems necessary for the Centre to carefully review the current workload and unit structure from the sustainability perspective and, referring to the PDCA cycle, the Centre may increase the inputs for the Checking and Acting tasks and develop a systematic working model and comprehensive framework for online course design and implementation to maintain the efficiency level.

4.5   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 for achieving long-term impact?

4.5.1 Knowledge Application

The impact of training activities is measured by Level 3 and Level 4 of the ITCILO's evaluation methodology. The Centre has set aims for achieving a key performance indicator (KPI) at this level, i.e. the change in learners' behavior at work as an immediate outcome of the training. We asked participants in the survey, if the training activities were relevant to their needs, provided hands-on examples to translate theory into practice, and if they can apply their new knowledge in their work context.

Looking at the KPI of the Centre in this regard, indicator 2.3 (Knowledge Application) evaluates whether and to what extent the learners have been able to use their learning in practice, as well as the results and impact of the application at both individual and organizational levels. This evaluation measured 48.6 % (n = 524) of participants applying the newly acquired knowledge after the training as defined by the ratio of respondents who have provided concrete examples on their application of knowledge after online training. Examples include:

- I developed a gender policy for my workplace.
- I have changed all the fire management system on my current job.
- As Administrative Officer this course increased my understanding on promoting relations between employers and Trade Union, creating conducive working environment and participate in elimination of child labour.
- I am introducing a program called RIDE Recreational Areas Improvement Drive based on ILO's Participatory Approach on tackling safety issues at work.
- The course permitted me to understand and put into practice the C190 Conventiona in my working place.
- Following the course, I conducted two gender analysis for two different organizations in the last six months.

It can be assumed that discussions about how to apply topics and concepts covered in the courses are more effective in tutor-guided courses that also provide opportunities for interaction among participants who can bring in their experiences from their work context. Excluding the two self-guided distance learning courses increases the measure of indicator 2.3 to 54.6 % (n = 361). However, this figure is still much lower than the baseline of 2018-19 (71.4%) and the target figure for the Biennium 2020-21 (75%).

Going into more detail, further items were included in the survey to measure the relevance and knowledge application of the online courses (see Table 6). These figures draw a much

more positive picture. All mean scores are well above four, and the vast majority of participants agreed or strongly agreed that the course was relevant (95.4 %), translated theory into practice (92.3 %), and that they can apply what they learnt in their work setting (94.3 %).

Table 6: Relevance and knowledge application

	n	1	2	3	4	5	M
The course was relevant to my needs.	947	3 (0.3 %)	2 (0.2 %)	38 (4.0 %)	379 (40.0 %)	525 (55.4 %)	4.50
The course provided many examples that translated theory into practice.	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…	943	2 (0.2 %)	2 (0.2 %)	50 (5.3 %)	448 (47.5 %)	441 (46.8 %)	4.40

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

These findings indicate that the single measure of indicator 2.3 alone is not a valid way to measure knowledge application. Survey respondents may be more likely to respond to items on a scale rather than sharing their stories in an open text window.

4.5.2 Competencies and job performance

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 (see Table 7).

Table 7: Improved competencies and job performance as a result of the training activity

	n	1	2	3	4	5	M
Competencies	933	16 (1.7 %)	36 (3.9 %)	193 (20.7 %)	423 (45.3 %)	265 (40.3 %)	3.95
Job performance	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 quantitative measures, this evaluation invited responses from participants to include concrete descriptions of their knowledge application and qualitative results.

Additional in-depth interviews and a focus group discussion further added to understanding the qualitative results of the Centre's training activities (see section 5.3 Effectiveness, and section 5.6 Case Studies).

4.5.3   Overall course satisfaction

An impressive 98.3 % of sampled participants would recommend the training to their colleagues. 83.0 % reported back that the online training as a whole was good or very good (M = 4.2, n = 943), and 77.6 % said that the effectiveness of the online training format was good or very good on a 5-point scale (M = 4.1, n = 943).

Participants were asked if they have any suggestions to improve the course(s). Examples include:

- I thought the material and assignments were bulky compared to the allocated time. But this could have been just me.
- Increase time or follow-up course which is hands-on/practical in nature with support from experts.
- I was not able to participate in any of the live webinars due to the time difference. All webinars were set at 3:00 a.m. my time. Those differences should be taken into consideration when defining the schedules for the webinars.
- The course load was too much to take on a regular working day. I had difficulties catching up with my workload. Study leave could be given equal to the numbers of hours that the course requires.
- Organize a high blend in future for both online and face to face.
- Online learning is great, I suggest the price will be reduced to help many especially those within the remote parts of Africa get access.
- Have more tutorials and video simulations in the learning materials.
- Make platform more easy and accessible. And share live examples to solve the problems.

4.6   Case Studies

5   Case 1: École d'Hôtellerie et de Tourisme Paul Dubrule (EHT), Cambodia

The École d'Hôtellerie et de Tourisme Paul Dubrule (EHT) was established in 2002 and is one of the most renowned vocational schools for hospitality and tourism in Cambodia. The mission of the school is to allow Cambodians, especially disadvantaged youth, access to professional education. The aim is to transfer the necessary knowledge and competencies to succeed in a management or an entrepreneurial career in the hospitality and tourism industry.

About 300 students are enrolled per year, and since its foundation over 3,500 Cambodians graduated from the school. The school runs courses in food production and service, front-office and housekeeping, travel agency operations, and hospitality management.

As a professional working for the EHT in the role of vocational training coordinator and instructor, Enrique Blanco was a participant of two E-Learning Lab on Digital TVET training activities (Integrating a Virtual Campus in TVET and Modular Content Creation and E-Pedagogy in TVET) in preparation of his task to develop online and blended learning courses for EHT: "So, I can say that after taking the first course, I was more familiar with how to prepare a plan to maybe go online for some of our courses… it opened my mind to the different possibilities that this could bring to our programmes as a whole".

One of the major learning activities was the development of an e-lesson that was very helpful for Enrique's professional needs in terms of the practical application of knowledge covered in the training: "The best moment or the best part of this learning journey throughout the course was probably I think building the E-Lesson because that I think that triggered the motivation and the willingness on me to go forward and got really curious and interested in learning more about digital learning, and how it works and what needs to be done to make it work."

When asked about challenges he faced in participating in the courses, he mentioned that internet connectivity is a notorious problem in Cambodia even when you can afford to pay for the best internet provider. Although he had no problems, he furthermore identified the language barrier as a major issue that hinders some participants to actively share experiences and contribute to the course discussions. Only Cambodian's were enrolled in the courses, but the teaching language was English.

When asked about the main outcomes as a result of the two courses, Enrique emphasized that he was able to prepare an application to the Cambodia Skills Challenge Innovation Call 2021 in which he planned the development of a blended learning pilot project: "All of this led to our participation in the innovation call, which I think these two courses, this course package, provided me with the knowledge and digital skills to be able to prepare this application that we submitted for the school". The application was successful, and with the proposal of the blended learning pilot course project, the school has even won first place in the Innovation Call Award (see: https://ecolepauldubrule.org/school/).

5.1.1   Case 2: Dutch Employers Cooperation Program (DECP), Netherlands

The Dutch Employers Cooperation Program (DECP, https://www.decp.nl/) is a public-private partnership that was founded in 2006 by Dutch employers and the Ministry of Foreign Affairs with the aim of strengthening the position of business member organizations in developing

countries, where the Dutch government provides foreign aid. Via DECP, Dutch employer organizations offer professional expertise in terms of training activities and consulting to business member organizations in developing countries. The Programme is active in many African countries, but also in Latin America and Asia.

Christine Rehbock is working as an Office Manager at the headquarters in The Hague. She joined DECP in the first year of its existence. In this role, her main responsibilities include project administration and monitoring. She works closely together with six country managers who offer their expert knowledge to Employers' Organizations in their assigned countries.

DECP started cooperating with the programme for Employers' Activities at ITCILO already in 2006. Until the beginning of the Covid-19 pandemic, most training activities were delivered face-to-face, but Christine emphasizes that ITCILO already had experience with distance learning activities. Nevertheless, the shift to fully online was a challenge, that ITCILO managed very well in her view: "So they already had experience on that thing but then giving the whole training [online] […] was a really big change they had to make, but they made a super job out of it".

As major advantages of online distance training, Christine noticed that they reached many more people to attend their training activities since travel to Turin was no longer required – thereby increasing their impact: "It used to be, you know, 20 participants would be allowed because it would be a distance learning part and a live part of the training in Turin. But you don't have the funds to have more than 20 people attend this training in Turin. And now the trainers' work is accessible to maybe 50 people. […]. So, there's a larger outreach". Another advantage that she noticed is that it is much easier to invite international experts to contribute to a webinar, who would otherwise not be available for just a two-hour presentation in Turin: "The world has become smaller and we can share the knowledge more easily".

When asked about the challenges of online learning, Mrs. Rebock mentions that it requires discipline to participate in online training activities, and effective time management is important to reconcile work and learning requirements. She emphasizes the role of the course facilitator to engage and motivate the participants to contribute on a regular basis and to bring in their personal experiences – "to make it less virtual and more personal". Another challenge is limited internet connectivity in many developing countries, where participants had to switch their cameras off so that they could have a better connection.

Furthermore, Christine observed that the training activities are sometimes too theoretical: "Some of the participants, if they are staff members, and they are not at a director's level, they're just like, on the moon, where is this going? That's what I've sometimes also seen as

some feedback that they would like it to be more practical, more like: How is it in my country? How can I take this bit of knowledge and go to my country and apply it? How do I do it?". At this point, it is important that the country managers are involved in working with ITCILO's staff to bring in their country-specific knowledge.

Overall, Christine Rebock is convinced that DECP will continue the good cooperation with ITCILO because of its focus on working with employer's organizations, although she thinks that the amount of on-site training activities in Turin is likely to become less, and we will see a lot more online training activities in the future.

5.1.2   Case 3: Ministry of Labour and Social Security, Eswatini

Mrs. Dudu Ndzinisa works as a national project coordinator for the Ministry of Labour and Social Security in Eswatini, a small country between South Africa and Mozambique. In this role, she is working on a project funded by the International Labour Organization (ILO) to establish a national unemployment benefit scheme.

In preparing her for this task, Dudu Ndzinisa participated in the E-Coaching on "Social Protection: Towards Responsive Systems". Her first encounter with ITCILO was in October 2019 prior to the pandemic, when she attended a face-to-face training in Turin as part of this programme.

Dudu highlights the opportunities for collegial exchanges in the E-Coaching that were very helpful: "We learned a lot as different countries were sharing their experiences, and both on social assistance and social security and the measures that are in place. So, we're able to benchmark from the experiences that we caught from that course and be able to tell and make something that would be customized to our context, in Eswatini. It was very informative. It was stretching, but it was just, on point."

When asked about the challenges of online learning as compared to face-to-face, Dudu mentioned that she personally finds it difficult to focus on learning besides her work commitments, whilst she appreciates having access to this learning opportunity during the pandemic.

Dudu describes the situation in Eswatini as very challenging even before the COVID-19 pandemic with a lot of job losses and an unemployment rate of over 50 %. With the onset of the pandemic, a working group of about 20 people was established at the Ministry to develop a plan on how best to address the social and economic impacts of the pandemic. In the course of this, Dudu was appointed as national coordinator for the development of an unemployment

benefits scheme: "... so that I'm able to share what I'm learning from Turin, continually. Also, we've had about two major national training activities, which were like a week, online as well, that trains about 70 people on which are on the key stakeholders or policymakers in the country, to see how best we can come up with the response to COVID".

6 Conclusions and Recommendations

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 2018-21 strategic plan 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**)

6.1 Technical performance

Like any other educational institution, the Centre was faced with an enormous challenge to suddenly switch all training activities to online distance learning mode in March/April 2020 due to the needs of social distancing and dramatically restricted travel during the Covid-19 pandemic. After a short phase of uncertainty, our overall impression based on a series of conversations with staff members, participants, and clients and the evaluation of the sampled training activities is that the crisis was managed very well thanks to the enormous effort and commitment of ITCILO's staff on all levels.

In terms of technical performance and outreach, the Centre was able to massively increase the number of participants via distance learning. Given the last year's experiences and huge demand for online learning, it is out of the question that distance learning is here to stay after this initial period. However, our evaluation shows that the universe of learners is very diverse. The conditions for accessing online learning differ greatly between the participants' countries of origin. Accordingly, the demand for different training formats among participants also differs. For example, the quality of internet connectivity seems to be much better in Latin American countries than in Africa.

Especially in African countries, many people use mobile devices to connect to the internet. Feedback from participants has shown that access and navigation to the online learning environment and the presentation of content is not always optimal. In the further development of the online learning system and learning materials, it should be ensured that the content presentation works on different mobile devices and screen sizes. The e-Campus system should automatically recognise which device is being used and select an appropriate display mode.

Recommendation 1. It is recommended that ITCILO develops an operational 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. Direct synchronous interaction in online courses is very helpful to sustain social and teacher presence, and to develop a sense of community among participants. Nevertheless, it is important to find the right balance between synchronous and asynchronous learning activities according to the learner's needs. Based on the feedback provided by the participants, it is recommended to use synchronous communication carefully throughout the courses to meet the demand for flexibility and independence from time and space. Furthermore, the tools and applications for presenting learning content and facilitating online interaction should be designed in a way that works on different kinds of mobile devices.

Recommendation 2. Whilst self-guided distance learning courses provide maximum flexibility and independence, decades of research and practice in distance education have shown that leaner-content interaction alone is not enough to provide successful and meaningful learning experiences. Forms of isolated learning result in low learner satisfaction and high drop-out rates. Participants also reported lower levels of knowledge application in self-guided courses. To reach a high impact of training activities, it is therefore recommended to focus on the development of tutor-based distance learning that facilitates interaction between tutors and learners as well as among participants to share experiences and to discuss the potential application of the topics covered in the courses. Of course, self-guided course content can be used in combination with tutor-guided instruction.

Recommendation 3. The survey results indicate that the Centre already provides good services in terms of the infrastructure required for online learning, there still seems to be room for improvement with regard to the technical support, guidance and information to help participants smoothly join and navigate the online courses. That is, processes and information on technical support should be carefully reviewed by the Centre. The challenges that some participants face in online learning activities might be due to a lack of digital skills. The Centre should consider starting a project in which the digital skills of participants are assessed in order to identify needs for appropriate training or preparation for online learning (e.g. a "digital online learning driver's license").

Recommendation 4. With regard to the data selection method of measuring knowledge application (KPI indicator 2.3), we recommend adding a self-rating scale to obtain more reliable and valid results. Furthermore, the Centre can consider more student-centred qualitative evaluation methods such as participant panels or self-reflective learning journals.

Recommendation 5. Interestingly, the development and use of Open Educational Resources (OERs) was never mentioned in our interviews. 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). Such a practice would allow participants to adapt the learning materials to their local context and use them for their own training activities. This would further increase the impact of the open course content.

6.2   Financial performance

To repeat ourselves here, it is impressive that the Centre has successfully created revenue throughout 2020 while dealing with the enormous challenges caused by the COVID-19 pandemic. Most of the 'online' courses reviewed in this project have generated even more revenue in 2020 than the previous 'face-to-face' (or blended learning) courses did in 2019. As articulated in the findings section of the report, the direct analysis of Return of Investment falls outside the scope of this review as well as it is too early to hastily conclude the efficiency of the Centre's financial investment in online teaching activities due to the initial set-up fees being high. Nevertheless, we would confidently argue that the Centre's earlier investment in the technological infrastructure and relevant staff development activities have put the Centre in a strong and competitive position to offer online training activities during the COVID-19.

However, it is important for the Centre to prepare for the post-COVID-19 situations where target groups' need for online training decreases (as international travel is allowed) and learners' expectations from online training activities increase (while learners get used to this new medium of learning and are exposed to more diverse online training opportunities). At least, after the COVID-19 pandemic, the Centre may not enjoy the participants' somewhat blind appreciation for 'any' training opportunities that help them deal with the pandemic-related work situations and challenges. Given the technological infrastructure well-established before the pandemic and rich online training experiences gained throughout the pandemic, there is no doubt that the Centre must continue improving the effectiveness of the existing online training activities as the main revenue stream. However, the Centre may also seize a range of new revenue streams through other, but online training-related, educational services.

We also have three recommendations in this regard:

Recommendation 6. The Centre is recommended to further develop and strengthen its role in the capacity building for ILO constituents and partner organizations. That is, the Centre's service can be expanded to the educational 'consultation' provisions beyond the direct training provisions. The expertise and experiences gained through 2020 and 2021 can become a solid ground for the Centre to be a knowledge hub, helping their partners to build their online training capacity. Coupled with Recommendation 5, the Centre can become a leading training organization, sharing OERs, which are specialised in diverse aspects of the Decent Work Agenda. Such democratic endeavour is well-aligned with the Centre's social-justice-oriented mission, while it can also create additional revenue streams. For example, the Centre can provide *online training packaging services* using its OERs and *educational consultation services* to develop local trainees and establish the technical infrastructure required to implement online training activities in client organizations.

Recommendation 7. The Centre is recommended to develop a dual online training provision model—i) specialised long-term training courses and ii) general short-term training activities. What seems to be currently missing is a sense of continuity or unity among online training activities offered at the Centre. That is, many training activities come across single-shot, separate from other relevant training activities. Our review results suggest that learners (especially online learners who see themselves as life-long learners) appreciate the practical opportunities to apply new knowledge and skills in their working contexts and reflect on and share the changes with others. And, these opportunities take time. In other words, learners demand continuing educational opportunities that allow them to see their long-term professional development progress and outcomes. Given that the Centre is recognised as the one and only training provider in its specialised field, the effective re-designing or re-structuring of online training activities with a programme or a degree (at least, a micro-credential) perspective can open up a new and more sustainable revenue stream for the Centre.

Recommendation 8. The Centre is recommended to invest in its outreach strategies, thinking more about its future competitiveness. Although the Centre has a competitive position in the related training market areas at the moment, it is difficult to know how the market situation will be after the COVID-19 pandemic when online training becomes more mainstream, and learners have more choices. Specific recommendations need to be sought as an outcome of another separate project. Nevertheless, the organization of the course content on the Centre website seem to have room for improvement, for example. The website can better display a range of available training courses by strategically showing some level of sequential connectivity and continuity among them. By visually suggesting potential learning paths that learners could take, the Centre can also help its potential learners navigate its training courses more effectively.

6.3 Institutional performance

We have concluded that the Centre's online transition is successful, effectively serving ILO's constituents and providing relevant training content to participants. This success has largely been attributed to the Centre staff's dedication and commitment to providing training to their participants and client organizations despite the business disruptions caused by the COVID-19 outbreak. Our review clearly suggests that the Centre's performance in 2020 was efficient and effective based on the unit-level of leadership and decision-making capacity. Despite the absence of a systematic course design and development framework and implementation strategies during the period, each unit had an unusual level of autonomy and flexibility, and subsequently, the Centre as a whole organically progressed and developed. A shared sense of urgency also enabled each unit (and each member of the Centre) to maximise its training capacity, focusing on a primary mission to provide training online. As a result, the Centre achieved impressive technical and financial performance with its online training activities in 2020.

Nevertheless, we do not see the current way of doing online training activities as sustainable in a mid- and long-term perspective—with the current labour-intensive and individualistic operation model, the Centre's (online) training activities would not maintain its success in 2020. The most salient theme in the review results must be "diversity"—diversity of participants (e.g., their needs, characteristics, learning preparation, and learning conditions), diversity of delivery methods (e.g., online training, face-to-face training on Turin campus, face-to-face training in fields, and blended learning), diversity of online technological medium (e.g., synchronous, asynchronous communication tools), and diversity of course content (e.g., global overviews, local contexts, international practices) and diversity of pedagogical strategies (i.e., unique teaching methods and know-how developed by each unit). To successfully navigate the diversity and sustain the impressive institutional performance, the Centre must develop a systematic training framework supported by an effective operational model, which allows each unit to have a good level of autonomy and decision-making (resource-allocation) power while ensuring the Centre level of synergy and efficiency.

Here are two recommendations that the Centre may want to carefully review to develop a sustainable operational model and institutional culture for providing effective and efficient online training activities:

Recommendation 9. Just like learners demanding reflective learning opportunities to take time to reflect on the changes created by new knowledge and skills and share those reflections with others to deepen and expand their understandings, trainers need the same. The Centre staff have experienced expansive learning at a high pace during the COVID-19 pandemic. It is recommended that the Centre provide its staff to pause and reflect on their learning and training experiences, through which staff can solidify their new skills and knowledge. The Centre as a learning community (or a Community of Practice), it is also vital

to ensure that staff share their reflective learning outcomes and good practices, supporting each other's professional development. The Centre can also develop action plans to nurture such supportive learning culture across the units (rather than a competitive atmosphere). Of course, perhaps most importantly, the staff's hard work and dedication during the COVID-19 need to be fully recognised and rewarded, possibly followed by a small break to refresh and reflect.

Recommendation 10. In order to maintain the efficiency and sustainability of online course design and development, the Centre should develop a coherent training framework taking into account the full spectrum of target groups, content areas, technological tools, pedagogical methods—including corresponding instructional design templates. Thus, it is recommended for the Centre to undertake a follow-up project to develop a systematic course design framework and an effective operational model encompassing all aspects of the PDCA cycle. The Centre staff has already developed and possessed a range of (online) training skills and expertise, and there has been an enormous amount of knowledge also developed and accumulated through several decades of distance teaching and learning research. The course design framework, synthesizing and systematizing both staff's tacit knowledge and the fields' explicit theories, can be very helpful for the Centre to continue its great work and maintain its strong positionality as a leading player in the organizational training field.

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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 around 18,000 people from over 180 countries. For more information about the Centre refer to www.itcilo.org.

Background

2. The Centre's **Strategic Plan for 2018-21** refers to the importance of the evaluation function and states that excellence in training and learning will be promoted through continuous quality improvement measures, greater use of on-line surveys, and more systematic independent evaluations. The Strategic Plan commits the Centre to commission each year an external independent evaluation of a cluster of activities linked to one of its thematic areas of expertise. 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)*; the evaluation reports are accessible via the ITCILO website. For 2021, the evaluation is to include the training activities of the Centre that have been carried out fully online using one or more of the Centre's distance learning and online collaboration tools (eCampus, Solicomm, virtual reality, webinars, etc).

3. Traditionally, 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.

4. 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 in emphasis from face-to-face training to online learning. 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.

Figure 1: Percentage of activities by type (2019-21)
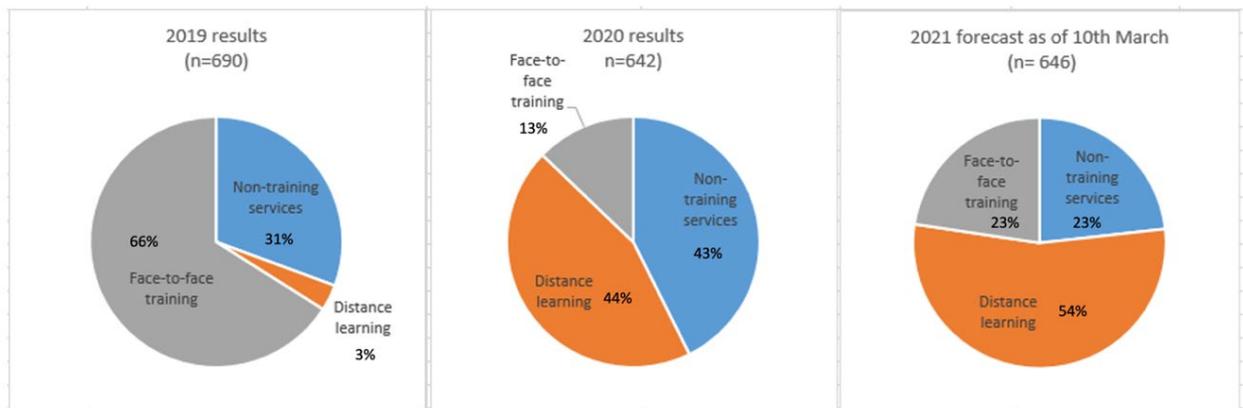
Source: MAP, figures for 2021 based on activity pipeline as of 10th March 2021

Figure 2: Number of participants by type of training (2014-20)
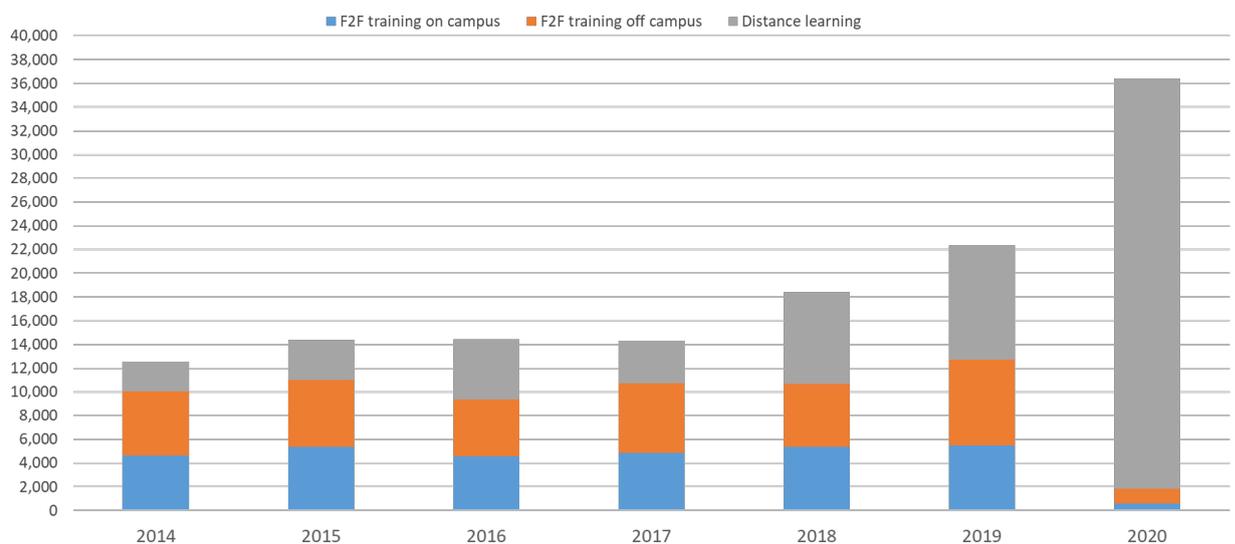
Source: MAP and eCampus

Purpose of the evaluation

5. 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.

6. The evaluation findings will be used in order to take relevant decisions on the future programming of the Centre with regard to online training.

Scope of the evaluation

7. The evaluation will have a focus on training activities that were fully 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.

8. Further to the above, the evaluation will cover a sample of up to twenty distance learning training activities carried out during 2020. The sample has been drawn purposefully to capture a variety of different distance learning approaches and methodologies.

9. The twenty chosen activities include a variety of paid and free, open and tailor-made, tutor-supported and self-guided courses, and for which pdf or digital certificates have been issued. The sample showcases courses that took place via various platforms using a diverse set of tools including eCampus, Solicomm, webinars, and virtual reality. The activities were chosen to cover a diversity of regions, and most of the selected activities included more than twenty enrolled participants.

Clients of the evaluation

10. The main clients 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)

Evaluation criteria

11. 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 overleaf for a list of assessment criteria and corresponding evaluation questions.

Assessment Criteria	Questions to be addressed
Relevance and outreach of the activity: Relevance refers to the extent to which the objectives of the activity are consistent with beneficiaries' requirements, and partners' and donors' policies.	• How well did the activity operationalize the 2018-21 strategic plan and the 2018-19, 2019-20 Programme & Budget of the Centre, and the higher level ILO 2018-21 strategy framework and 2018-19 Programme and Budget?
Validity of the activity design: The extent to which the design of the activity was logical and coherent.	• 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?

Effectiveness: the extent to which the activities immediate objectives were achieved, taking into account 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?
Efficiency of use of resources: A measure of how economically resources/inputs (funds, expertise, time, etc.) were converted to results	• 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
Effectiveness of management arrangements: The extent to which management capacities and arrangements put in place supported the achievement of results	• 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?
Impact orientation of the activity: 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	• 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?

Methodology

12. The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (TORs) 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. This year we will be increasing our participant universe to 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 Programme 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. Additional interviews with key representatives from internal stakeholders (FINSERV, ICTS, FIS/PATU) are also foreseen.

- In-depth **interviews** with at least three institutional clients 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.

Deliverables

13. 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 2021
Desk research on training activities and advisory services, convene interviews with staff from different Training Programmes and staff, and collect relevant data	May 2021
Interviews with key informants	May 2021
Online survey issued to selected participants and focal points	May 2021
Focus group discussions	June 2021
Draft evaluation report	June 2021
Final evaluation report	**July 2021**

14. The Evaluation Report will be structured as follows:

Cover page with key intervention and evaluation data
1. Executive Summary
2. Brief background on the project and its logic
3. Purpose, scope and clients 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

Annexes
TOR, questionnaires, list of informant, statistical annexes and at least five case studies documenting good practices

All the above mentioned outputs will be delivered in English.

Management and responsibilities

15. 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 Training.

Quality assurance

16. 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.

Qualifications of the Evaluator

17. 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.

Selection of the evaluator

18. The evaluator will be selected through a "call of proposal" in which candidates will be requested to provide a financial and technical proposal on how to undertake the evaluation based on the present TORs.

19. 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 costs.

Annex B: Participant's 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

14. To what extent did your competencies and on-the-job performance improve as a result of your participation in the training activity?				
	Very large improvement	Large improvement	Moderate improvement	Slight improvement	No improvement
Competencies	○	○	○	○	○
Job Performance	○	○	○	○	○

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

The semi-structured 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 introduce yourself briefly?
   What is your roles and responsibilities at the Centre?
   What have been your contributions to online activities at the Centre?

2. What are the Centre's core strategic plans and priorities related to its online activities?

3. How would you evaluate the Centre's online activities in general?

   How would you evaluate the Centre's transition from face-to-face to online activities?

   How would you evaluate the Centre's online activities compared to face-to-face activities?

4. [When applicable] Please focus on online activities that you are in charge of and answer:
   - How have the focused online activities planned, by whom, and why?
   - How have the activities designed, by whom, and why?
   - How have the activities developed, by whom, and why?
   - How have the activities executed, by whom, and why?
   - How have the activities evaluated, by whom, and why?
   - How would you evaluate the overall quality of the process?
   - How would you evaluate the overall quality of the outcome?

5. Drawn from your experiences/observations, could you please evaluate the Centre's technical performance with its online activities?
   - Do you think the Centre has successfully reached out to its global audience (partners)?
   - Do you think the Centre has successfully satisfied the needs of its audience (partners)?
   - Do you think the Center has successfully created positive impacts on its participants' lives (partners' organisational environments)?

6. Drawn from your experiences/observations, could you please evaluate the Centre's management (institutional) performance with its online activities?
   - Do you think the Centre has provided its staff with adequate professional development opportunities required to teach (work) online?
   - Do you think the Centre has built adequate management capacities and arrangements that can support online activities?

7. Drawn from your experiences/observations, could you please evaluate the Centre's financial performance (efficient use of resources/inputs) with its online activities?

8. Drawn from your experiences/observations, could you please suggest two or three changes that the Centre can adopt to make broader, long-term, sustainable impacts on its participants and partners?

9. Drawn from your experiences/observations, what are the one or two major lessons learned about online course design and delivery?

10. 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 and concerns, please do not hesitate to contact us.

Kyungmee Lee and Olaf Zawacki-Richter

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International **Training** Centre
Centre international de **formation**
Centro Internacional de **Formación**

SCHEDULE OF MEETINGS FOR

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

Via **Zoom**

Thursday, 03 June 2021

15:00 – 16:30 Zawacki-Richter / Lee	**Mr. Andreas Klemmer**, Director of Training. Re: • A9713992 Outcome 4: Design Sprint ILO enterprise.

Monday, 07 June 2021

16:00 – 17:00 Zawacki-Richter / Lee	**Mr. Giuseppe Casale**, Deputy Director.

Thursday, 10 June 2021

11:00 – 12:00 Lee	**Mr. Joel Alcocer**, Manager, Jobs for Peace and Resilience. **Ms. Elisabetta Vitali**, Programme Officer / Activity Manager, Jobs for Peace and Resilience. **Re:** • A2713204 Foro Online: Tecnologías disruptivas en la formación profesional para la inclusión de grupos vulnerables. • A2713643 Turismo sostenible, responsable e inclusivo post COVID-19.
12:00 – 13:00 Lee	**Mr. Jorge Illingworth**, Manager, Employers' Activities Programme **Ms. Jeanne Schmitt**, Senior Programme Officer / Activity manager, Employers' Activities Programme.

	Ms. Barbara Maino, Programme Assistant / Activity Assistant, Employers' Activities Programme. **Re:** • A2713319 -Diplomado en Gestion de Organizaciones Empresariales. • A9713610-Malkia - Women managers rise up: skilling for success.
15:00 – 16:00 Lee	**Mr. Henry Cunningham**, Manager, Workers' Activities Programme. **Mr. Jesus Garcia Jimenez**, Senior Programme officer / Activity Manager, Workers' Activities Programme. **Ms. Inviolata Chinyangarara**, Senior Programme Officer / Activity manager, Workers' Activities Programme. **Re:** • A2713560 OHS, living wages and adequate working time Protecting Workers in the World of Work. • A1712741 Africa-Regional Digital Workers' Academy on Trade Union Policies, Practices, and Campaigns on Eliminating Violence and Harassment in the World of Work.
16:00 – 17:00 Lee	**Ms. Luisa Guimaraes**, Manager, International Labour Standards, Rights at Work and Gender Equality. **Ms. Maura Miraglio**, Senior Programme Officer / Activity Manager, International Labour Standards, Rights at Work and Gender Equality. **Ms. Johanne Lortie**, Senior Programme Officer / Activity Manager, International Labour Standards, Rights at Work and Gender Equality. **Re:** • C277481 Introduction to International Labour Standards. • A9712817 ILO Participatory gender-audit facilitator certification.

Monday, 14 June 2021

11:00 – 12:00 Lee	**Mr. Guillame Mercier**, Officer-in-Charge / Activity Manager, Sustainable Development Programme. **Re:** • A9713529 Monitoring and evaluation certification programme.

- A9713531 Programme de certification en conception de projets.

16:00 – 17:00	**Mr. Yanguo Liu**, Director
Zawacki-Richter / Lee	

Thursday, 17 June 2021

13:00 – 14:00	**Ms. Alessia Messuti**, Programme Officer / Activity Manager / Focal point for e-Campus upgrade, Learning Innovation Programme.
Zawacki-Richter	**Ms. Elena Tagliati,** Learning Innovation Programme.
	Re:
	- C9011300-Fire-Safety Management.
	- A9713414-E-Learning Design Lab.
	- E-Campus upgrade.

Friday, 18 June 2021

12:00 – 13:00	**Mr. Snehal Soneji**, Manager, Employment Policy and Analysis Programme.
Lee	**Mr. Stefano Merante,** Programme Officer / Activity Manager, Employment Policy and Analysis Programme.
	Ms. Manuela Di Cara, Junior Programme Officer, Activity Manager, Employment Policy and Analysis Programme.
	Re:
	- A9713566 ILO SKILLS Management Forum.
	- A9713446 E-Learning Lab on Digital TVET - Integrating a virtual campus in the TVET offer.
	- A9713447 E-Learning Lab on Digital TVET - Modular content creation and e-pedagogy in TVET.
14:00 – 15:00	**Mr. Tom Wambeke**, Manager, Learning Innovation Programme.
Zawacki-Richter	

Thursday, 24 June 2021

11:00 – 12:00	**Ms. Linda Deelen**, Manager, Enterprise, Microfinance and Local Development programme.

Lee	**Re:** • A9712914 My.COOP - Managing your agricultural co-operative. • A2713451 Clases Magistrales, continuidad y reactivación empresarial.
12:00 – 13:00 Lee	**Ms. Miriam Boudraa**, Senior Programme Officer / Activity Manager, Social Protection, Governance and Tripartism. **Ms. Marion Christophe**, Activity Assistant, Social Protection, Governance and Tripartism. **Re:** • A9712786 E-Academy on Labour Migration.

Monday, 28 June 2021

16:00 – 17:00 Zawacki-Richter	**Mr. Gael Lams**, Chief Information Officer.

Wednesday, 30 June 2021

10:20 – 11:00 Lee	**Mr. Charles Crevier**, Manager, Social Protection, Governance and Tripartism.

Friday, 02 July 2021

11:00 – 11:30 Lee	**Ms. Costanza De Toma**, Programme Officer / Activity Manager, Social Protection, Governance and Tripartism. **Re:** • A9713357 E-Coaching on Social Protection: Towards Responsive Systems.

Annex E: Statistical data

Table 1: Sample of 20 selected online training activities

ID	Title	Category	Delivery	From	To	Language(s)	Survey Responses
A9713992	Outcome 4: Design Sprint ILO enterprise	Tailor-made	VR	26.10.20	04.12.20	EN	15
A2713319	Diplomado en Gestion de Organizaciones Empresariales	Open	Tutor-based DL	18.05.20	26.06.20	SP	73
A9713610	Malkia - Women managers rise up: skilling for success	Open	Tutor-based DL	09.11.20	11.12.20	EN	32
C277481	Introduction to International Labour Standards	Open for free	Self-guided DL			EN/FR/SP	285
A9712817	ILO participatory gender-audit facilitator certification	Open	Tutor-based DL	19.10.20	11.12.20	EN	53
C9011300	Fire Safety Management	Open for free	Self-guided DL			EN	380
A9713414	E-Learning Design Lab	Open	Tutor-based DL	09.09.20	04.11.20	EN	45
A9713357	E-Coaching on Social Protection: Towards Responsive Systems	Open	e-Coaching	15.06.20	06.09.20	EN	63
A9712786	E-Academy on Labour Migration	Open Academy	e-Academy	09.11.20	18.12.20	EN/FR	46
A9712914	My.COOP - Managing your agricultural cooperative	Open	CoP	01.06.20	07.08.20	EN	13
A2713451	Clases Magistrales, continuidad y reactivación empresarial	Tailor-made	Tutor-based, synchronous	09.06.20	23.06.20	SP	11
A9713566	ILO SKILLS Management Forum	Tailor-made	VR	21.09.20	24.09.20	EN	35
A9713446	E-Learning Lab on Digital TVET - Integrating a virtual campus in TVET	Open	Tutor-based DL	05.10.20	30.10.20	EN	61

A9713447	E-Learning Lab on Digital TVET - Modular content creation and e-pedagogy in TVET	Open	Tutor-based DL	06.07.20	31.07.20	EN	68
A2713204	Foro Online: Tecnologías disruptivas en la formación profesional para la inclusión de grupos vulnerables	Open	Tutor-based DL	25.11.20	27.11.20	SP	38
A2713643	Turismo sostenible, responsable e inclusivo post COVID-19	Tailor-made	Tutor-based DL	09.11.20	04.12.20	SP	25
A9713529	Monitoring and evaluation certification programme	Open	Tutor-based DL	05.10.20	27.11.20	EN	80
A9713531	Programme de certification en conception de projets	Open	Tutor-based DL	14.09.20	09.12.20	FR	35
A1712741	Africa-Regional Digital Workers' Academy on Trade Union Policies, Practices, and Campaigns on Eliminating Violence and Harassment in the World of Work	Tailor-made	Tutor-based DL	09.11.20	04.12.20	EN/FR/PT	44
A2713560	OHS, living wages and adequate working time Protecting Workers in the World of Work	Tailor-made	Tutor-based DL	19.10.20	13.11.20	EN/SP	85

Table 2: Distribution of participants by country

No.	Country	n	No.	Country	n
1	India	146	39	El Salvador	8
2	Nigeria	60	40	Ivory Coast	8
3	Bangladesh	49	41	Tanzania	8
4	Mexico	46	42	Chile	7
5	Peru	39	43	Malaysia	7
6	Colombia	38	44	Nicaragua	7
7	Pakistan	35	45	Senegal	7
8	Ghana	34	46	Somalia	7
9	Kenya	33	47	Ukraine	7
10	Philippines	32	48	Venezuela	7
11	Honduras	28	49	Zimbabwe	7
12	Cameroon	26	50	Bahrain	6
13	UAE	24	51	Dominican Republic	6
14	Zambia	21	52	Jordan	6
15	Ethiopia	20	53	Rwanda	6
16	Algeria	20	54	Sri Lanka	6
17	Argentina	18	55	Barbados	5
18	Guatemala	17	56	Bolivia	5
19	Brazil	16	57	Georgia	5
20	Cambodia	16	58	Madagascar	5
21	Uruguay	15	59	Mauritius	5
22	Egypt	14	60	Paraguay	5
23	Indonesia	14	61	St. Kitts & Nevis	5
24	South Africa	14	62	Tchad	5
25	Ecuador	13	63	Thailand	5
26	Saudi Arabia	13	64	Trinidad & Tobago	5
27	Uganda	12	65	United Kingdom	5
28	Sudan	11	66	Botswana	4
29	Spain	10	67	Burkina Faso	4
30	Panama	10	68	Comores	4
31	Qatar	10	69	Djibouti	4
32	Vietnam	10	70	Fiji	4
33	Costa Rica	9	72	France	4
34	Nepal	9	73	Guinea	4
35	Switzerland	9	73	Italy	4
36	Tunisia	9	74	Lebanon	4
37	Turkey	9	75	Malawi	4
38	Congo	8	76	Albania	3

No.	Country	n
77	Antigua & Barbuda	3
78	Burundi	3
79	Canada	3
80	Greece	3
81	Grenada	3
82	Ireland	3
83	Jamaica	3
84	Niger	3
85	Oman	3
86	Saint Lucia	3
87	Sierra Leone	3
88	Angola	2
89	Australia	2
90	Benin	2
91	Bulgaria	2
92	Dubai	2
93	Gambia	2
94	Haiti	2
95	Hong Kong	2
96	Iran	2
97	Kosovo	2
98	Lesotho	2
99	Mali	2
100	Morocco	2
101	Mozambique	2
102	Myanmar	2
103	Namibia	2
104	Palestine	2
105	Samoa	2
106	Serbia	2
107	Togo	2
108	Armenia	1
109	Austria	1
110	Bahamas	1
111	Belgium	1
112	Belize	1
113	Bermuda	1
114	Bosnia & Herzegovina	1

No.	Country	n
115	British Virgin Islands	1
116	Brunei	1
117	Cape Verde	1
118	Chad	1
119	Cook Islands	1
120	Denmark	1
121	Eritrea	1
122	Eswatini	1
123	Germany	1
124	Guyana	1
125	Iraq	1
126	Kiribati	1
127	Korea	1
128	Kuwait	1
129	Kyrgyzstan	1
130	Latvia	1
131	Libya	1
132	Macedonia	1
133	Mauritania	1
134	Moldova	1
135	Mongolia	1
136	New Zealand	1
137	North Macedonia	1
138	Papua New Guinea	1
139	Poland	1
140	Portugal	1
141	Russia	1
142	Seychelles	1
143	Solomon Islands	1
144	St. Vincent & Grenadines	1
145	Sweden	1
146	Taiwan	1
147	Tajikistan	1
148	Timor Leste	1
149	Turks & Caicos	1
150	USA	1
151	Uzbekistan	1
	Total	**1.246**

Table 3: Distribution of participants by continent

Africa

No.	Country	n
1	Nigeria	60
2	Ghana	34
3	Kenya	33
4	Cameroon	26
5	Zambia	21
6	Algeria	20
7	Ethiopia	20
8	Egypt	14
9	South Africa	14
10	Uganda	12
11	Sudan	11
12	Tunisia	9
13	Congo	8
14	Ivory Coast	8
15	Tanzania	8
16	Senegal	7
17	Somalia	7
18	Zimbabwe	7
19	Chad	6
20	Rwanda	6
21	Madagascar	5
22	Mauritius	5
23	Botswana	4
24	Burkina Faso	4
25	Comores	4
26	Djibouti	4
27	Guinea	4
28	Malawi	4
29	Burundi	3
30	Niger	3
31	Sierra Leone	3
32	Angola	2
33	Benin	2
34	Gambia	2
35	Lesotho	2
36	Mali	2
37	Morocco	2
38	Mozambique	2

No.	Country	n
39	Namibia	2
40	Togo	2
41	Cape Verde	1
42	Eritrea	1
43	Eswatini	1
44	Libya	1
45	Mauritania	1
46	Seychelles	1
	Total	**398**

Asia

No.	Country	n
1	India	146
2	Bangladesh	49
3	Pakistan	35
4	Philippines	32
5	Cambodia	16
6	Indonesia	14
7	Vietnam	10
8	Nepal	9
9	Malaysia	7
10	Sri Lanka	6
11	Georgia	5
12	Thailand	5
13	Hong Kong	2
14	Myanmar	2
15	Armenia	1
16	Brunei	1
17	Korea	1
18	Kyrgyzstan	1
19	Mongolia	1
20	Taiwan	1
21	Tajikistan	1
22	Timor Leste	1
23	Uzbekistan	1
	Total	**347**

Latin America

No.	Country	n
1	Mexico	46
2	Peru	39
3	Colombia	38
4	Honduras	28
5	Argentina	18
6	Guatemala	17
7	Brazil	16
8	Uruguay	15
9	Ecuador	13
10	Panama	10
11	Costa Rica	9
12	El Salvador	8
13	Chile	7
14	Nicaragua	7
15	Venezuela	7
16	Dominican Republic	6
17	Barbados	5
18	Bolivia	5
19	Paraguay	5
20	Trinidad & Tobago	5
21	Antigua & Barbuda	3
22	Grenada	3
23	Jamaica	3
24	Saint Lucia	3
25	Haiti	2
26	Bahamas	1
27	Belize	1
28	Bermuda	1
29	British Virgin Islands	1
30	Guyana	1
31	Papua New Guinea	1
	Total	**324**

Europe

No.	Country	n
1	Spain	10
2	Switzerland	9
3	Turkey	9
4	Ukraine	7
5	United Kingdom	5
6	France	4
7	Italy	4
8	Albania	3
9	Greece	3
10	Ireland	3
11	Bulgaria	2
12	Kosovo	2
13	Serbia	2
14	Austria	1
15	Belgium	1
16	Bosnia & Herzegovina	1
17	Denmark	1
18	Germany	1
19	Latvia	1
20	Macedonia	1
21	Moldova	1
22	North Macedonia	1
23	Poland	1
24	Portugal	1
25	Russia	1
26	Sweden	1
	Total	**76**

Middle East

No.	Country	n
1	UAE	24
2	Saudi Arabia	13
3	Qatar	10
4	Bahrain	6
5	Jordan	6
6	Lebanon	4
7	Oman	3
8	Dubai	2
9	Iran	2
10	Palestine	2
11	Iraq	1
12	Kuwait	1
	Total	**74**

Oceania

No.	Country	n
1	St. Kitts & Nevis	5
2	Fiji	4
3	Australia	2
4	Samoa	2
5	Cook Islands	1
6	Kiribati	1
7	New Zealand	1
8	Solomon Islands	1
9	St. Vincent & Grenadines	1
10	Turks & Caicos	1
	Total	**19**

North America

No.	Country	n
1	Canada	3
2	USA	1
	Total	**4**