

FASTER FORWARD:

THE EVOLUTION OF THE SERVICE PORTFOLIO OF THE CENTRE

Information note

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Abstract

This information note describes the shifts in the portfolio of capacity development services of the International Training Centre of the International Labour Organization (the Centre) in the wake of the COVID-19 pandemic.

In line with the ILO capacity development strategy, these services group into individual-level capacity development, institutional-level capacity development and system-level capacity development. The Centre's principal means of building individual-level capacity is training, delivered online or face to face. To build institutional-level capacity, the Centre offers technical advisory services, training-material development and media-development support to ILO constituents and other intermediaries with a mandate to promote Decent Work. To strengthen system-level capacity, the Centre facilitates dialogue activities and knowledge-management services.

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.

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. At the same time the spectrum of institutional-level and system-level capacity development services in support of digital learning and collaboration has significantly broadened.

The outlook for 2021 is that economic, ecological and health concerns will continue to exert pressure on institutional partners and individual learners to opt for digital-learning and collaboration solutions. The transformation of the Centre's service portfolio is therefore set to continue and the "new normal" could be a portfolio resting on two pillars: training and advisory services. Training services would comprise both online learning and face-to-face training, ideally combined into blended-learning experiences. Meanwhile, advisory services would aim at institutional capacity development and system-level capacity development, and might combine with training activities under the umbrella of integrated ILO capacity development projects. Through this more diversified service portfolio, the Centre will be in a stronger position to spread operational risk and to unlock further growth potential, particularly in the field of digital learning and collaboration.

Mr Yanguo Liu
Director ITCILO
August 2020



Context

CAPACITY DEVELOPMENT IN THE UN SYSTEM

Capacity development is a core function of the United Nations Development System. Many UN organizations emphasize the importance of capacity development in their strategies to contribute to the achievement of the 2030 Agenda for Sustainable Development, and for several of them capacity development is their primary mandate. The United Nations Development Group (UNDG) advocates for a common approach to capacity development that provides guidance in the formulation of capacity development strategies at agency level and for United Nations Country Teams. This common approach entails actions to address current capacity gaps in the UN development efforts, building on know-how across the various United Nations training institutes and entities of the UN Development System, and making sure that training and knowledge is updated, optimized and made available in the best possible way to UN Country Teams and member States.

THE TRIPLE HELIX OF THE ILO'S CAPACITY DEVELOPMENT STRATEGY

The ILO has taken up the UNDG's notion of capacity development in its particular tripartite context. The ILO Declaration on Social Justice for a Fair Globalization specifically calls for technical cooperation to enhance, where necessary, the institutional capacity of Member States, as well as representative employers' and workers' organizations, so as to facilitate meaningful and coherent social policy and sustainable development. Capacity development efforts should also equip constituents to participate more effectively in the UN "Delivering as One" framework.

For the ILO, capacity development is a process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities required to set and achieve their development objectives over time. Capacity development is conceived as a long-term investment whose benefits and impact may only become apparent in the medium and long run. Capacity development may involve technical capacities (in such fields as employment, social security and health) and functional capacities (such as leadership, financial management, partnership and relationship building). It may also be implemented in several ways. While training is a common approach, capacity development is best achieved through learning-by-doing, fostering relationships and partnerships, supporting research and knowledge-sharing, participation in communities of practice, South-South learning initiatives, on-the-job training, and other learning techniques that empower individuals and institutions to take charge of development challenges.

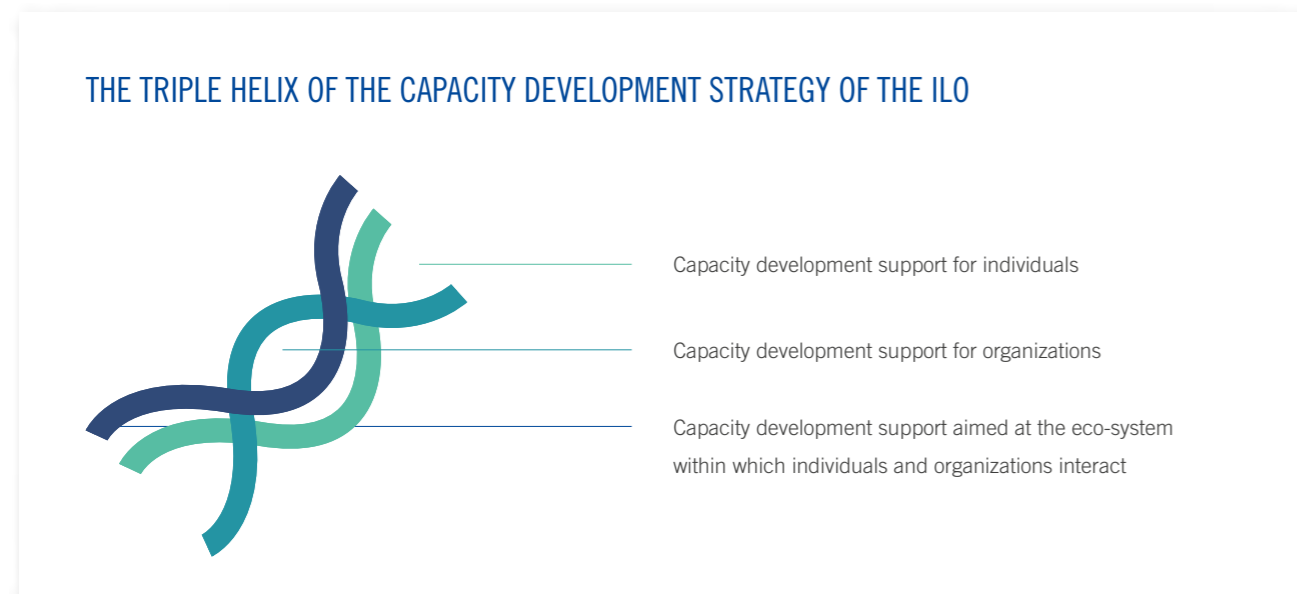
The ILO-wide strategy for institutional capacity development published in 2019 goes even further in distinguishing "three mutually reinforcing and interdependent levels of capacity development: individual, organizational, and resulting from the enabling environment. The first means increasing the skills and abilities of individuals; the second focuses on increasing the capacity of organizations to fulfil their mandates; and the third involves improvements in policies, legislation, regulations, labour-market institutions, and societal systems.



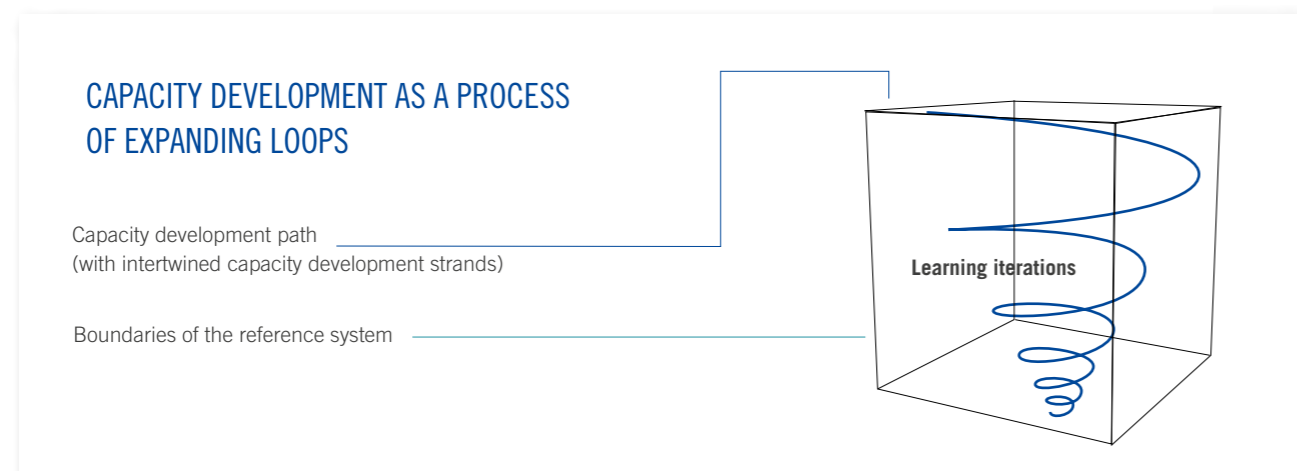
Context

At all three levels, it is also possible to distinguish technical capacities (for example, in such fields as employment, entrepreneurship, social security, occupational safety and health, and normative matters that stem from the ILO’s supervisory mechanisms) and functional capacities (such as leadership, financial management, management of national budgets, and partnership and relationship building).”

The ILO’s institutional capacity development strategy pays particular attention to coordinated action at all three levels through a dynamic cycle of interventions based on constituents’ evolving needs. The “triple helix” of the ILO’s capacity development initiatives, with its intertwined capacity development strands, is illustrated below.



The ILO capacity development strategy also highlights the fact that capacity development is not a linear process, but occurs in loops or iterations that require continuous and participatory analysis of the results, with information fed back into the planning of new programmes and activities. In practice, it is therefore likely that different types of capacity development interventions at different levels are combined along the learning path into multi-step learning journeys.



THE SPECTRUM OF ITCILO CAPACITY DEVELOPMENT SERVICES

Historically, the Centre has been mainly a provider of **individual-level capacity development** activities. The Centre’s 2018-21 strategy framework and the 2019 ILO capacity development strategy broadened this mandate to **organizational-level capacity development**, with focus on organizations representing the ILO constituency and explicit reference to national and regional-level training institutions that might act as national and regional partners. The ITCILO Programme and Budget for 2020-21 has further extended the Centre’s mandate to encompass **system-level capacity development** services to facilitate a more enabling environment for the promotion of Decent Work. The Centre is expected to work closely with ILO Headquarters and field offices and to deliver capacity development services to constituents and stakeholders as part of ILO field operations, including in the context of technical cooperation projects.

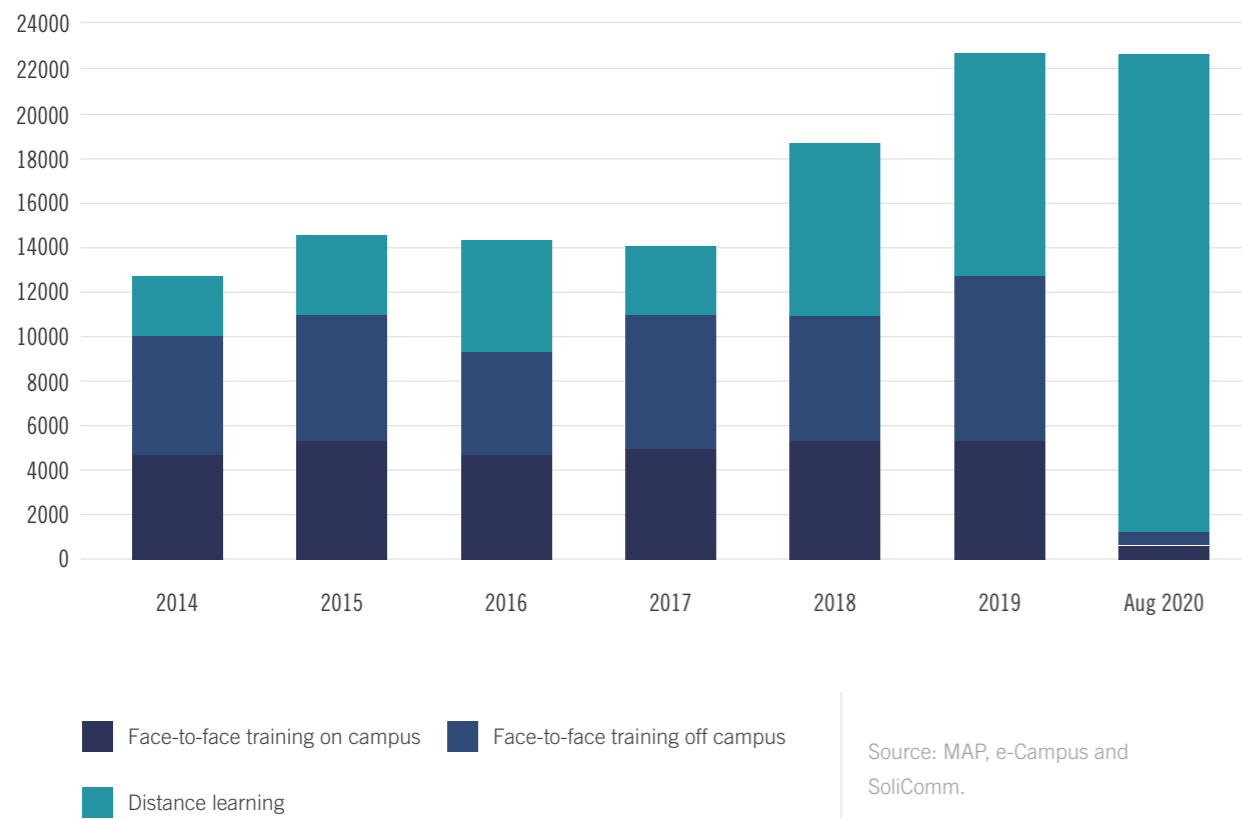
The following table illustrates the structure of the Centre’s service portfolio across the three levels of capacity development support. It shows that the Centre’s capacity development services revolve around training services, complemented with advisory services, media development and IT support, and the facilitation of knowledge-sharing, networking and dialogue events. In practice, training and non-training services often combine in capacity development service packages.

TYPOLGY OF THE CENTRE’S CAPACITY DEVELOPMENT SERVICES

Type	Immediate Objective	Direct beneficiary	Means of action	Immediate outcome
Individual capacity development	To strengthen the delivery capacity of an individual	Primarily technical experts	Training	Increased functional and technical skills, resulting in improved individual performance
Institutional capacity development	To strengthen the delivery capacity of an organization	Primarily line managers and senior managers	Advisory services Media-development support Training material development	Improved institutional capacity to operate in a sustainable manner across the three performance dimensions distinguished in the ITCILO sustainability framework
System-level capacity development	To strengthen the ‘holding capacity’ of the eco-system within which organizations and individuals operate	Experts, managers, policy-level representatives	Dialogue and networking events Knowledge-management support	A more enabling policy, legal and regulatory environment

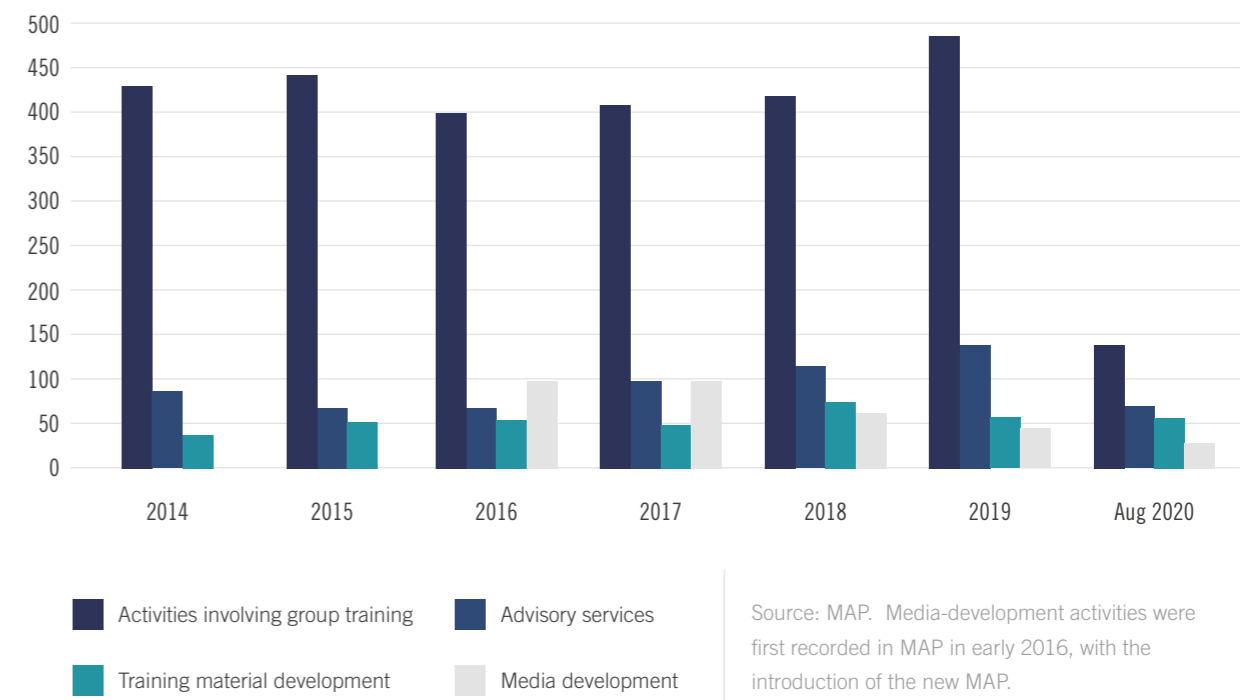
As shown in the next two graphs, the main emphasis in the mix of capacity development services offered by the Centre is on training, but non-training services have come to play a more important role since 2014. Up to the beginning of 2020, most training was face to face, delivered on campus or in the field, but online learning (both tutor-supported and self-guided) has picked up rapidly during the 2018-19 biennium. In 2020, the diversification of the Centre's service portfolio has accelerated rapidly. The interruption of face-to-face training because of the COVID-19 pandemic has forced a sharp shift towards online learning. The number of active distance learners consequently grew exponentially. Face-to-face training activities in the field and on campus will eventually resume but, judging by the positive global response to the Centre's distance-learning offer, it is likely that this learning modality will play a far more important role in the Centre's future service mix. Under the impact of COVID 19, the Centre has also registered fast-growing demand for non-training institutional-level and system-level capacity development support, including advisory services, and training-material development and media-development assignments. The common theme of these non-training services has been the provision of digital-learning and collaboration solutions, another field with significant growth potential for coming years.

NUMBER OF PARTICIPANTS BY TYPE OF TRAINING (2014 - 31 AUGUST 2020)



Source: MAP, e-Campus and SoliComm.

NUMBER OF ACTIVITIES BY SERVICE CATEGORY (2014 - 31 AUGUST 2020)



Source: MAP. Media-development activities were first recorded in MAP in early 2016, with the introduction of the new MAP.



A closer look at the service portfolio

INDIVIDUAL-LEVEL CAPACITY DEVELOPMENT

Overview

The Centre's principal means of developing individual capacity is training, delivered face to face or online. As indicated in the previous chapter, up to the end of 2019 the vast majority of both standard and tailored activities were face to face. In the first seven months of 2020, under the influence of COVID-19, the ratio effectively reversed in favour of distance learning. The future training mix will depend on post-COVID-19 developments, but will most likely balance distance learning and face-to-face training, preferably combined in blended multi-step learning journeys.

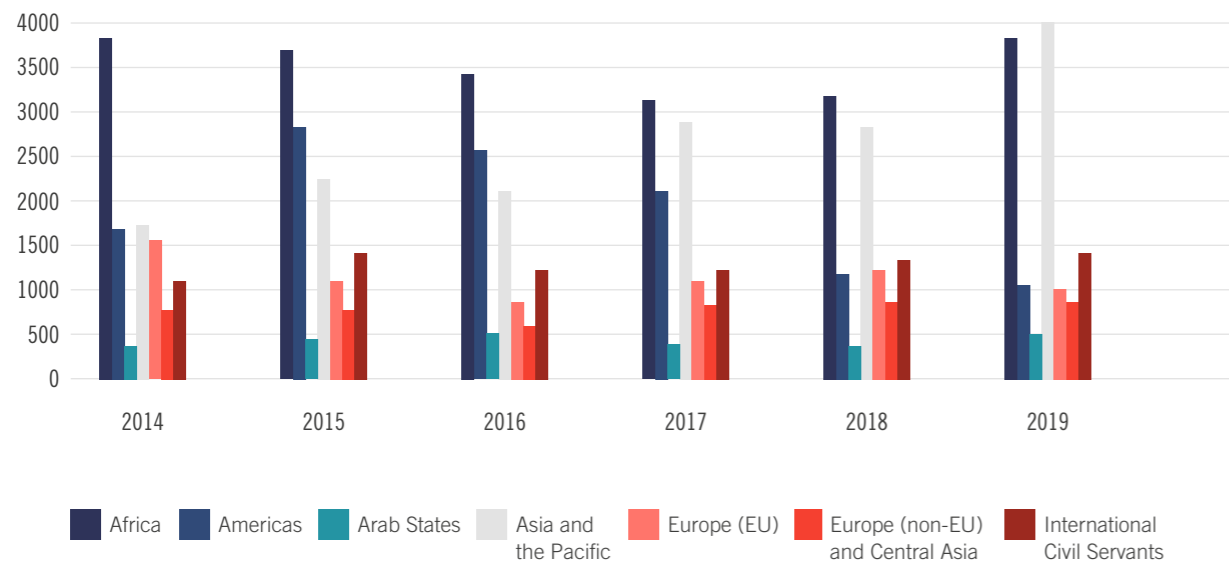
Face-to-face training

The vast majority of the Centre's face-to-face training activities are delivered as seminars, either on campus or worldwide in the field, and involve a learning effort of up to 30 hours (for which a certificate of participation is awarded). A smaller number of activities have a duration of at least 60 hours (resulting in a certificate of achievement), and few activities involve a learning effort of at least 300 hours (resulting in a diploma). The Centre also offers a number of Masters' Programmes in collaboration with European universities that include a distance-learning phase and a three-month residential phase on campus.

The outreach figures for the 2018-19 biennium indicate that participants from Asia and the Pacific made up the largest regional cohort among face-to-face trainees, followed by participants from Africa, the Americas, Europe and Central Asia and the Arab States. A comparatively large group of participants were international civil servants, a direct result of the Centre's capacity development services being geared to the ILO, other UN agencies and other organizations in the global multi-bilateral system. About 44 per cent of all face-to-face participants reached during in the 2018-19 biennium were women, and about 32 per cent belonged to one of the ILO's core constituent groups.



NUMBER OF FACE-TO-FACE LEARNERS BY REGION OF ORIGIN (2014-19)



Source: MAP.

Online training

The Centre offers the following online training opportunities:

- self-paced distance-learning courses;
- tutor-supported distance-learning activities, including webinars.

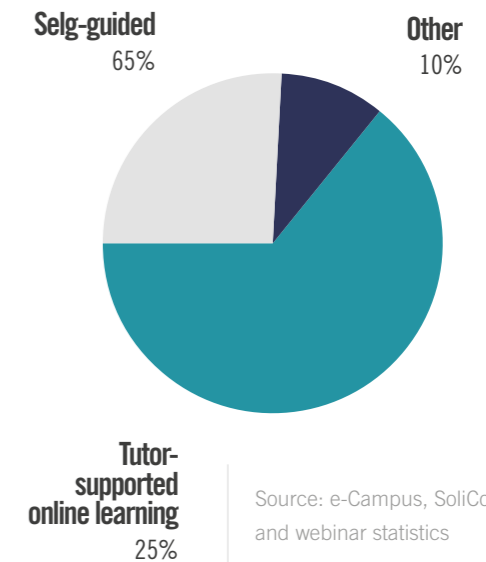
The vast majority of the self-paced distance-learning courses involve a learning effort of between one and ten hours. Tutor-supported distance-learning activities can be further grouped into (a) webinars, with a learning effort of at least one hour and typically less than two hours; and (b) other tutor-supported distance-learning activities involving a learning effort of at least 30 hours or 60 hours, for which either a certificate of participation or a certificate of achievement is awarded.

The majority of online learners tend to follow self-paced distance-learning courses also because these activities are accessible 24/7 and are usually free of charge. One out of four distance learners enrolls in tutor-supported distance-learning activities, either on a fee basis or free of charge (as in the case of many webinars, where an institutional sponsor absorbs the upfront product development costs).

In the first eight months of 2020, the most popular tutor-supported distance-learning courses were the e-learning courses linked to ILO outcome 1 (strong tripartite constituents and influential and inclusive social dialogue), ILO outcome 5 (skills and life-long learning), ILO outcome 7 (protection at work), and ILO outcome 8 (social protection). The most popular self-paced distance-learning courses were linked to ILO outcome 4 (sustainable enterprises), ILO outcome 2 (International Labour Standards) and ILO outcome 7.

ACTIVITIES ARE ACCESSIBLE 24/7 AND ARE USUALLY FREE OF CHARGE

ONLINE LEARNERS BY TYPE OF LEARNING ACTIVITY (JANUARY – 31 AUGUST 2020)



Source: e-Campus, SoliComm and webinar statistics

A closer look at one of the tutor-supported distance learning activities

The webinar on COVID-19 and Maritime labour issues: Impact and responses was organized by the Centre in collaboration with the ILO and the International Maritime Organization. The campaign promoting the webinar was launched through the ITCILO's promotional channels, as well as the ILO NORMES webpage and IMO/WHO channels. The promotion targeted 2,000 former participants in the ITCILO training activities on the MLC, 2006, implemented over ten years, experts who had contributed to these activities, members of the Special Tripartite Committee of the MLC, 2006, Ministries of Labour and Permanent Missions, Directors of ILO field Offices, and Standards Specialists and National Contact Points.

The webinar took place on 5 June 2020 on the WebEx platform. A total number of 764 participants registered for the webinar. The average level of participation in the event was 458 participants, with a peak of over 540 in the middle of the event. The overall duration was 1h45.

A post-webinar survey was completed by 509 respondents of significantly heterogeneous profiles and areas of expertise, representing 69 countries and all regions of the world. The vast majority of the respondents (97 per cent) were very satisfied with the webinar. Around 40 topics were proposed by the participants for future events. A list of recommendations and lessons learned has been developed by the team.

LIST OF THE CENTRE'S MOST POPULAR DISTANCE-LEARNING ACTIVITIES IN THE FIRST EIGHT MONTHS OF 2020

Course title	No. of learners
Fee-based and tutor-supported courses with more than 50 participants	
Promoção de emprego jovem - MOOC para a CPLP (free tutor-supported MOOC)	420
E-learning course on Management of Vocational Training Centres	220
Protección Social y grupos vulnerados	168
E-Learning Lab on Digital TVET - Modular content creation and e-pedagogy in TVET	162
Comprendre les droits des travailleurs dans le contexte de Covid-19	142
Leading with Artificial Intelligence- LAB	131
E-Learning on Labour Migration Governance and Coherence with Employment Policies	119
Diplomado en Gestión de Organizaciones Empresariales	111
Promoción del trabajo decente en el sector rural	94
Understanding Workers' Rights in the context of COVID-19	83
E-learning course on Measuring skills mismatches	72
Distance course on dispute resolution system for Mongolia	71
Using International Labour Standards to Achieve Decent Work and Social Justice in the Arab States	69
Online Certification Programme on Project Design	61
INSAFORP: RH – Perfil 1 – Módulo A1 (segunda edición)	61
E-learning course on Skills for Social Inclusion	60
Stata for labour market analysis	58
Programme de certification sur le suivi-évaluation	54
E-learning course on Skills Anticipation and Matching	54
Global Youth Forum 2020	52
Self-paced distance-learning courses with more than 500 participants	
Supporting SMEs during COVID-19	2 745
Fire Safety Management Course	2 689
Introduction to International Labour Standards	2 405
Fire Inspectors Course	2 084
An introduction to the MNE Declaration	1 359
Financial education	924
OHCHR HRC E-learning tool	841
MOOC on Quality Apprenticeships	820
Training for Rural Economic Empowerment	809
Disability in the Workplace: A Global Perspective	691
My JMDI e-toolbox on migration and local development	630
EQUAL PAY: The ILO approach	584
eLearning Module on CSR and Business & Human Rights Instruments	542
OHCHR Gender E-learning tool	520
eLearning Module on Lobbying and Advocacy	516
Tools for Quality Apprenticeships in Enterprises	513

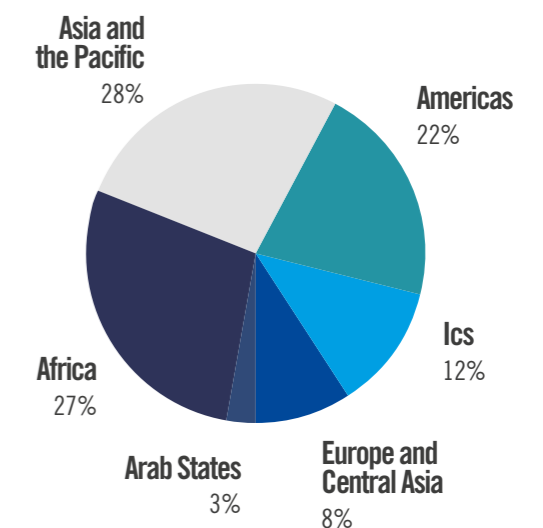
Source: e-Campus and SoliComm

Geographically, the profile of online learners mirrors that of face-to-face learners. In the first seven months of 2020, online learners from Africa formed the largest group of participants, followed by learners from Asia and the Pacific, the Americas, Europe and Central Asia and the Arab States; International Civil Servants (ICS) constitute another significant group of learners.

The gender composition of the distance-learning participants differs slightly from that of the face-to-face trainees. During the first seven months of 2020, the majority of distance learners (59 per cent) were men, up from 57 per cent in the 2018-19 biennium. The figures imply that, in general, women have had less opportunity to participate in online learning activities during the COVID-19 lockdown. There are exceptions, however, as in the case of workers' representatives and learners from the ILO and other UN organizations, where the majority of online learners have been women.

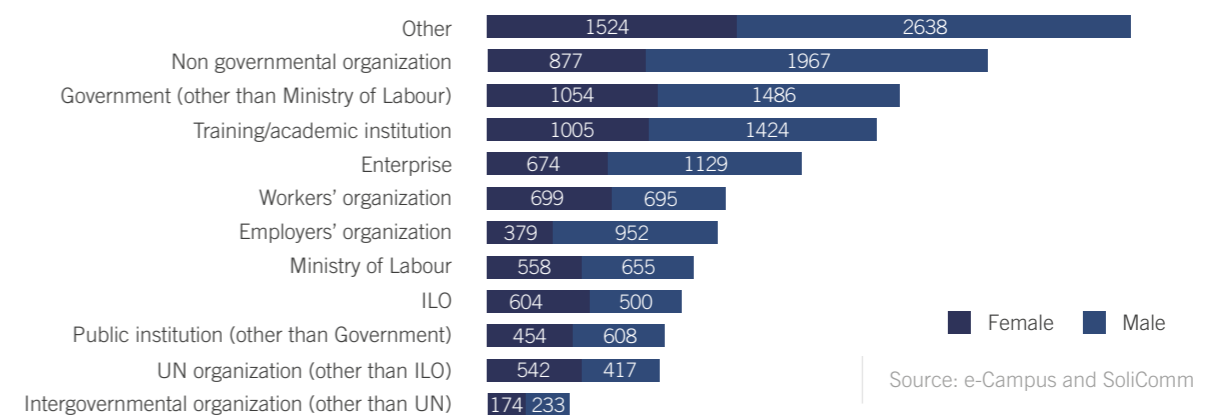
As in the case of face-to-face trainees, approximately 20 per cent of all active distance-learners were directly affiliated with institutions forming the core ILO constituency. The Centre also registered strong demand for online training from participants affiliated to non-governmental organizations, academic institutions, including training institutes, and the business community. The Centre also reached around **1000 ILO** staff with its learning services.

REGIONAL BREAKDOWN OF PARTICIPANTS IN ONLINE TRAINING (JANUARY - 31 AUGUST 2020)



Source: e-Campus and SoliComm, all figures refer to active distance-learners

PARTICIPANTS IN ONLINE TRAINING, BY TYPE OF ORGANIZATION (JANUARY – 31 AUGUST 2020)



Source: e-Campus and SoliComm

INSTITUTIONAL CAPACITY DEVELOPMENT

Overview

The Centre's principal means of action for institutional capacity development are advisory services, which can be subdivided into management advice, media-development support and training-material development support. The two main target groups for advisory services are organizations representing the core ILO constituency and other organizations with a capacity development mandate to promote Decent Work for All. In the latter case, the main focus is on national and regional training institutions, with a view to multiplying the outreach of Decent Work messages in the field.

Management advice

A further distinction is drawn in the following paragraphs between technical advisory services and project management services.

Technical advisory services

Two out of three management advisory services rendered by the Centre in the first seven months of 2020 related to technical advice. Technical advisory services comprised, among others, advice on organizational sustainability and competitiveness strategies, portfolio management, new product development, training needs analysis, staff training, gender audits, monitoring and evaluation of learning services, learning-service marketing, learning technology and learning applications. In the wake of COVID-19, demand for digital-learning and collaboration solutions increased. Examples of recent and ongoing assignments in this field are the provision of Digital Customer Relationship Management solutions for Employers' and Business Membership Organizations in the Balkans sub-region, digital learning portfolio management support for regional-level training institutes based in Southern Africa and the elaboration of an institutional sustainability strategy relying on digital learning for the NGO Agriterria.

A technical advisory service will often involve a mission, interventions during learning events, elaboration of documents, and coaching support. Advisory services are often delivered in bundles, together with media-development and training-material development services or group training, sometimes under the umbrella of development cooperation projects administered by the Centre.

Within the clientele for technical advisory services, employers' and workers' organizations and ministries of labour constitute a distinct sub-group. Another distinct sub-group of technical advisory services are services for national and regional training institutions with a mandate to promote decent work. The objective is to strengthen the institutional sustainability of these local partners and ultimately to amplify the outreach and impact of the ILO's capacity development efforts. Beyond ILO constituents and national/regional training institutions, the range of institutional clients is heterogeneous, including non-governmental organizations, corporate business, other UN agencies and inter-governmental organizations such as the European Commission.

The concept of institutional sustainability underpinning the Centre's technical advisory services for other training institutes

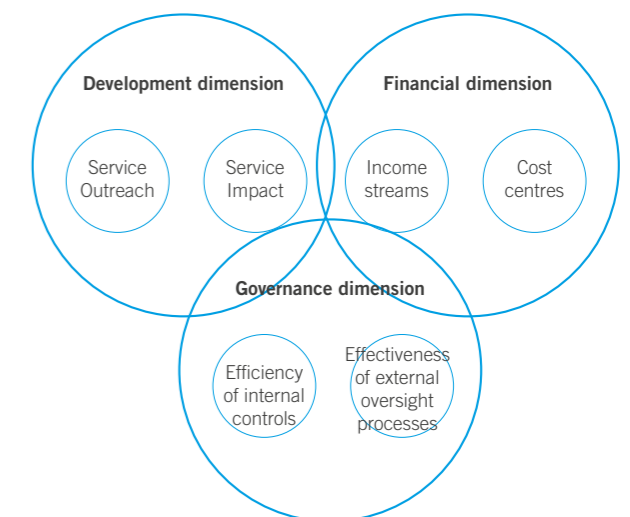
The purpose of providing capacity development services to training institutes is to strengthen their capacity to offer technically and financially sustainable learning services in compliance with international standards of good governance. The organizational sustainability strategy promoted by the ITCILO has three interlinked performance dimensions:

- Development dimension: the Development (or technical) dimension relates to the capacity of the organization to contribute to the improved performance of a critical mass of market stakeholders.
- Finance dimension: the Finance dimension relates to the capacity of the organization to generate the revenue required to recoup investment and recover its operational costs.
- Governance dimension: the Governance dimension relates to the capacity of the organization to operate according to standards deemed acceptable by market stakeholders.

Each performance dimension is further broken down into critically important results areas:

- For the technical performance dimension, there are two distinct results areas: service outreach and service impact. Outreach relates to the number of beneficiaries reached through the training institute's learning services, while impact relates to the quality of the services on offer, here measured by such criteria as customer satisfaction and the new knowledge application rate after training.
- For the Finance dimension, there are two distinct results areas: income streams and cost centres. Income refers to the revenue streams generated by the training institutes (whether income earned from training or contributions received), while the cost centres area is concerned with all the costs associated with the operations of the organization.
- For the Governance dimension, there are two distinct result areas: the efficiency of internal controls (doing things the right way) and the effectiveness of external oversight mechanisms (doing the right things).

THE SUSTAINABILITY FRAMEWORK ILLUSTRATED



Project management

In the first seven months of 2020, one out of three advisory services fell into the category of project management tasks. These projects were implemented by the Centre with extra-regular budget support and typically involved a mix of individual, institutional and system-level capacity development services. These services are registered in the corresponding category and are described elsewhere in this report, while the project management tasks proper relate solely to the coordination, facilitation and backstopping of the overarching initiative. COVID-19 has not impacted the scope of project-management tasks performed by the Centre in the first seven months of 2020 (though it has affected project implementation plans).

The larger projects managed by the Centre during the reporting period were two World Bank-funded public-procurement management training initiatives in Bangladesh and Nepal, a migration project in northern Africa funded by the Italian Ministry of Foreign Affairs and International Cooperation, a social economy development project in Italy funded by the Italian Ministry of Labour and Social Policies, the Social Dialogue component of a larger EU-funded project implemented by the ILO, and a sustainable-business-in-global-supply-chains project funded by the Disney Corporation.

Example of a project on social economy development coordinated by the Centre

The Dignità in Campo project is funded by the Italian Ministry of Labour and Social Policies and facilitated by the Centre. Its objective is to support the inclusion, participation and resilience of vulnerable people in communities affected by labour exploitation in Italy's agricultural sector. The project aims to (i) promote decent work and the elimination of forced labour; and (ii) stimulate the regeneration of marginalized rural areas in order to promote economic development and social inclusion. The project is being implemented over the 2019-2020 period.

The project pursues the following specific objectives:

- to activate a territorial network that brings together different actors to jointly work on the prevention of labour exploitation;
- to facilitate and contribute to the development and sharing – by employers' and workers' organizations, local authorities, the private sector and civil society – of strategic content for the design of joint pathways for the promotion of decent working conditions;
- to support the design of local policies for the development of the social economy, starting with initiatives experimenting with and promoting experiences and models of social entrepreneurship.

The project focusses its efforts on two local areas in Italy: Saluzzo in the North and Syracuse in the South. The direct beneficiaries of the project are representatives of the public administration, the social partners, the private sector and civil society at national level and within the selected rural communities. As a result of the intervention, these beneficiaries are becoming key actors in the design and implementation of approaches to prevent forms of labour exploitation and promote future investment in the social economy.

The Centre coordinates project implementation through a Steering Committee composed of the tripartite partners at the national and regional level. This Steering Committee is led by the Italian Ministry of Labour, with the Centre playing an advisory role. Additionally, the Centre plays a major role in designing and implementing all the project activities, including the set-up and maintenance of two local partnerships. Within the Centre, a Scientific Committee has been set up to provide advice on project implementation, bringing together the different areas of expertise that are relevant for the successful implementation of the project.

Training material development

Training material development services for external clients was formerly a niche market for the Centre, but this activity has registered exponential growth in the first half of 2020. By July 2020, the number of orders secured by the Centre (66) had already exceeded the 2019 year-end results (57), on the back of fast-growing demand for the digitization of existing training materials and the development of new digital products. In a few cases, the Centre was commissioned to translate training materials.

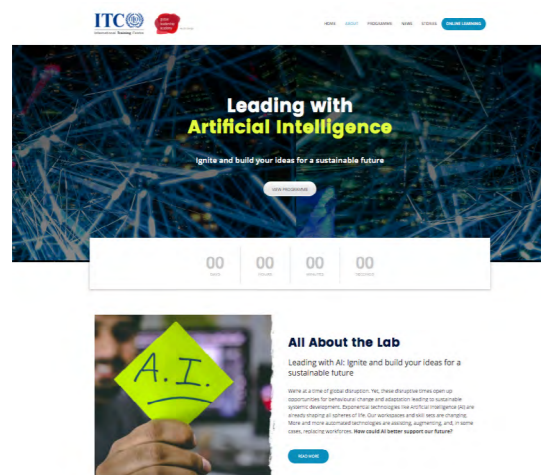
Under the influence of COVID-19, the focus has shifted away from the development of materials in print format to the development of e-learning modules or complete multi-module e-learning courses for institutional clients.



- **Scaling up low-budget digital learning modalities**

A new tailor-made course on the use of podcasts as a low-budget learning option.

<https://www.itcilo.org/it/courses/podcast-networks-development-and-learning>



- **From face-to-face to virtual labs and events**

The ITCILO has partnered with the Global Leadership Academy to bring the Leading with AI Lab online.

The objectives of the AI Lab are to:

1. Demystify the public's view of AI
2. Enhance skills to shape AI technologies to promote worldwide sustainable development
3. Revamp responses to international events through practical applications.

Media development support

Between January and July 2020, the Centre secured 37 contracts from institutional clients for media development services, and is thus likely to beat the 2019 results (44 contracts). In addition, the media-development unit in the Learning Innovation Programme delivered a large number of internal assignments on behalf of other units, including the development of promotional materials, layout of online learning platforms and formatting of documents. The media unit also maintains the Centre's website.

Two out of three of the external media-development assignments were concerned with the layout of training materials, while the remaining contracts related to communication for development campaigns and website developments. The volume of media-development activities soared in the first six months of 2020, driven by demand for the development of digital media.

First Person: COVID-19 stories

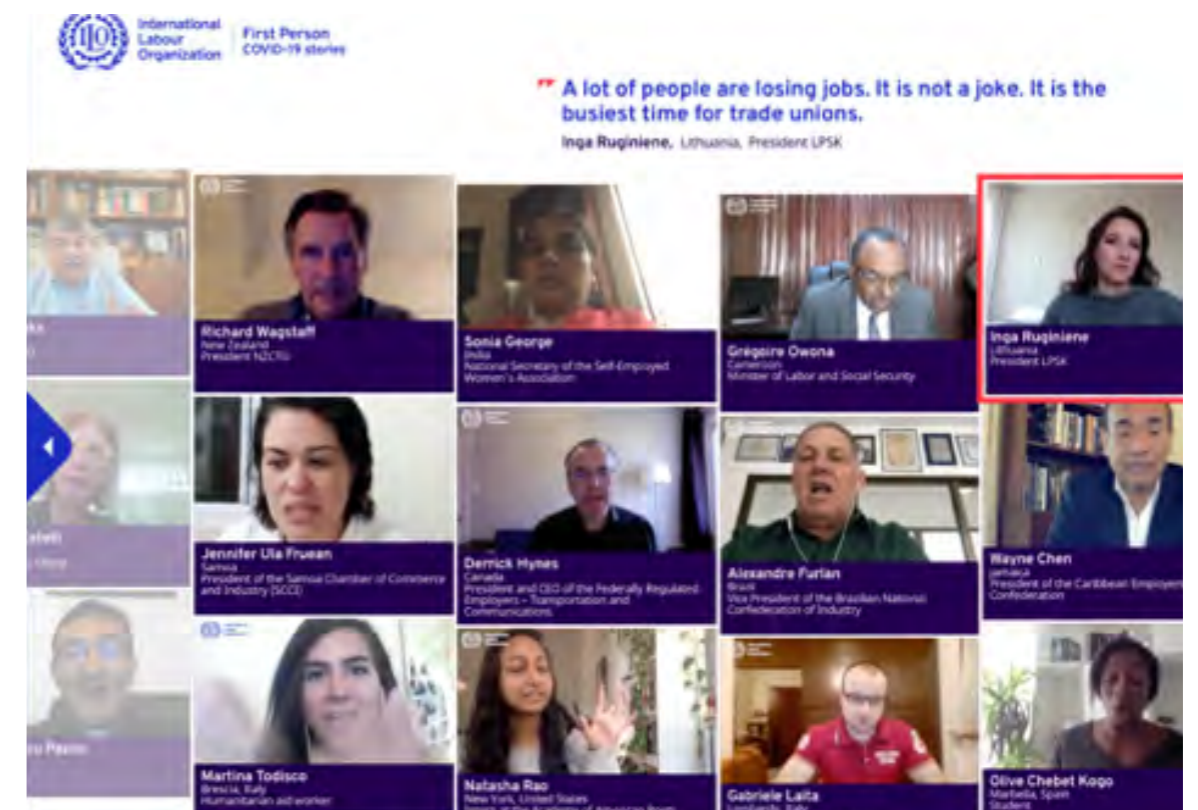
In 2020, the ITCILO produced a **communication for development** platform. **First Person: COVID-19 Stories** is an ILO project that collects first-hand perspectives on COVID-19. It profiles tripartite constituents to highlight how the pandemic is changing the world of work.

The goal was to provide an interactive, engaging snapshot of the response to the pandemic around the world, in relation to decent work and SDG 8. The project included **interviews, video production, writing, and platform design and development.**

The Centre interviewed almost **100 constituents from six continents**, using WebEx video-conferencing software. About half of those interviewed were government officials or representatives of employers' and workers' organizations. The Centre also developed a comprehensive project-management process, including an interviewee database and information hub.

Since the platform is video-based, the Centre was responsible for **writing custom invitations for interviewees, scheduling and recording calls, clipping videos for two versions (long and short), and editing the final videos.**

The final platform is responsive and **available in the three official ILO languages:** English, French and Spanish.



SYSTEM-LEVEL CAPACITY DEVELOPMENT SERVICES

Overview

To build system-level capacity, the Centre facilitates dialogue activities and knowledge-management services. The purpose of these activities is to foster information exchange and collaboration at system level among ILO constituents and other ILO partners.

Dialogue

During the reporting period, the Centre facilitated one global face-to-face forum for ILO Office Directors in Turin in January, where almost 200 participants met to discuss the implications of UN reform for the organization and to review the action programme following the 2019 ILO Centenary Celebrations. All other face-to-face dialogue and networking events had to be cancelled because of the COVID-19 lockdown. For the same reason, the demand for online dialogue and networking activities registered exponential growth. On behalf of ILO constituents and other ILO partners, the Centre facilitated numerous online dialogue events using Zoom, WebEx and Skype, including Trade Union Training Committee meetings, and meetings of the ILO Green Jobs Innovation Facility and the ILO Technology for Future of Work Transitions Facility. The Centre also boosted the visibility of its online communities of practice. Communities of practice are online networks established and maintained by the Centre to promote peer-to-peer knowledge exchange, sometimes linked to training activities and sometimes offered as a stand-alone service.

Connecting ILO development cooperation practitioners across the globe

The Community of Practice on Development Cooperation, administered by the Centre, has existed since 2013 and is the Centre's oldest – and certainly largest – online network, with more than 600 registered members. For several years now, all learning activities on the theme of development cooperation have been organized through this platform and the learning material archived there. The One-ILO platform on development cooperation is a unique place for all ILO staff.

Every week, ILO staff members from headquarters, Turin and all regions use it to exchange ideas, experiences, news and opinions. The messages exchanged on the platform are highly visible within the organization due to the size of the community and the ease of access. The space is reserved for ILO staff only, allowing for frank exchanges on issues of common interest. Staff members from PARDEV, Turin, PROGRAM and EVAL have played an important role in facilitating online discussions since its inception in 2013. That said, many of the most interesting discussions have taken shape informally and organically, beginning with a post by one of the members. For example, in 2019 exchanges on the theory of change brought more than 1,400 visits to the site in one week. The COVID-19 crisis has greatly spurred interest in the use of the online community of practice.

The Centre has also invested in Virtual Reality applications and has now created a purpose-built virtual-reality training centre, where participants can meet and collaborate online. As of mid-year 2020, several VR collaboration activities were underway, among them two smaller projects to facilitate digital collaboration among TVET Centres in Central America and among social partners in Micronesia, with seed finance from the ILO.



VR meeting solutions enable users to save on travel costs, reduce the ecological impact of interaction, mitigate the health risks posed by large-scale events involving physical contact, effortlessly link participants across the globe, and take full advantage of full immersion technology to facilitate powerful multi-media supported sessions.

VR meetings are designed to provide an innovative solution for conferencing and events in 3D, immersing participants in highly interactive and lifelike experiences by creating virtual-reality environments. VR can be used to enhance the learning experience of a blended training course, and also lends itself to stand-alone distance-learning events.

Virtual Reality users and event facilitators need to have access to a VR headset, joysticks and a stable internet connection. They will typically need an on-boarding session to learn how to use the application, and moderators will need training and practice in delivering sessions before going live. Virtual reality applications thus come with a higher barrier to market entry, but at the same time provide a deeper learning experience than webinar technology can offer. The VR software used by the ITCILO is ARTHUR (www.arthur.digital). ARTHUR allows ILO collaborators to customize their virtual meeting space and to interact across the globe. ARTHUR can be used for team meetings, as well as conferences.

VR meetings are customized to the needs of the participants:

- Custom 3D office environments, often replicas of real locations and complemented with branding, offer a more holistic experience.
- The process includes concept design, development (modelling, texturing, and lighting) and dynamic integration into Arthur.
- Photo-realistic avatars realized by 3D scanning enhance the feeling of presence, attention and quality of communication in VR.

Knowledge management

The Centre's knowledge-management services focus on the development and operation of online resource platforms, which are digital repositories of information for both institutional clients and individual learners.

The information made accessible via online resource platforms typically entails – but is not limited to – training materials; videos; presentations and other supporting materials for learners; trainers' guides and other instructional materials for trainers; resources for training managers such as reading materials on digital-learning strategy development; and research papers and policy documents for ILO constituents and other ILO partners with a mandate to promote an enabling environment for the promotion of decent work.

Online learning platforms may be linked to face-to-face training activities or be designed as stand-alone knowledge management hubs. In both cases, they typically cover a specific theme and access is often reserved for a particular group of users. The platforms are usually built under commission from – and are sometimes operated on behalf of – an institutional client. In a few cases, these online knowledge-management platforms may take the form of a stand-alone e-Campus. In Myanmar, for example, the Centre has been commissioned by the ILO to build an office-wide online knowledge-management platform, including access to tutor-supported and self-guided distance-learning modules on industrial relations for individual learners.

Demand for knowledge-management services spiked during the first six months of 2020. The following platforms were developed by the Centre under commission from the ILO:

- A distance-learning platform on Business Continuity Planning; the Centre hosts the platform and enrolls users on the e-Campus.
- Une plateforme électronique d'appui à l'institutionnalisation au Mali de la méthodologie "comprendre l'entreprise".
- An online platform on COVID-19, Child Labour and Forced Labour, for Tunisian constituents.
- An e-learning platform on Leave No One Behind.
- An information portal on Employment Injury Social Security Systems.

- A platform for an ILO Industrial Relations project in Myanmar and adaptation of the three existing self-paced courses; the Centre hosts the platform.

An exception are knowledge-management platforms developed by the Centre on its own initiative. Two examples are the in-house knowledge hub linked to the global ILO Future of Work Initiative (<https://futureofwork.italo.org/>) and the online learning platform concerned with the Essentials of Occupational Safety and Health, operated by the Employers' Activities Programme.

Learning platform on the Essentials of Occupational Safety and Health



The EOSH learning platform provides access to a suite of 29 modules covering a selection of themes and topics that promote a general culture of health and safety at work, as well as specific risks and issues. These modules are offered in an engaging and interactive online format, where users can have a dynamic learning experience, with online activities, videos, and additional resources.

The package features a modular approach, whereby users can select from the 29 modules those that best meet their needs. The platform can be accessed from computers, tablets and mobile phones, even with low bandwidth connections.

The EOSH package is designed to be easily used by Employers' and Business Member Organizations (EBMOs) to set up innovative training services on OSH for their members and to attract new ones. The Centre can adapt the EOSH suite to train other entities and organizations, according to their needs, thus furthering the ILO mandate to promote health and safety in the work place. The Centre hosts the learning platform and continuously updates its resources. The Centre provides EOSH partner organizations with training on EOSH trainer services, and EOSH trainers and their trainees can access the modules. In addition, the Centre can assist partner organizations with the online promotion of the EOSH training services and enrolment of participants, and can also furnish learner analytics. For further information on EOSH, go to <https://www.italo.org/projects/new-training-package-essentials-occupational-safety-and-health-eosh>

The story behind the statistics

UNDISRUPTED CAPACITY-BUILDING FOR TRADE UNIONS DURING THE COVID-19 PANDEMIC

As the COVID-19 pandemic raged on and started to change the world, the Programme for Workers' Activities accelerated the transformation of its capacity-building work and outreach to unions. The shift from face-to-face to online learning had become imperative and urgent! It was a true test of agility and innovation, based on empathy and meeting the needs of workers and workers' organizations as they faced the effects of the pandemic.

Five hundred and twenty-nine (529) trade union leaders and activists from Africa, the Americas and the Asia-Pacific region have benefitted from at least one of the four tailored courses recently offered online. The participants represented 133 national centres or labour federations in 73 countries. Over 40 per cent were women.

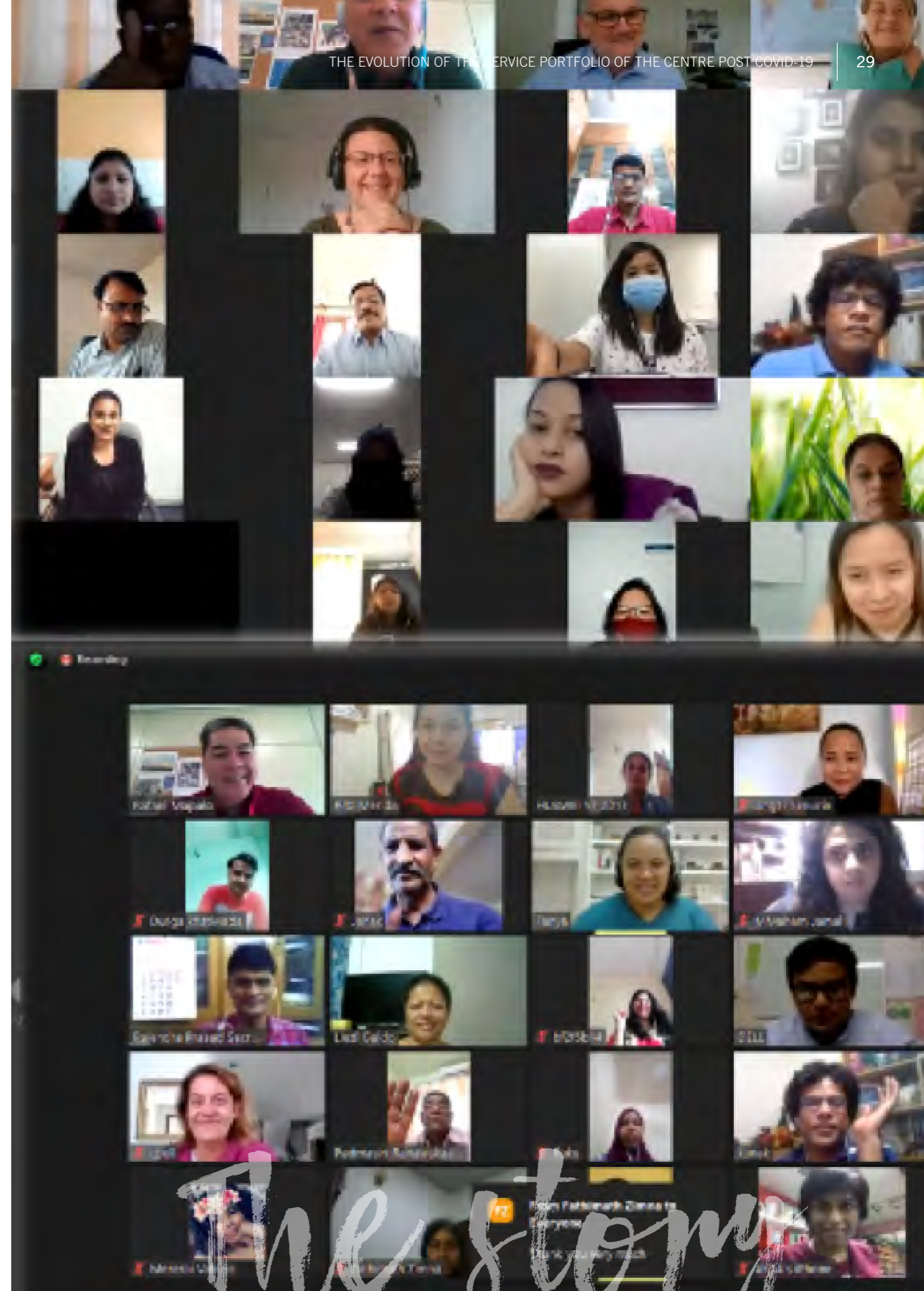
The online courses covered the topics (1) Social Security for Vulnerable Workers, for the Caribbean and Latin America; (2) Educating for Unions strength, for Asia and the Pacific; (3) Workers' Rights in the Context of the COVID-19, for Africa; and (4) Using International Labour Standards to Achieve Decent Work and Social Justice, in the Arab Region.

With an average duration of six weeks, using the ITCILO dedicated e-Campus learning platform, the course designs allowed for individual online learning and, importantly, interactive digital group collaboration. Each course provided trade unions with essential knowledge and information based on relevant international labour standards, policy frameworks and up-to-date guides for workers. By encouraging collaboration and active participation, each course was able to draw on relevant experience, good practices, insights, and lessons provided by the participants. The courses were flexible enough to suit the busy schedules of participants who were in lockdown or otherwise engaged in trade union activities. Training materials and activities were made available and accessible on personal computers, tablets or smartphones.

The courses were designed to include essential reading and video content, real-time teaching in the form of webinars and discussions in virtual classrooms, individual reflection and assignments, and group projects. These resulted in a range of practical tools and outcomes, for example ready-to-implement training plans on COVID-19, trade union education policy proposals, advocacy video materials, and a compilation of policy recommendations, such as the extension of social security to rural workers in Colombia, domestic workers in Peru and workers in the informal sector in Honduras, among others.

“Education does not change the world. Education Changes people. People change the world.”

Paulo Freire



The story

From this experience, we learned that online learning for trade unions presents both challenges and opportunities. In the process, the training and technical support team had “to hold some participants by the hand”, to help them make the transition and navigate the world of online learning.

For participants, to say that “keeping up with requirements and completing the online course was a big challenge” is an understatement. A significant number of them were working “on the frontline”, directly involved in the delivery of critical health services or the distribution of time-sensitive relief goods, or in performing crucial trade union work, for instance representing workers who had fallen victim to the effects of the pandemic.

Mere, a young trade union leader in Fiji says: “I lagged because of work commitments assisting workers who have been affected (terminated I reduced hours I suspended I pay cuts, etc. due to COVID-19), especially in representing them at the Employment Tribunal and Employment Courts.”

“I work at the national emergency operation centre and also take part in union activities. My daily work lasts for 12 hours, sometime 16. But even with that, I was inspired to take this course because I realized that, with my past experiences with the union, we need to bring about change. We need to educate workers and to empower them. I also wanted to learn from the insights and experiences of other union leaders in the world. I will use my learning from this online course to help change the attitudes and behaviour of workers through education, in crises times or not”, says **Fathimath, union leader and frontline worker in the Maldives.**

Participants’ feedback indicates that the impact of the online courses on individual learners/workers has been very positive. The future of online learning as a way of building trade union capacities, during and post-COVID-19 is promising.

Thandeka from South Africa’s Motor Industry Staff Association (MISA), who also serves as National Training and Human Resources Manager says: “My participation in the online course enabled me to come out with greater understanding of workers’ rights and out-of-the-box strategies on how trade union can protect and advance workers’ rights post-COVID-19.”

“I am happy with the experience and knowledge offered by the online course. It gave me indispensable tools to improve the responsibilities that I carry out within my organization. My role is to form and train, which is why I am constantly coordinating and giving courses and conferences, etc. in such a way that I hope we can strengthen ties beyond this successful course in these times of pandemic,” says **Sonia Angelica of Mexico.**

Roderick from Ghana, who works in a financial institution that regulates and supervises rural and community banks, says: “I have been able to obtain an understanding of the effects of COVID-19 on labour, especially in developing countries and how trade unions can adequately provide the needed policy guidelines to influence employers in order to

protect workers. I have acquired the knowledge and skills needed for effective negotiation, as most contracts between workers and employers have been negatively affected by the pandemic. I now have some skills to provide training to other local executives on the effect of COVID-19 on employment and how to organize work to protect employees and their employment.”

“Honestly, the course has been a challenge to push myself to do more. I work from home as a full-time medical representative. I attend to family needs and do trade union work. I participated in webinars and accomplished reports. I studied at night to complete my weekly tasks on the online course. Completing the course is a ‘wow’ for me. It boosted my confidence and I feel a sense of fulfilment to carry on,” says **Cecile, union president, mother and full-time worker.**

Wanzam from the Union of Industry, Commerce, and Finance Workers of the TUC-Ghana says: “The online course is an eye opener and very interesting. The webinar was the most interesting and most useful session. It gave me the opportunity to feel like I am actually in a classroom.”

Connecting with unions and putting learners at the centre of online trade union education is an enduring commitment for ACTRAV Turin.

Building on the experience of successfully offering online courses, ACTRAV Turin is now designing and implementing online training in a carefully designed sequence of Workers’ Digital Global and Regional Academies. These digital Academies will focus on supporting workers’ organizations in:

- Eliminating Violence and Harassment at the World of Work: Trade Union Policies, Practices and Campaigns;
- OSH as a Fundamental Right, Living Wages and Working Conditions;
- Towards a Human-Centred Future of Work: The Role of Trade Unions; and
- Social Dialogue, Tripartism, and Collective Bargaining: Strengthening trade union representation in traditional, emerging and all relevant decision-making mechanisms, including in the UNSDCF and SDG.

Prospects for collaboration with the European Trade Union Confederation (ETUC) and the European Trade Union Federations in different sectors are also in the pipeline. Building on recent work by ACTRAV, a significant collaboration under the proposed “**Yes to Revitalization of Unions**” initiative will boost youth participation in trade union democracy and actions. This collaborative initiative aims to stimulate transformative changes in union strategies and practices, and bridge the gap between trade unions and young workers.

Overall, the world of online training is offering exciting new opportunities to extend and broaden participation in trade union education and training. ACTRAV Turin is committed to taking advantage of these opportunities to further support workers’ organizations as they face a rapidly changing and complex future in the world of work.

CUSTOMER RELATIONSHIP MANAGEMENT ADVISORY SERVICES FOR EMPLOYERS' AND BUSINESS MEMBERSHIP ORGANIZATIONS

A tool that brings institutional transformation to the engagement between an EBMO, and its current and future members!

The main function of an EBMO is to represent the business community by advocating for the most enabling and sustainable environment for enterprises to develop, flourish and generate decent and productive employment. The strength – and to a certain extent the power – of EBMOs depends on how representative of a business conglomerate they really are. Without any doubt, therefore, the main asset of an EBMO is its membership.

The larger the membership, the more representative the EBMO and – no less importantly – the more income and financial resources will be available for advocacy and service delivery. Without members, there is no income, no representativeness and no advocacy power and influence. In short, *without members, EBMOs do not exist*.

This being the case, EBMOs must show they are relevant to their potential and current members – relevant in the sense that the EBMO offers enough value for the membership fee they get from their members. This situation poses real challenges for Business Organizations in their strategies to recruit and retain members. The minute members perceive little or no value in the membership, they will make for the exit.

Active membership engagement is crucial for EBMOs if they are to attract and retain members. In this regard, effective and efficient management of a “clean” and updated membership database is key for EBMOs, not only so they can respond to their members’ immediate needs, but also so they can anticipate them. This is not possible with a “static” Excel sheet database, which, as we identified back in 2009, was then the tool most widely used by EBMOs. At that time, 70 per cent of respondents in a survey expressed the need for a powerful/professional database-management system. It was then that the ITCILO Employers’ Activities Programme began developing a “CRM database Management Software for EBMOs”, to assist the ILO’s employer constituents in dramatically improving engagement with their memberships. In 2012 and 2013, the CRM was developed and 10 pilot courses and installations followed. Today, we have almost 70 installations worldwide and the system is available in three languages (English, French and Spanish). As the number of users has grown, the CRM has also changed and adapted to the needs of EBMOs, with the result that the version available today is a much better product than the original. Our CRM for EBMOs has the added value of being an Open Source tool, which means no expensive license costs and no limit in the number of users. And it is flexible enough to be a “one-size-fits-all” solution for data management.



The CRM is structured in a way that allows for integrated management of membership databases, services rendered and events/activities, in addition to communication and marketing tools, so that members are kept informed of what their EBMO is doing for them.

The main advantages and benefits of using the CRM are:

- close monitoring of changes in membership, including the status of subscription payments;
- information sharing and availability among the staff of the EBMO;
- finding and reaching out to members and contacts faster and more effectively;
- outreach to potential members;
- tracking and following up members’ requests for services and attendance at meeting and events;
- information for analysing and monitoring uptake of the services provided to each member (by type, topic, department);
- monitoring “dormant” members that are not requesting services or attending activities, as they could potentially leave the EBMO;
- organizing massive e-mail sending for promotions, latest news and information, surveys, segmented and personalized invitations, participant lists, analysis of training-event data, advance notice of upcoming meetings/ activities/training courses;
- customizable reports and dashboards, which are very useful tools for the EBMO’s senior management.

For Mr Pondani Phiri, responsible for Information Technology & Membership Compliance at the Zambian Federation of Employers-ZFE, “*The CRM brought in a new revolution of data management, in that all the users could now find all the data under one roof, which is linearly shared across the network and users’ smartphones... It has been a sensational tool in the recruitment of new members due to the fact that all potential members are stored under one module and can easily be followed*”.

ZFE confirms the benefits of the CRM, such as easy access to data and **monitoring of membership loyalty levels, as well as an improved collection of membership fees**. The EBMO adds that **direct communication with members has been greatly enhanced**, in addition to more feedback being received from them. “In a nutshell, **these have been the great transformations attained by using the CRM system**”- quoting Mr Pondani.

The Employers Confederation of the Philippines-ECOP emphasizes the utility of the CRM during the current COVID-19 crisis, when all ECOP staff were required to work from home. Ms Lani Rivera, Membership Manager tells us: “*We are relying quite extensively on the CRM to prepare and send collective mails, transmit invitations for webinars and online meetings, and expand our member contacts and potential members list*”. She adds that the CRM “*facilitates the targeting of participants in our online programmes, transmission of survey questionnaires, especially those where members are the priority target participants, and transmission of advisories on unfolding developments with impact on workplace relations*”.

Both EBMOs highlight the fact that the CRM produces more efficient, relevant and needs-driven engagement with their members, as well as a much faster response to incoming inquiries and requests, which is highly appreciated and valued. They also agree that the CRM has greatly improved the way EBMOs conduct their business, and their operational efficiency.

The ACT/EMP Turin Programme offers permanent technical support to all EBMOs before, during and after installation of the CRM, including Cloud Hosting. This is supplemented by a standard offer of online and face-to-face training to assist ILO employer constituents in reviewing and updating their membership recruitment and retention strategies.

A PARTICIPATORY GENDER AUDIT FOR THE MINISTRY OF SOCIAL POLICY OF UKRAINE

The Participatory Gender Audit methodology considers an organization as a complex organism with the ability to transform, learn and grow through the positive interaction of its own people. By helping organizations self-assess their own gender and diversity policies and practices, a PGA builds the foundations for developing sustainable institutional capacity for gender and diversity inclusion.

In line with the ILO approach to institutional capacity development, a PGA is not an external certification process, but a “journey” leading to a roadmap for organizational learning and change. With these guiding principles in mind, in addition to conducting PGAs since the early 2000s, the ITCILO has started to train individuals who can then become catalysts of change within their organization.

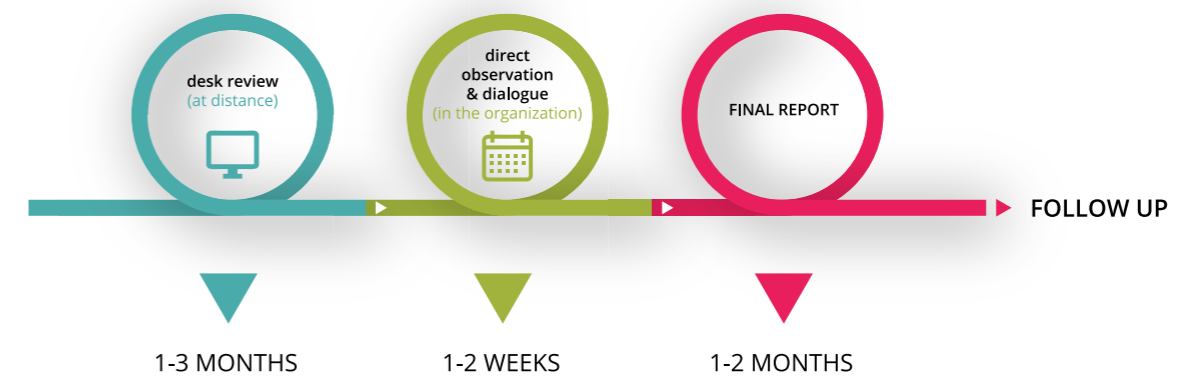
“La capacitación me brindó herramientas para transversalizar el enfoque de género en la institución. Me facilitó poder desarrollar una actitud crítica ante los errores comunes que se cometen en la institución y que fomenta desigualdad”

Roberto Díaz Páez, Industrial Engineer,
Instituto Nacional de Aprendizaje, Costa Rica

Capacitating individuals not only to master the methodology, but also to become its custodians, helps increase organizational accountability where the audit recommendations are concerned. To guarantee the quality of the PGA process, in 2009 the ITCILO established a programme leading to the certification of PGA facilitators.

Method

A PGA combines quantitative and qualitative data analysis with direct observation and dialogue with people in the organization, based on a highly participatory methodology.



The immediate output of the audit process is a report containing **practical recommendations** and a **roadmap for organizational change**.

The case of the Ministry of Social Policy of Ukraine

This audit took place in 2019 as part of the ILO Project “Improved national normative framework to protect wages in Ukraine”.

It aimed to assess and improve the Ministry’s capacity to mainstream gender in the policy-development cycle. Gender experts operating in the Ministry were trained as facilitators and were involved in conducting the audit, together with the ITCILO PGA facilitation team. Their involvement served as useful practice for the certification process.

“Experience acquired during the training and PGA roll-out will allow me to promote this exercise at the level of local authorities in the decentralization process happening in Ukraine.”

Yuliya Savalieva, PGA facilitator and gender trainer for the Ministry of Social Policy

Immediate results of the MSP audit

- Assessment of the effectiveness of the Ministry’s gender policy, procedures and practices
- Identification of gaps and challenges, from different observation points
- Establishment of a baseline
- Recommendations and a roadmap for improvement
- Documentation of good practices
- Improved organizational ownership of the issue of gender equality
- Improved internal capacity to use the PGA methodology

Outcomes and way forward

Since the audit, the Ministry of Social Policy has undergone restructuring and leadership turnover. Yet, the memory of the process and commitment to following up its results stay on.

Internal communication and dialogue on gender equality has improved, and audit recommendations have been integrated into the ongoing revision of the Ministry's gender mainstreaming tools.

“This powerful tool equipped us with new capacities to promote equality and gender mainstreaming. Conducting the PGA has already had a positive influence on the policy-making process in Ukraine and ensuring equal rights for men and women. We are looking forward to elaborating further action plans based on the PGA results and recommendations”

Svitlana Lishchynska,
Ministry of Social Policy of Ukraine

Furthermore, the Ministry has requested training for a second cohort of facilitators as part of a plan to conduct PGAs in regional administrations, with the aim of strengthening dialogue and coordination on gender and equality between centre and periphery.

Empowering organizations ... in the post-COVID19 world

The PGA methodology can be – and has been – adapted to suit different characteristics of the audited organization, combining the audit process with internal capacitation. The GEOSA method (Gender & Equality Organizational Self-Assessment) represents the fully autonomous end of this spectrum, whereby the organization runs an audit-like exercise with minimum technical supervision.

COMPREHENSIVE PGA

- Max. 100 people per organization/work unit
- Multidisciplinary team (8-10 facilitators and experts) 12 key areas of analysis
- 2-6 months' duration
- Two weeks in the organization

SELECTIVE

- Small organization/work unit
- Reduced team (2-4 facilitators)
- Selected key areas
- Two months' duration
- One week in the organization

GEOSA

- Training of a group of people within the organization (training of trainers) for the independent performance of a Gender & Equality Organizational Self-Assessment (GEOSA) with limited technical assistance

Travel restrictions and the revolution in working practices brought about by the COVID-19 pandemic are accelerating the shift towards agile adaptations of the PGA such as GEOSA. As of July 2020, the ILSGEN Programme was conducting two PGAs in remote mode, adapting the method while remaining faithful to its participatory nature.

“Ensuring equal rights for men and women in the world of work takes on particular significance in the light of the global COVID-19 pandemic.

As a follow up to the PGA and to ensure an immediate response to the negative impact of the global pandemic on the world of work, the Ministry has initiated legislative amendments to introduce compulsory PGAs, as an effective instrument for ensuring observance of the rights of men and women in the world of work.”

Andrii Figol, National Coordinator of the “ILO Project on Wages: Technical Assistance on Wage Arrears, Minimum Wages and Equal Pay for Ukraine”

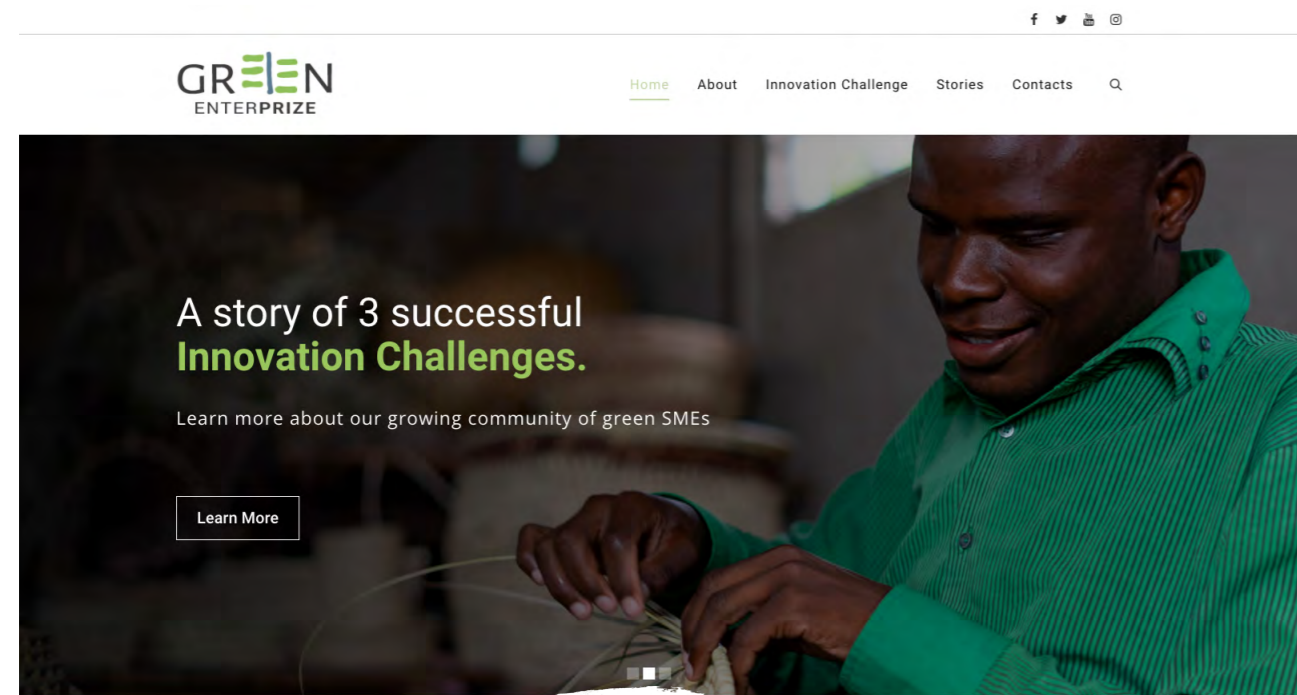
MEDIA-DEVELOPMENT SUPPORT FOR THE ILO GREEN ENTERPRIZE PROJECT IN ZIMBABWE

From 2018 to 2020, the Centre designed and developed an institutional project website. **Green enterPRIZE** is an ILO project that aims to support green and growth-oriented SMEs, stimulate the market for green products and services, expand access to skills for green jobs, and green existing enterprises. Its ultimate goal is to create decent jobs for people in Zimbabwe through sustainable and green enterprises.

The three-year project, now in its final year, has included three business-related Innovation Challenges and one competition for the arts. The Centre has led the design and development of a website and created a range of communication products. The website raises awareness of the green economy, invites local entrepreneurs to enter the competition, and tells selected winners' stories.

The Centre has also produced human-centred multimedia stories, news articles, social media cards, documentary videos, photos, brochures and on-site branding for events. The assignment included a field mission to Zimbabwe to meet the competition winners and to gather first-hand information, including interviews with, and photos of, some of the entrepreneurs at work.

The Centre's communication efforts inspired green and growth-oriented entrepreneurs to enter the competition, expand their professional networks, and collaborate with the ILO and its partners. Each round of the Innovation Challenge was a success. The ILO contracted the Centre's services throughout the duration of the project.



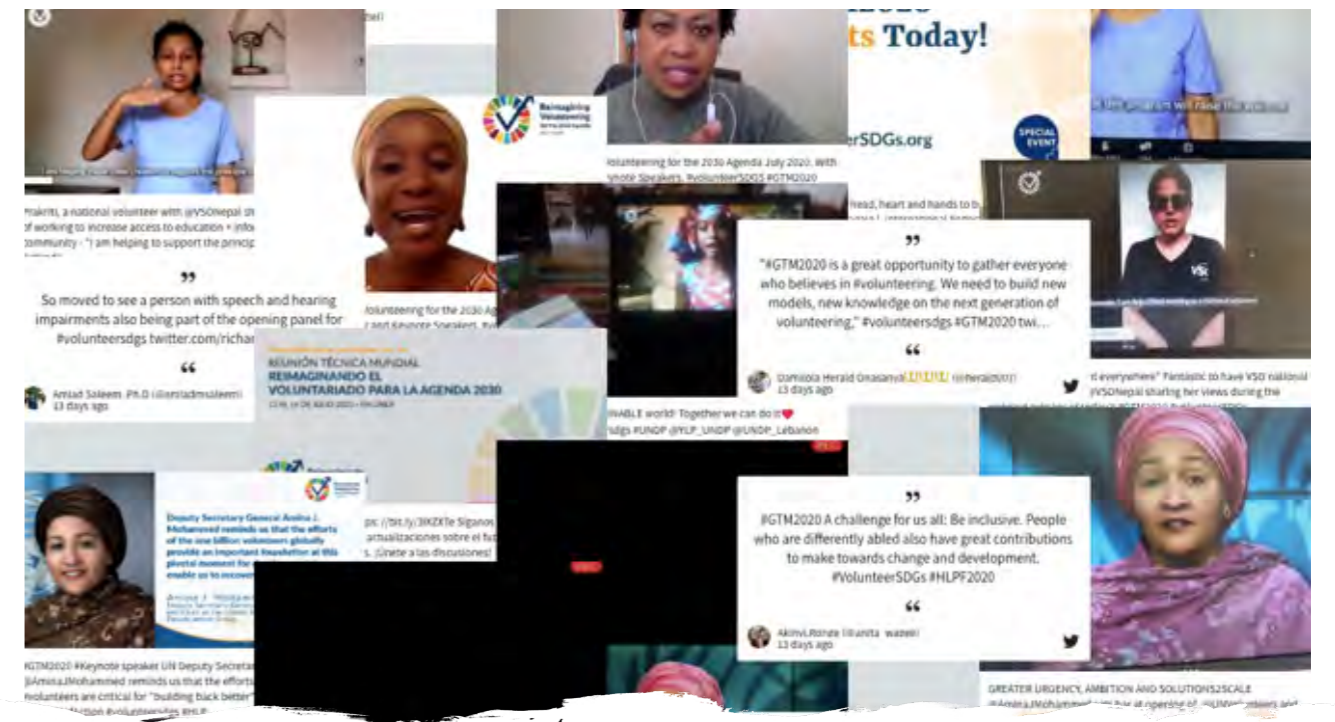
A GLOBAL DIALOGUE EVENT FOR UNV

The Learning Innovation Programme designed, facilitated and implemented a large-scale UNV Global Technical Meeting on “Re-imagining Volunteering for the 2030 Agenda”. Highlights of the event included:

- 4,000+ attendees came together from 179 countries
- 80+ speakers shared how to reimagine volunteering
- 1 call to action to further the 2030 Agenda

Separated by screens, but united in purpose: 2020 has been the year of virtual gatherings, and it was no different for the Global Technical Meeting “Reimagining Volunteering for the 2030 Agenda”. Speakers from nearly 40 countries, and thousands of participants from academia, the private sector and intergovernmental organizations, joined together for this online discussion at the time of the COVID-19 global pandemic.

Energizing contributions and inspirational videos filled the four days of the GTM2020. Stimulated by expert contributions, diverse perspectives and dynamic panels, attendees journeyed through a series of virtual debates on the future of volunteering.



An inter-disciplinary team of innovation, communication and on-line learning specialists joined forces to deliver top-notch professional services relating to communication, facilitation, moderation and inspiring audio-visual productions by:

- setting up a full-scale communication and social-media strategy;
- designing all the communication and promotional materials;
- developing the entire architecture of the four-day online event, which included more than ten different on-line dialogues;
- training online facilitators and moderators to engage in interactive online events;
- coordinating all the audio-visual production work involved in the event, based on inspirational digital narratives;
- providing online tools for large groups (13,000 people registered) and finding ways of making the event interactive (polling, interactive word-clouds, visual facilitation);
- ensuring that the event was translated simultaneously into six different languages;
- managing and coordinating the pre-recorded videos, the live panels and the audience interaction with distributed teams over different locations in different time zones;
- preparing the speakers, moderators and facilitators with pre-briefings and instructional packages on how to engage during large-scale events;
- working closely together with UN WebTV to livestream the event beyond the conference room and so achieve further outreach;
- managing a team of 20 staff responsible for backstopping the event, based in three different locations (Turin, New York, Bonn).

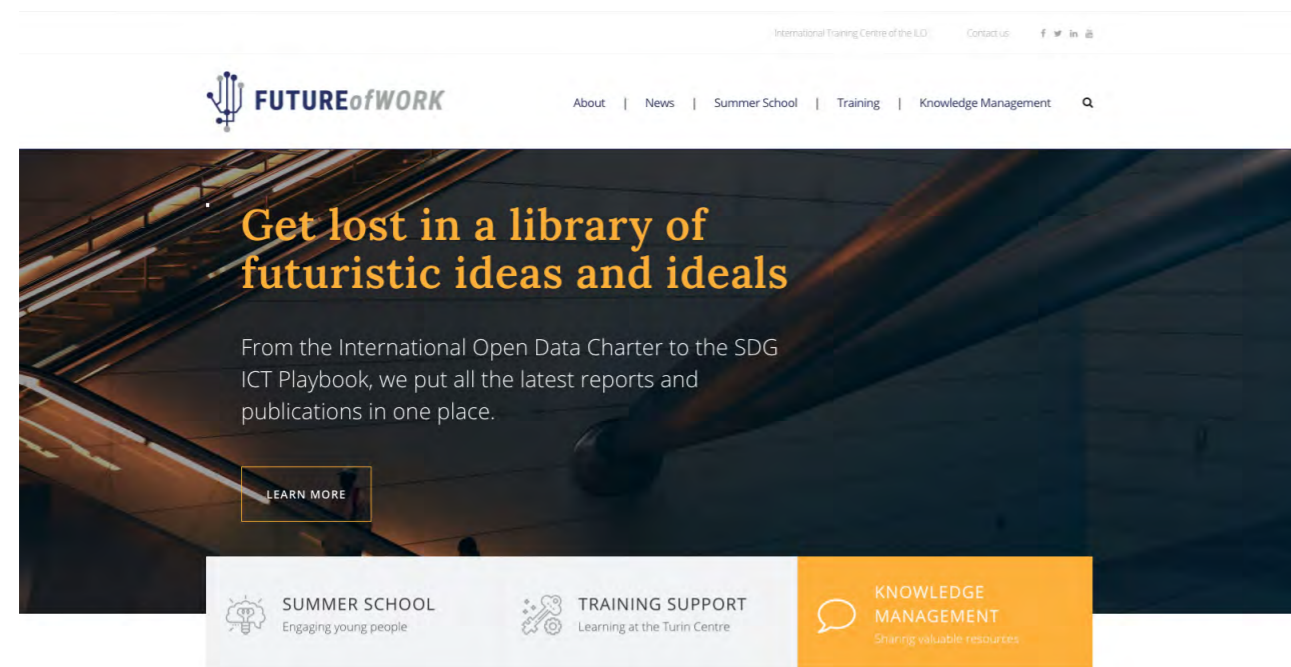


Setting up large-scale conferences involves much more than running a traditional webinar with a dedicated question and answer session. Performing this function at the highest levels of the UN requires an in-depth understanding of protocol, high levels of communication and audio-visual expertise, problem-solving capacity in on-line environments and deep understanding of online interactive facilitation and moderation.



KNOWLEDGE-MANAGEMENT SERVICES IN SUPPORT OF THE ILO FUTURE OF WORK INITIATIVE

The Centre worked closely with the ILO to implement the global Future of Work (FoW) Initiative. The Initiative was launched by the ILO in 2015, in the run-up to its Centenary Celebrations (held in 2019). It took place in three stages: facilitation of national Future of Work dialogue events, preparation of a global report by a high-level commission on the Future of Work, submitted to the 108th Session (2019) of the Conference; and a series of ILO centenary events in the first half of 2019.

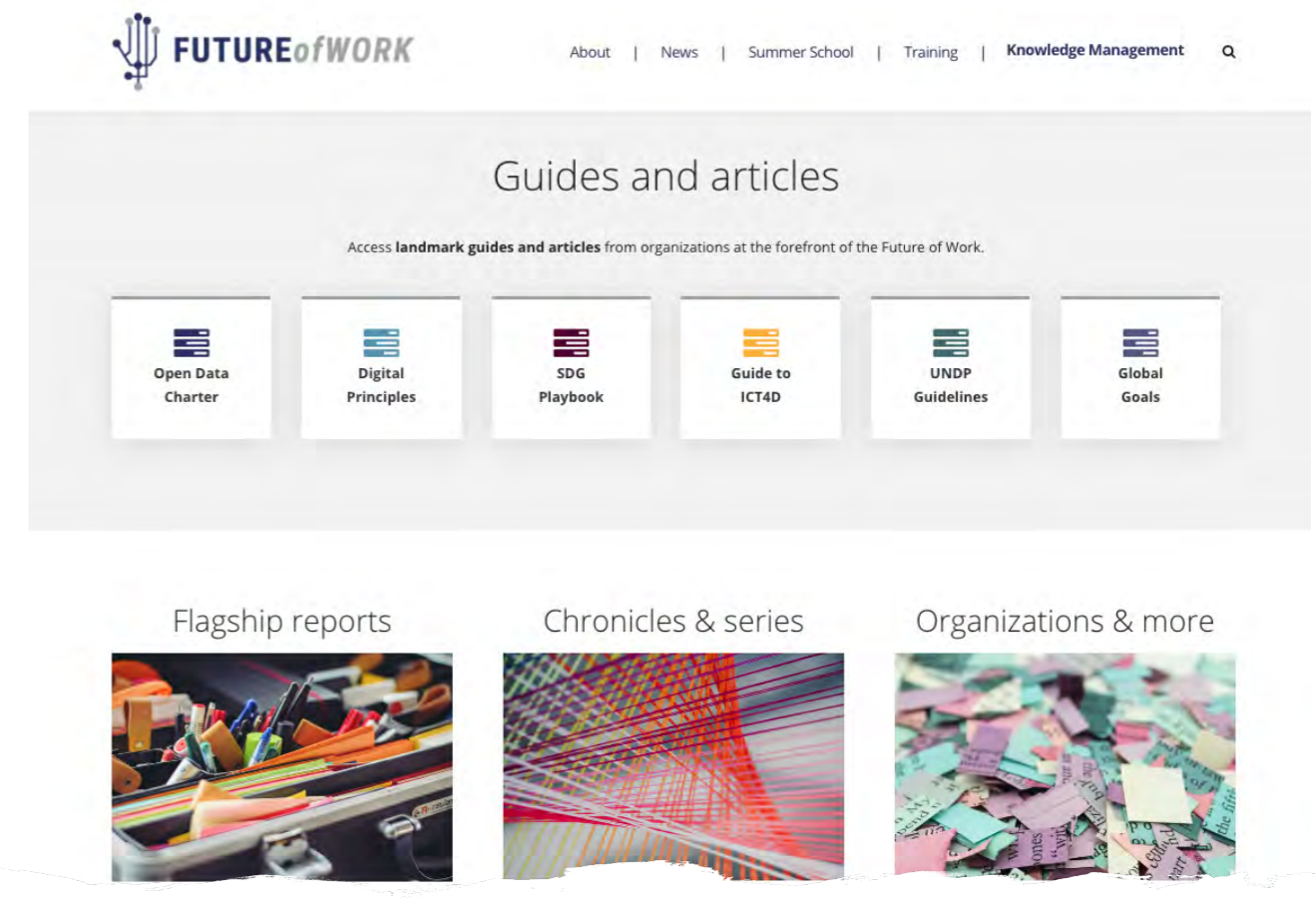


The Centre supported the ILO initiative by co-facilitating numerous Future of Work dialogue events in China, Sierra Leone and South Africa, and on its campus in Turin. With seed finance from its Innovation Fund, it developed numerous Future-of-Work-related training products on future foresighting, design thinking and scenario mapping and consecutively delivered training including for ILO staff, and built an online resource platform on the Future of Work (<https://futureofwork.itcilo.org/>). The platform remains active and ensures that the knowledge generated by the ILO during the Future of Work Initiative is retained as a resource for follow-up capacity development interventions.

ITCILO strategy framework to support the FoW initiative



The knowledge-management platform provides visitors with access to a digital repository of research reports, guides and articles on aspects of the global debate on the Future of Work, and furnishes information on training opportunities offered by the Centre and other organizations. The platform serves as the digital backbone of the annual Summer School on the Future of Work, launched by the Centre in 2019.



INFO

**FOR FURTHER INFORMATION
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