INTERNATIONAL TRAINING CENTRE OF THE ILO

Board of the Centre

77th Session, Turin, 30-31 October 2014

ITC

International **Training** Centre

CC 77/3

FOR DECISION

THIRD ITEM ON THE AGENDA

The role of the Centre in ILO learning and capacity development

It is generally recognized that the Centre's comparative and competitive advantage lies in its pedagogical, methodological and learning knowledge. As such, it has a key role to play in organizing and designing learning and training initiatives, as well as in sharing knowledge and good practices on how to build capacity.

ILO: *Field operations and structure, and technical cooperation review* (2013)

Introduction

1. The *ILO Field operations and structure, and technical cooperation review* (Review (2013)) recommended, *inter alia,* that the role of the Centre in ILO learning and capacity development be clarified. It also recommended that the ILO re-set its capacity development service model and move to a model focused on transformational learning means and techniques as part of broader capacity development objectives.[1]

2. The purpose of this paper is to clarify the Centre's contribution to ILO learning and capacity development. It builds on the Centre's results-based Strategic Plan for 2012-15 (the Plan) adopted by the Board at its 73rd Session (November 2011)[2] as well as the policy directions discussed by the Board at its 75th Session (October 2013) in the paper entitled *The evolving role of the Centre and the ILO reform agenda*.[3]

3. Part I of this paper summarizes the current role of the Centre in ILO learning and capacity development. Part II describes the main services offered by the Centre. Part III proposes a framework for a new *learning partnership* between the Centre and the ILO so that the Centre can contribute more effectively to the implementation of ILO capacity development as proposed in the Transitional Strategic Plan for 2016-17 and the Technical Cooperation Strategy for 2015-17.[4] Part IV addresses a number of key issues for the Centre arising from the Review. The Appendix summarizes the key actions to be taken to develop and implement the new learning partnership over the period 2015-17.

4. This paper is presented to the Board for decision.

I. The role of the Centre in ILO learning and capacity development

5. The ILO Declaration on Social Justice for a Fair Globalization (2008) calls for ILO technical cooperation to:

    - support and assist efforts by individual Members to make progress on a tripartite basis towards all the strategic objectives, through country programmes for decent work, where appropriate, and within the framework of the United Nations system; and
    - help, wherever necessary, the institutional capacity of member States, as well as representative organizations of employers and workers, to facilitate meaningful and coherent social policy and sustainable development.[5]

6. The Plan states that the Centre's value-added for the ILO as a whole lies in its capacity to transform ILO policies and technical expertise into learning and knowledge-sharing tools, platforms and activities to promote understanding and ownership of them and to enhance their use and application.[6] The paper on *The evolving role of the Centre and the ILO reform agenda* identified the need to develop a common understanding of, and approach to, the role of learning and training in ILO capacity development and to better integrate learning and training in the design and delivery of technical cooperation.[7] It

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[1] ILO: *Field operations and structure, and technical cooperation review* (2013) p. 39.
[2] CC 73/3.
[3] CC 75/3.
[4] GB.322/PFA/1; GB.322/POL/6.
[5] ILO Declaration on Social Justice for a Fair Globalization (2008), II.A (ii).
[6] CC 73/3, para. 10.
[7] CC 75/3, para. 16.

presented four pillars for the prioritization and strengthening of the knowledge sharing and training activities of the Centre as follows:

Pillar 1: Contributing to the capacity development of ILO constituents around international labour standards, ILO policies and strategies

Pillar 2: Knowledge-sharing and dissemination of international labour standards, ILO policies and strategies

Pillar 3: ILO staff development

Pillar 4: Outreach and interface with the UN system, academic and training institutions and other development partners

7. The Centre contributes to ILO capacity development through the provision of training and learning services and products aimed at strengthening institutional and individual competencies in the areas of ILO standards, policies and strategies. The beneficiaries of these training and learning services are ILO constituents; national, regional and international institutions; ILO staff; other state actors and development partners.

8. The Centre's comparative advantage and value-added lies, first and foremost, in its ability to deliver training and learning-related forms of capacity development effectively and efficiently to ILO constituents. Second, the Centre is a resource for the ILO itself to build the learning and training capacity of ILO staff thereby improving the quality of capacity development services delivered by the ILO. Third, through its networks and outreach to the UN system, academia, regional and national training institutions, the Centre contributes to wider institutional capacity development on ILO standards, policies and strategies beyond the ILO constituents.

II.   A closer look at the services offered by the Centre

9. The substantive technical content of the Centre's learning and training services is determined by the standards, policies and priorities set by the ILO. Since 2000, the services of the Centre have been mainly grouped around the four pillars of the Decent Work Agenda. In 2013-14, the Centre started to adapt its training programmes to take account of the eight Areas of Critical Importance (ACIs). The technical content of training programmes will need to be adapted further to respond to the outcomes and cross-cutting themes proposed in the ILO's Transitional Strategic Plan for 2016-17. All of the training programmes of the Centre need to have the capacity to respond quickly to the changing priorities and to reflect these changes in training programmes, tools and packages adapted to the ILO constituents' priorities and needs and to those of other users of the services.

10. Below is an overview of the training and learning modalities through which the Centre delivers its institutional and individual capacity building services.

- *Open courses* up to two weeks duration for groups (15-20) of participants are offered both on the campus and at country and sub-regional level. These are delivered face-to-face or in blended format, are recurrent and promoted in advance.

- *Tailor-made activities* are designed and delivered in response to specific requests from ILO constituents, the ILO, donors and other partners.

- *Academies* are delivered through face-to-face, or blended training, over a one to three week period bringing together from 40 to 300 participants at a time. They usually involve, in addition to the ILO, several development partners.

- *Training for ILO staff* is provided in a number of areas including the management of internal organizational processes linked to functions like resource mobilization, project cycle management and the management of evaluations.

- The *e-campus* offers distance-learning including self-guided courses, tutor-assisted courses and webinars. These are often blended with face-to-face training linked to open courses on the campus or to tailor-made activities.

- *Advisory services* are offered on training programme design, learning techniques and technologies, principles and methodologies of adult learning.

- The Centre *hosts and facilitates* knowledge-sharing events, on-line communities of practice, retreats, expert meetings and conferences for ILO staff, ILO constituents and other partners.

- *Paper-based and online publishing services* are provided including editing, translation, design, multimedia and production.

- The Centre sometimes acts as a *network hub* in the knowledge management system of ILO units by maintaining their online libraries of learning resources.

- Under the *Turin School of Development*, a portfolio of seven Masters Programmes is offered in partnership with the University of Turin and other academic institutions comprising a distance-learning phase, a face-to-face learning phase on the campus and a thesis writing phase.[8]

11. This portfolio of services is constantly evolving in response to the changing learning needs of ILO constituents, ILO staff and other ILO stakeholders. Open courses are regularly preceded by preparatory on-line reading and assignments. Blended learning allows for higher cost-efficiency and improved learning impact while enabling participants to pace their learning in line with their individual and professional needs.

12. The *look and feel* of the space where learning takes place is changing. The Centre used to rely on a classroom set-up where participants would physically come together to listen to experts and share experience and knowledge. The classrooms are being redesigned and re-equipped to allow for more participatory and interactive learning. More flexible learning spaces are being piloted which allow participants to "go mobile" in the training rooms and on the campus.

13. The traditional profiles of teacher and expert are being replaced by a profile which combines subject-matter expertise with the skills of an adult trainer and coach relying on a combination of face-to-face training, on-line tutoring, and networking *via* virtual communities of practice.

14. Learning content has to be constantly updated to match the growth in the volume of information and knowledge available. At the same time, the shelf-life of the information is shorter so training materials need to be updated much more frequently. In response to this, the Centre is piloting in 2014 the use of tablet computers for participants to

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[8] *Turin School of Development Annual Report for the Academic Year 2013-14.*

store and carry information. The Centre is also moving towards the use of electronic publications that could eventually replace most paper-based training materials.

III. Framework for a new learning partnership between the ILO and the Centre

15. In relation to ILO capacity development services, the Review (2013) stated as follows:

> Capacity development has always been a central component of ILO field operations and service delivery to constituents, both as a service in its own right and as a means of action underpinning other services such as policy advice and technical services, knowledge generation and dissemination, and policy dialogue. ILO services in this area are delivered by the ILO either directly through its technical specialists in the regions and at headquarters, including in the context of technical cooperation projects or in partnerships with training institutions at national, regional or global levels, including the International Training Centre in Turin.[9]

16. The Review went on to state that "ILO training is not often in sync with the constituents' needs…...and more importantly, is outpaced by the evolving approach to learning in today's world." It identified the untapped complementarity between the Office and the Centre as an issue.[10] While recognising that the Centre had a key role to play in organising and designing learning and training activities, as well as in sharing knowledge and good practices on how to build capacity, the Review pointed to the importance of ensuring collaboration on substantive content with the relevant ILO technical departments. It also identified the relevance of the Centre's services and related costs as major issues for the regions.

17. In response to these recommendations, and building on the four pillars presented in the paper to the 75th Session of the Board (October 2013),[11] a framework for a new *learning partnership* between the Centre and the ILO is proposed with the following three objectives:

- to contribute to a qualitative improvement in the overall capacity development service model of the ILO;
- to streamline the provision of training and learning capacity-building services to ILO constituents thereby avoiding duplication, competition and overlap between the Centre and the ILO;
- to create greater synergies and efficiencies in the provision of these services by the Centre and the ILO.

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[9] ILO: *Field operations and structure and technical cooperation review* (2013) p. 35.
[10] ILO: *Field operations and structure and technical cooperation review* (2013) p. 37.
[11] CC 75/3.

Pillar 1: Capacity building for ILO constituents

18. In line with the typology of countries under development by the ILO, the Centre will better differentiate and target its services to make them more relevant to the needs of ILO constituents.[12] At present, learning services are mostly differentiated along the technical themes of the four pillars of the Decent Work Agenda and sometimes tailored towards a specific region or country or social partner. Services will be reoriented to reflect different categories of learning needs arising from different stages of social and economic development. This will require reinforcing the Centre's technical expertise and its capacity to implement a broad range of learning and training approaches and practices adapted to these typologies, adding to its linguistic capacity, as well as accelerating the roll-out of blended and IT-enhanced learning.

19. The substantive content of the training and learning services focused on international labour standards, ILO policies and strategies will be adapted to reflect the outcomes of the ILO Transitional Strategic Plan for 2016-17 and also take into account the cross-cutting issues.[13] For each outcome area and cross-cutting issue, the comparative advantage of the Centre will be leveraged and blended through learning partnerships with regional and national service providers. The priority will be to offer ILO constituents relevant and timely training and learning services which integrate and connect to several ILO outcomes and cross-cutting issues.

20. The Centre will increase the pace of the roll-out of distance-learning services accessible to ILO constituents while ensuring that face-to-face training remains the main modality of delivery. Wider use of the blended learning approach, combining distance-learning and face-to-face training, will allow the Centre to accommodate the changing learning needs of ILO constituents, scale-up outreach, and increase the pace of refreshment of learning content. It should also contribute to bringing down costs of training for ILO constituents.

21. The Centre's Workers' and Employers' Activities Programmes and the Social Dialogue Programme will collaborate closely with ACTRAV, ACTEMP and GOVERNANCE at ILO headquarters, and with the relevant field specialists, to identify the priorities of ILO constituents and design and offer training which responds to their needs. In addition to the services delivered through these programmes which explicitly target ILO constituents, the Centre will continue to improve the participation of employers' and workers' representatives in other services offered by the Centre. Building on emerging good practice in 2014, selected future academies will offer special learning tracks for workers' and employers' representatives. An academy dedicated to the promotion of national tripartite social dialogue was launched in 2014. The mechanism introduced in 2013 to allocate additional training funds to the Workers' and Employers' Programmes has been retained for 2015. New approaches are also being piloted in 2014 to encourage technical training programmes to work in a consortium with the Workers' and Employers' Programmes.

22. The Centre has a target of increasing to 30 per cent its learning services delivered in partnership with national, regional and sub-regional academic and training institutions, including those of national and regional workers' and employers' organisations. These partnerships reflect a strategic shift to move closer to ILO constituents, build national

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[12] ILO: *Field operations and structure, and technical cooperation review* (2013) recommended that "the ILO should develop a differentiated global framework for grouping member States based on their particular priority needs for ILO services. The framework should also be the basis for development of more consistent families of tools, products and knowledge clusters for use in delivering services to countries and different groupings."
[13] GB.322/PFA/1.

and regional institutional capacity, better infuse local context and knowledge with ILO expertise, increase outreach, and bring down costs.

Pillar 2: Knowledge-sharing and dissemination of international labour standards, ILO policies and strategies

23. The Centre will take a number of steps to strengthen its role as a facilitator of knowledge-sharing. The online communities of practice created in 2013 for the ACI Task Forces will be consolidated and the Centre will facilitate their migration into outcome-specific communication platforms linked to the ILO Transitional Strategic Plan for 2016-17. The Centre will build an online learning resource service for use by participants which will be linked to the ILO Knowledge Gateway, libraries and databases, and provide access to other online library services maintained by UN entities and other learning institutions partnering with the Centre. The Centre will also upgrade its Learning Lab and Wi-Fi network on campus to provide easy and free access for participants.

24. Collaboration with the ILO on the joint Ph.D. Programme launched in 2013 will continue. The Ph.D. Programme foresees the temporary placement of Ph.D. students who are researching themes of relevance to the ILO with an ILO technical department and then with a training programme at the Centre. For the Centre, the Ph.D. students offer an opportunity to infuse latest thinking on ILO related research into the design and delivery of its learning products.

25. The Centre will strengthen its networking with other training providers and academic institutions. Networking agreements have been most beneficial when there are jointly identified objectives, similar operating and funding modalities, compatible but complementary expertise and target audiences. Another networking modality at policy and operational level is the *Learning Link* through which national, regional and international training and learning institutions discuss and compare notes on common learning related issues and policies with the aim of more effectively contributing to global capacity development agendas and increasing the impact and sustainability of their learning services.

26. The Centre will build on its partnerships with international academic institutions under the Masters Programmes of the Turin School of Development. The Centre already has a portfolio of Masters Programmes directly relevant to the promotion of sustainable development including the Master in Applied Labour Economics for Development implemented in partnership with La Sorbonne (Paris); the Master in Public Procurement Management for Sustainable Development and the Master in Management for Development implemented in partnership with the University of Turin. The Centre is examining the possibility of expanding this portfolio in 2015-16 by launching a Master in Social Protection to be implemented in collaboration with the University of Maastricht and the University of Turin and a Master in Comparative Industrial Relations.

Pillar 3: ILO staff development

27. Based on its experience with the *Turin Learning Approach*, the Centre is proposing to develop with the ILO similar learning-related standards, in particular to be applied when the ILO and the Centre jointly-design and/or implement learning and capacity development services for ILO constituents and for ILO staff.

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Box 1: The Turin Learning Approach

In 2009, the Centre adopted the Turin Learning Approach (TLA) which represents the Centre's pedagogical standards to ensure relevance, quality and impact of its training, learning and capacity development services. Standards are expressed in thirteen ingredients which, blended together, differentiate the Centre from other learning and training institutions.

To increase relevance, the Centre ensures that its activities contribute to organizational development agendas and respond to the current needs of individuals. This is achieved through systematically assessing learning needs, using diversity to add value and by adopting flexible design modalities.

To ensure the quality of its services, the Centre empowers participants to take action in their own professional context. Several ingredients contribute to achieving this goal, namely blended learning approaches, experiential and results-based learning, the creation of transferable knowledge, the promotion of ILO and UN values, access to leading pedagogical and subject matter experts, and access to learning resources and – for the activities organized on campus - a conducive learning environment.

Achieving impact means making a difference in the participants' organizational or professional context. This is achieved through ensuring that most training is job-related and embedded in the organizations, establishing networks and communities of practice, systematically evaluating learning against set objectives which in turn inform the design of new activities.

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28. The training and learning services of the Centre are currently used by the ILO for staff development to deliver:

- strategic management and leadership training;
- induction training for new ILO officials;
- facilitation of knowledge-sharing events and team retreats;
- development of self-guided distance-learning modalities on aspects of operational management;
- communities of practice for experts and technical cooperation practitioners;
- training on resource mobilization and project cycle management;
- certification courses for ILO staff involved in gender audits, green jobs and the management of evaluations.

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Box 2: Green Jobs Certification Programme

An increasing number of ILO constituents are requesting support to address environmental concerns through the lens of the world of work. A better understanding of the links between environmental sustainability and decent work will assist ILO constituents to place the Decent Work Agenda and related Decent Work Country Programmes at the heart of this new framework.

Against this background, the Centre and the ILO have collaborated in 2014 on the development of a dedicated staff development track to strengthen the capacity of ILO staff to better articulate the link between sustainable development, decent work and green jobs across the four strategic objectives of the Decent Work Agenda. Through participation in this technical capacity development programme, ILO staff increase their capacity to contribute to Office-wide knowledge sharing and are in a better position to network and collaborate across technical areas.

Under this programme, ILO officials are offered access to certification aligned with international standards (i.e. UNESCO's ISCED scale). This entails conformity with a number of criteria related to eligibility, training duration, minimum requirements of attendance, and competency assessment. The certification programme includes a mix of distance-learning, face-to-face workshops, and a final written assignment for a total amount of 90 hours training to be completed over a period of 18 months.

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29. The heterogeneity of the learning services currently provided by the Centre to the ILO reflects their evolution over a number of years during which the Centre has mainly responded to needs and gaps as they were identified by the ILO.

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Box 3: Evaluation Managers Certification Programme

With the introduction of results-based management and evidence-based programming and budgeting at the ILO, evaluation has grown in importance. The Evaluation Office (EVAL) implements the ILO evaluation policy, strategies and programmes and coordinates and provides quality control for a growing number of project evaluations. Each year, between 50 and 60 independent project evaluations are carried out across the ILO.

Most of the project evaluations are managed by ILO staff who perform this task under the guidance and oversight of EVAL. In order to upgrade the quality of evaluation management and to expand the pool of ILO staff competent to manage evaluations, EVAL and the Centre jointly developed and implemented in 2013 a programme to certify ILO staff who take on this function.

The certification programme consists of two stages. A face-to-face three-day training workshop is held on the campus, or in the field, to expose participants to the technical requirements, tools and techniques required to successfully manage an evaluation. This is followed by a coaching phase after participants return to their positions. Under the guidance of the programme administrator, the participants manage an evaluation using the know-how, management tools and techniques acquired during the workshop. Upon successful completion of both the course work and the practicum, a certificate is awarded.

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30. One area identified for improvement by ILO constituents in the survey conducted for the Review (2013) was the quality of ILO training services and the need for specific training for ILO staff, Chief Technical Advisers, technical specialists, and national project directors on training methodologies and training design. To address this need "an intensive skills upgrading programme for ILO staff involved in capacity development services in the field and at headquarters with the close involvement of the Centre" was recommended by the Review.[14]

31. It is proposed to build on the current portfolio of joint-staff development, including the green jobs and the evaluation managers' certification programmes as described in boxes 2 and 3 above. In response to the recommendation of the Review, a dedicated programme for strengthening the capacity of, and support to, field managers and national staff in field offices will be jointly implemented as a priority.

32. A *Learning Task Force* between ILO/HRD and the Centre will be established to ensure more strategic and coherent planning and complementarity on ILO staff development, as well as the institutionalization of the learning partnership with the ILO.

Pillar 4: Outreach and interface with the UN System, academic and training institutions and other development partners

33. In line with the fourth thematic pillar identified in the paper on *The evolving role of the Centre and the ILO reform agenda,* the learning services of the Centre and its wider network will be deployed to support the integration of ILO priorities into the post-2015 Development Agenda. The new development goals will be action-oriented, global in nature and universally applicable. They will aim to integrate economic, social and environmental aspects and recognize the inter-linkages in achieving sustainable development in all its dimensions. ILO priorities are likely to emerge strongly in a number of goals, including, but not limited to, the draft goal that calls for the promotion of sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

34. The Centre is well positioned to contribute to the implementation of ILO priorities under the emerging sustainable development agenda through its network of partnerships with other UN system entities and its experience of co-delivery of learning services with many of these institutions. For example, the Green Jobs Academy in 2014 is being organised in collaboration with UNEP, UNIDO, UNDP and UNITAR; the Gender Academy in 2013 was organized in collaboration with UNWOMEN. The Centre has facilitated with PARDEV a 'Delivering as One' workshop for ILO Country Office Directors and other ILO officials to promote joint-programming with UN agencies in the field. The Centre also facilitates learning services on behalf of ILO led joint-UN programmes, like the Youth Employment and Food Security Promotion Programme for Zambia implemented with FAO. These good practices of collaboration and partnerships in the field of rural development, green jobs and gender equality will be replicated in a number of other technical areas.

35. The Centre will actively contribute to the efforts of the ILO to mainstream its priorities into the strategies and implementation programmes of other UN entities under the global umbrella of the post-2015 Development Agenda and will continue to work with the ILO on developing capacity-building training and tools to support ILO constituents to achieve their objectives at national and regional level.

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[14] ILO: *Field operations and structure, and technical cooperation review* (2013), p. 39.

IV.   Key issues to be addressed by the Centre

Collaboration with the ILO

36. Collaboration and coordination on learning and capacity development between the Centre and the ILO at headquarters and in the regions is critical to the relevance and effectiveness of the work of the Centre. The ILO determines the priorities of the Centre's technical programmes; it is the single largest user of its services; it oversees its governance structures, and provides substantial financial support. Within the institutional framework of *One ILO*, the Centre has distinct functions but shares a common goal and objectives. The Review (2013) points out that the Centre's capacity development services for ILO constituents are more effective and efficient when they are developed and implemented in partnership with ILO technical departments and regions and when there is synergy between the respective interventions. This requires:

- the involvement of the Centre in the main planning and programming processes of the ILO;
- consultation and coordination with ILO field offices on the priorities and delivery of training in the regions;
- coordination of resource mobilization efforts;
- knowledge-sharing;
- collaboration with the relevant technical departments at headquarters and with the regions on the design and technical content of training, and
- joint-delivery of training and learning services, as appropriate.

Gender-mainstreaming, diversity and inclusion

37. One of the key elements of the ILO reform agenda is the promotion of a wider and more integrated approach to equality in the workplace. The ILO Transitional Strategic Plan for 2016-17 retains gender mainstreaming as a cross-cutting issue for all of the work of the ILO. The Centre is proposing a series of additional measures to accelerate gender mainstreaming in its work which are set down in a separate paper before this session of the Board on *Mainstreaming gender equality: progress report.*[15] Promoting gender mainstreaming and the wider inclusion agenda of the ILO will continue to be an integral part of the training and capacity building services offered by the Centre.

The perspective of the regions

38. In the Review (2013), the regions expressed concern about the relevance of the Centre's services to ILO constituents and the related costs. To respond effectively to the concern about *relevance* will require the further development of methodologies and tools to enable the Centre to more systematically assess, in close collaboration with the regions, the relevance of the training and learning services it offers. The following measures will be implemented:

- in collaboration with the ILO Evaluation Unit, and in consultation with the regions, a more rigorous and in-depth evaluation system will be designed and put in place to assess the relevance of the range and content of the training and learning services offered;
- training needs assessments will be more systematically used across all of the technical training programmes;
- independent evaluations of thematic technical training areas/programmes will be undertaken on a cyclical basis;

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[15] CC 77/5, Part V, paras. 41-48.

- more effective methodologies and reliable tools will be introduced to gather and analyze direct feedback from participants;
- greater use will be made of ILO research and statistical work as well as other related applied research;
- closer collaboration with the relevant ILO technical departments on technical content;
- staff development will focus on enhancing learning methodologies and pedagogical approaches, and
- a programme of continuous improvement of online resources for learning materials and tools.

39. The regions also raised the question of the *costs* of the Centre's services. The main cost drivers underlying the Centre's operations are staff costs and other fixed costs, including the maintenance and day-to-day running of the campus training and accommodation facilities. To cover these costs, the Centre relies on a combination of voluntary contributions, mainly from the ILO and the Government of Italy, and earned income generated from activities. The voluntary contributions cover around 50 per cent of the fixed costs of the Centre; the balance is covered from income generated from training and other related activities.

40. If the current level of operations is to be maintained and the targets set down in the Plan met, the scope for *significant* further reductions in the cost of the Centre's training services is limited. While efforts will be maintained to reduce operating costs, significant reductions would impact directly on the operational capacity of the Centre to deliver its services as well as its functioning as a residential training facility.

41. To ensure the operational sustainability of the Centre *and* to achieve incremental reductions in the cost of its services, the following measures will be implemented:

- streamlining of administrative and business practices;
- more efficient deployment of staff resources;
- increased use of blended learning;
- further development of the e-campus and other IT enhanced learning; and
- increased collaboration with local partner organizations, including greater use of local facilities and cost-sharing of experts for training services delivered in the regions.

42. *The Board may wish to:*

a) *endorse the proposed framework for a learning partnership between the Centre and the ILO as set down in this paper, and*

b) *recommend to the Governing Body that this framework be taken into account in the implementation of the overall vision and strategy of the ILO Transitional Strategic Plan for 2016-17 and in the ILO's Technical Cooperation Strategy for 2015-17.*

Turin, 11 September 2014

Point for decision: Paragraph 42

APPENDIX

SUMMARY TABLE OF KEY ACTIONS

2015-17

Pillar	KEY ACTIONS
1.Capacity building for ILO constituents ***Increasing relevance*** ***Reducing costs***	 Better differentiated and targeted training taking into account the ILO typology of countries Technical content of training adapted to ILO outcomes in close collaboration with ILO technical departments Increase participation by employers' and workers' representatives in training and learning activities Increase number of partnerships with national, regional and sub-regional training institutions More systematic use of training needs assessments Independent evaluation of thematic training areas/programmes Effective gathering and analysis of direct feedback from participants -- Increase use of blended and distance-learning Increase use of national and regional expertise and training facilities Institutionalize e-campus More efficient deployment of staff resources Streamlining of administrative and business processes and practices

2. Knowledge-sharing and dissemination of international labour standards, ILO policies and strategies	Consolidation and migration of ACI communities of practice to ILO outcomes On-line learning resource service created Learning Lab upgraded WiFi upgraded Ph.D. Programme with ILO implemented Portfolio of Turin School of Development Masters Programme expanded
3. ILO staff development	*Turin Learning Approach* integrated into ILO capacity-building learning services Learning Task Force established Common learning standards agreed Certification course for ILO staff trainers developed and implemented Certification courses for ILO staff on selected technical areas developed and implemented Dedicated training programmes for ILO field managers and national staff Convention for ILO Chief Technical Advisers Academy on ILO Technical Cooperation
4. Outreach and interface with UN System, academic and training institutions and other development partners	Increase partnerships with additional UN system entities, international organizations and regional/national training institutions New training courses developed in collaboration with other UN system entities on the post-2015 Sustainable Development Goals