

THE DIGITAL GOVERNANCE FRAMEWORK OF THE CENTRE

Guidance document

TABLE OF CONTENTS

Introduction	2
A. Objectives of the digital governance framework of the Centre	3
B. Stakeholders	4
C. Accountability and oversight	5
D. Guiding principles	7
F. Digital initiatives	11
1. Digitally enhanced services for individual capacity development.	11
eCampus	11
Website	12
2. Digitally enhanced services for institutional capacity development	12
External developer platforms	12
Other digitally enhanced institutional capacity development services	13
3. Operational backbone	14
Data analytics	14
Inclusive and resilient Information, Communication and Learning Technologies	19
Cloud-based services	19
Cybersecurity	20
Digitalization of business processes	22
4. Skilled teams	22
Realignment of organizational structures	22
Reprofiling of staff positions	23
(Digital) Skills development	23
5. Shared stakeholder insights	24
Sharing insights among internal stakeholders	24
Sharing insights with external stakeholders	25
6. A culture of innovation	26

INTRODUCTION¹

The environment within which the Centre operates is undergoing fundamental change, driven by long-term trends and accelerated by the COVID-19 pandemic. The analysis of the social, technological, economic, environmental and political forces shaping the marketplace for capacity development services indicates that: learners are increasingly technology-savvy and want to access learning services 24/7 and co-create their own learning experience. In addition, advances in digital technology open up new opportunities for learning service providers to upscale outreach, enjoy a fully immersive experience and reduce unit costs. Economic measures post COVID-19 will likely negatively affect official development assistance thus resulting in reductions in development budgets and putting further pressure on training activities that require financial support. Environmental concerns will also further depress demand for capacity development services involving global travel and on-campus activities.

Confronted with this inevitable change, the Centre has accelerated its pace of digital transformation. Before 2018, the main emphasis of the Centre used to be on individual-level capacity development with a focus on face-to-face training. The 2018–21 strategy framework set the stage for diversifying the service portfolio to better harness digital learning and collaboration technology and applications, in response to the ILO's renewed focus on institutional capacity development. During the 2018–19 biennium, the Centre expanded its distance learning outreach and developed a suite of advisory services to complement its training activities. The Centre also invested heavily in learning innovation, introduced digital credentials relying on block chain technology, piloted augmented and virtual reality (AVR) applications and launched new training products on future foresight techniques, big data mining, and artificial intelligence. In the wake of the COVID-19 pandemic, the pace of transformation of the Centre's service portfolio accelerated in 2020, characterized by a shift in emphasis from face-to-face training to online learning, a stronger focus on institutional-level and system-level capacity development services and the rollout of AVR technologies.

The Centre's institutional transformation process is guided by its digital governance framework. Digital governance is defined as a framework for establishing accountability, roles and decision-making authority for an organization's digital presence and for managing all digital tools and processes.² Digital governance includes a set of guiding principles, performance objectives and standards that mould how digital tools and services help to create value for the business and ensure that those involved in digital processes do not deviate from the organization's mission or other core values related to the organization's online presence.

This document describes the digital governance framework of the Centre, setting out its (A) objectives, (B) stakeholders, (C) guiding principles, (D) building blocks, (E) digital initiatives and (F) accountability structures and oversight mechanism. At the start of each section, the main reference documents from the institution's Internal Governance Documentation System are listed; for further documentation of specific tools, policies and processes refer to the footnotes.

¹ The introduction quotes from the ITCILO Strategic Plan 2022-25, accessible via <https://www.itcilo.org/about/board>

² Welchman Luisa 2015: Managing Chaos. Digital governance by design, p.11

A. Objectives of the digital governance framework of the Centre

Reference documents:

- ITCILO Strategic Plan 2022-25, accessible via <https://www.itcilo.org/about/board> (2021 Board session)
- Faster forward. The evolution of the service portfolio of the Centre, accessible via <https://www.itcilo.org/about/board> (2020 Board session)

The objective of the digital governance framework is to ensure that the digital transformation of the Centre aligns with its institutional mandate. More specifically, the framework ensures that the Centre-wide digital initiatives effectively drive the sustainability strategy of the organization, with its triple focus on technical performance, financial performance and governance performance.

THE THREE PILLARS OF THE SUSTAINABILITY STRATEGY OF THE CENTRE



Source: ITCILO Strategic Plan 2022-25

B. Stakeholders

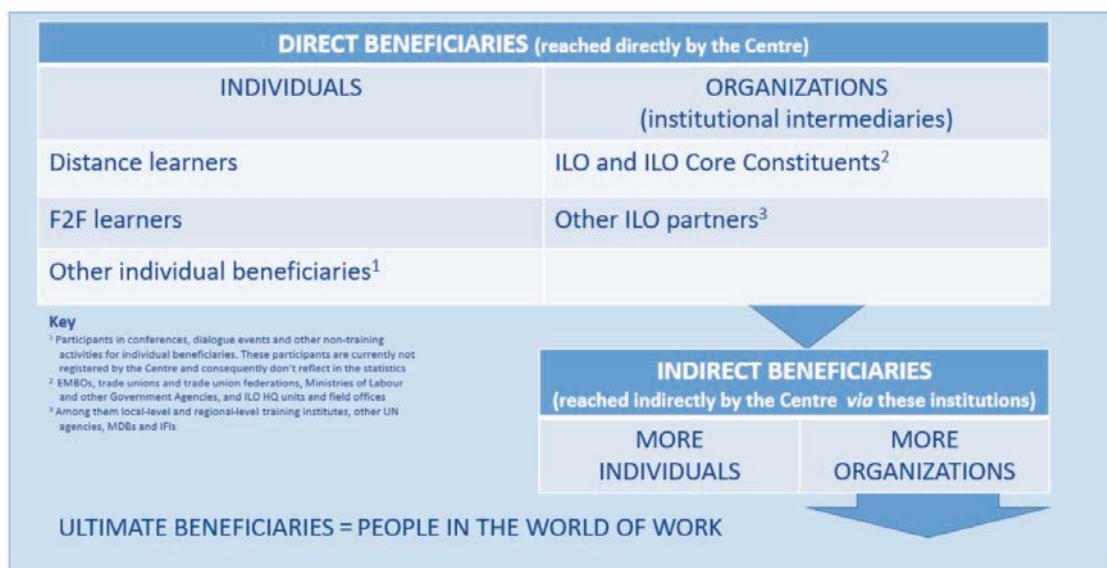
Two stakeholder groups of the digital governance framework are distinguished, namely internal stakeholders and external stakeholders:

Reference documents:

- ITCILO Strategic Plan 2022-25

- **Internal stakeholders** are the staff of the Centre and, where applicable, its first-tier suppliers.
- **External stakeholders** are the beneficiaries reached through the services of the Centre. The graph below illustrates the beneficiary universe of the Centre, drawing a distinction between individual learners and institutional clients and, in the latter case, amplifying the Centre's service outreach among (indirect) beneficiaries via these intermediary organizations.

THE UNIVERSE OF THE CENTRE'S BENEFICIARIES ILLUSTRATED



Source: ITCILO P&B 2022-2

C. Accountability and oversight

Reference documents:

- Basic documents of the Centre, including financial rules and HR regulations
- Risk management policy
- Procurement policy

The digital governance framework of the Centre was elaborated during the 2020–2021 biennium in a highly **participatory and consultative** process together with internal and external stakeholders. The process started off with an online envisioning exercise involving all staff of the Centre and was followed by a multi-step consultation involving line managers, senior management staff, the ILO, social partners and governments (among them prominently the Italian Government). From the ILO side, the consultation process was supported by a senior strategy advisor to the Director of the Centre. The building blocks of the digital governance framework underpinning the new operational model of the Centre were debated by the Board of the Centre in an extraordinary meeting in May 2021, and eventually captured in the 2022–25 Strategic Plan and 2022–23 Programme and Budget approved by the Board in October 2021.

Accountability for the implementation of the digital governance framework of the Centre **is distributed** among members of the Senior Management Team, in accordance with their respective duties. In practice, the Information and Communication Technology Services (ICTS) of the Centre are accountable for the IT architecture underpinning the eCampus, the website, the external platform solutions, the Customer Relationship Management (CRM) applications, ORACLE, the e-leave management system, the staff development portal and so on. On the other hand, the training department units or the relevant support services are accountable for concept design, curation, and operation and maintenance of all customer-facing services. For example, the staff development portal was developed under the guidance of ICTS while its operations are the task of the Human Resource Services (HRS).

The interoperability of the building blocks of the digital ecosystem of the Centre is ensured through the **Senior Management Team**. Line managers present their respective digital transformation initiatives for discussion at team level and final approval by the Director of the Centre. Once approved, the implementation of these initiatives rests with the relevant line managers, but the Director and/or the Senior Management Team may request progress updates. The results of the digital transformation initiatives are captured through the Results-Based Management Framework of the Centre and reported to the Board as aggregated figures expressed in financial terms or non-financial terms (like savings on overheads, number of distance learners and so on), as applicable.

Board members can **monitor implementation progress** against high-level P&B outcome indicators via the data visuals on the Centre's website. Social partners represented on the Board can, at any time, request updates through their respective training committees and the Director of the Centre is a member of the global ILO Management Team and reports via the ILO structures to the Chairman of the Board.

The risk associated with digital transformation initiatives is managed at unit level or, where required, escalated for discussion and mitigation measures to the Centre's **risk management committee** chaired by the Treasurer. For example, internet downtime was identified as a high impact risk for the entire Centre and escalated from the ICTS risk register to the organization-wide risk register. It has since been tackled

through a series of investments financed, among others, through the newly created IT fund. The Director and/or the Senior Management Team might call for briefings through the relevant line managers.

The **budget** linked to a given digital transformation initiative is managed at unit level lest the required investment exceeds allocations, in which case the Finance Committee chaired by the Director will debate and decide on the submission. The Finance Committee might request feasibility proposals from the relevant unit. Any investment is subject to the procurement management framework of the Centre and, in accordance with procurement thresholds, might need to be screened by the Procurement Committee. The final investment decision rests with the Director of the Centre.

As far as the governance of the Centre's online presence is concerned, the Learning Innovation Programme (LIP) is in charge of day-to-day management of content on the Centre's official social media channel, its public website and websites put in place in support of certain strategic initiatives (such as virtual reality). The Office of the Director of Training is in charge of the higher-level oversight of content on the public website. The Director's office is in charge of the section dedicated to the Board. The role of ICTS is to make sure the development of the public website is done in line with the Centre's IT security policy and that privileged accesses are controlled and verified regularly). Work on the website is coordinated through a digital team composed of members of LIP and ICTS and selected service providers.

As far as the governance of the Centre's eCampus is concerned, from a content management perspective, each technical programme is in charge of managing the training activities and related content for the courses created on the eCampus. The Training Director's Office defines the overall Quality Assurance Framework and controls its application by the technical programmes. LIP has the role of promoting learning innovation, including through use of technologies and experimenting with new methodologies. ICTS is in charge of the technical development of the eCampus, making sure that it responds to the needs of the Training Department, that it is done in line with the Centre's IT security policy and that privileged accesses are controlled and verified regularly.

In this context, the digital team is composed of members of LIP, ICTS and selected service providers, under the strategic guidance of the Director of Training.

As far as the governance of projects in the Training Department involving technologies is concerned, the business owner of those projects is the Director of Training or Program / Activity manager in charge of the project. The business owner manages the relationship with the donor/sponsor and has the responsibility to create and update content on the platforms being developed, either directly or through external contractors it has selected.

ICTS is involved in preparing the budget related to the development of the platforms. It also coordinates the technological development of those platforms through its selected service providers. It also makes sure that, for the period of hosting, those platforms are aligned with and respectful of the IT security requirements, including the controls foreseen in the ISO 27001 Information Security international standard.

In this context, the digital teams for each project are composed of members of the corresponding Technical Programme or Office of the Director of Training, members of ICTS and selected service providers (when needed).

D. Guiding principles

Reference documents:

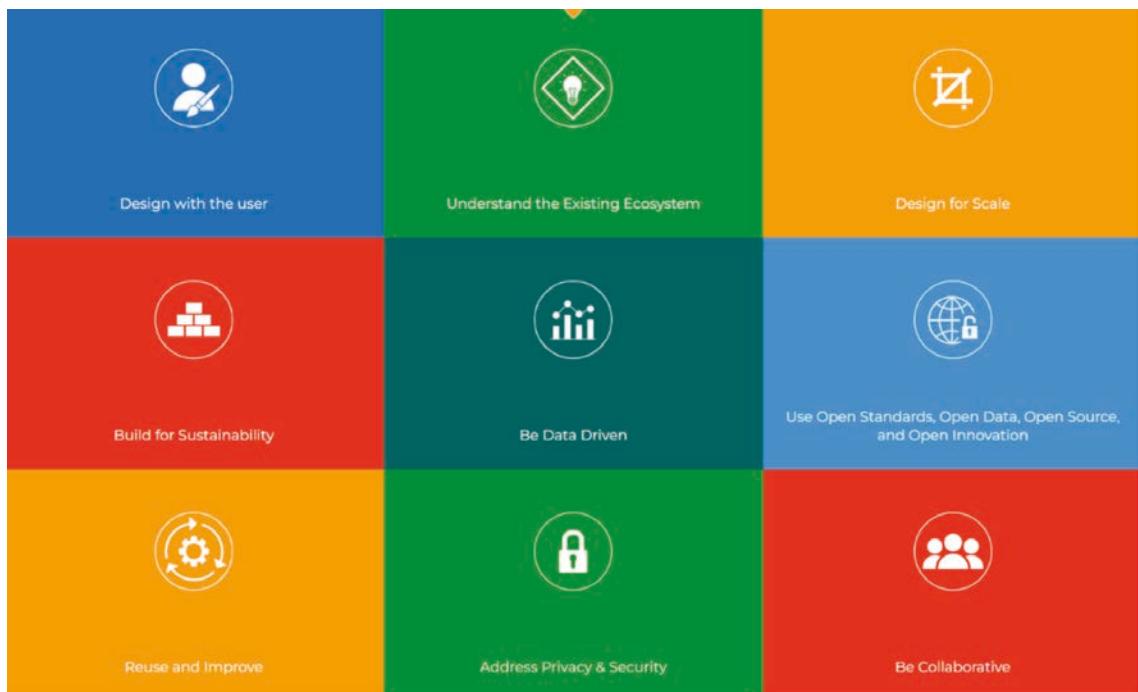
- ITCILO Strategic Plan 2022–25

The overarching guiding principles of the strategic plan of the Centre, and by extension of its digital governance framework, are as follows:

- Human-centred: putting people first in the transition towards the future of work and promoting international labour standards, social dialogue and tripartism, sustainable business practices, social inclusion, non-discrimination and digital inclusion.
- Emphasizing employment-rich growth: the Centre will advocate for employment-intensive investment approaches that maximize the job creation impact of these future of work transition processes, including the transition towards a green economy.
- Embracing diversity: embracing diversity among participants in learning activities offered by the Centre, among staff of the Centre, and among resource persons and partner organizations co-delivering capacity development services.
- Connected: working in partnership and blending the expertise of the Centre with the expertise of partners, including employers' and workers' organizations, universities and research institutions.
- Quality focused: a more data-driven approach to monitoring and evaluation, and sharing results widely to facilitate evidence-based decision-making.
- Participant-centred: co-creating learning services with the participant.
- IT-enhanced: harnessing digital technology to achieve pedagogical aims, scale up outreach and reduce the financial burden on contributors and participants.
- Innovative: continuously adapting learning applications and technology.
- Safety first: health and safety of learners and staff are overarching concerns.
- Sustainability: empowering local partners to independently and effectively provide capacity development services to their membership.

These guiding principles of the Centre explicitly take into account the Principles for Digital Development promoted by a coalition of multi-bilateral development cooperation agencies including agencies from the UN system.

PRINCIPLES FOR DIGITAL DEVELOPMENT



Source: <https://digitalprinciples.org/>

Within the context of the above principles and mindful of its development mandate, the strategic plan of the Centre places strong emphasis on digital inclusion. Accessibility is a key to inclusive digital learning, communication and collaboration services. The Centre endeavours to ensure that its services are digitally inclusive; in other words, services should leave no one behind, whether staff or participant, and digital learning and collaboration technologies and applications should have low barriers for learners with vulnerabilities (for further information, also refer below to section F: Inclusive and resilient ICT).

DIGITAL INCLUSION FOR ALL



Source: ITCILO Strategic Plan 2022-25

E. Building blocks

Reference documents:

- ITCILO Strategic Plan 2022–25
- ITCILO Programme & Budget 2022–23

To ensure that participants may benefit fully – both individual learners and constituent organizations – the Centre distinguishes six levers for digital transformation:

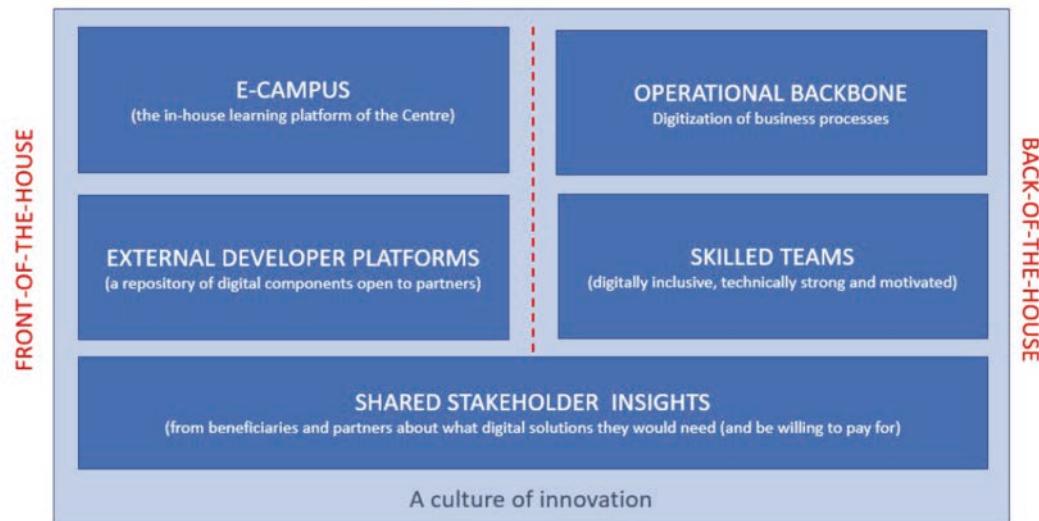
Front-of-house (customer-facing) services

- 1) expand the digital platform of the Centre (called the **eCampus**) through which individual learners can access online learning and collaboration offers;
- 2) build **external developer platforms** set up under commission from, and sometimes managed on behalf of, institutional clients; via these external platforms, partners provide their own beneficiaries with access to selected digital assets;

Back-of-house (internal) services

- 3) strengthen the **operational backbone**, where the aim is to digitalize internal processes linked to the Centre's support services (Human Resources, Finance, IT and Facilities Management) in order to improve efficiency and cost effectiveness;
- 4) implement measures to **upskill the staff** of the Centre and to ensure that they are motivated to embrace change and become technically skilled, digitally inclusive and information literate;
- 5) scale up the use of digital learning analytics and artificial intelligence to systematically collect and analyse **stakeholder insights**, prototype minimum viable products and crowdsource views of participants and institutional clients; and
- 6) nurture **a culture of innovation** and quality that embraces digital learning technology and applications and harnesses artificial intelligence to evaluate service quality. This culture of innovation is to transcend the boundaries of the Centre and to connect the Centre with other training organizations and academic bodies in the global learning innovation ecosystem.

LEVERS FOR THE DIGITAL TRANSFORMATION OF THE CENTRE



Source: ITCILO Strategic plan 2022–25

Note here that two of these digital transformation levers have been further refined in 2022 in response to the evolving context. Namely, the original focus of the Centre on the eCampus as the principal gateway for individual learners was amended to incorporate an additional focus on the Centre's website, acknowledging that the latter is typically the first touchpoint for potential beneficiaries. In addition, the original focus on external developer platforms has been further broadened to also reflect other digitally enhanced institutional capacity development services of the Centre in response to fast growing demand from constituents for data-driven services, digital communication and advocacy services, and hybrid event formats.

The main digital initiatives linked to each building block of the governance framework are further elaborated in the following section.

F. Digital initiatives

Reference documents:

- ITCILO Programme & Budget 2022–23
- TDIR Operational Plan 2022–23
- HR Strategy
- ICTS strategy
- FIS Investment Plan

For further documentation of specific processes and tools refer to the footnotes in each section

1. Digitally enhanced services for individual capacity development

eCampus

The eCampus of the Centre (<https://ecampus.itcilo.org/local/home/index.php>) has grown in the last biennium to become the main pillar of the digital learning ecosystem of the organization. It hosts both the distance-learning offer of the Centre and the online learning platforms linked to face-to-face training activities. It is also the main source of data to monitor and evaluate service quality. In 2022, the eCampus was upgraded to accommodate further growth in the number of learners concurrently accessing services. The Centre is in the process of integrating an accessibility toolkit in order to monitor and ensure accessibility of e-learning content and activity, contributing to a more digitally inclusive learning experience (for more information, refer to the section below on operational backbone). The Centre is also piloting new ICT solutions in order to improve the accommodation experience of campus guests. This includes the introduction of a solution to measure and benchmark customer satisfaction, enabling the Centre to act on guest feedback quickly and efficiently.

The learning platforms linked to face-to-face activities advertised in the calendar have been further enhanced to provide a world-class blended learning experience. As part of this exercise, all course pages on the platform have been equipped with pre- and post-event evaluation surveys and knowledge tests. They also provide access to a range of free self-guided learning modules on crosscutting ILO policy concerns like International Labour Standards, Gender Equality and Diversity, and the promotion of Social Dialogue and Tripartism. All self-guided distance-learning modules have been aligned with the Centre's Quality Assurance Scheme for Distance Learning, which is derived from the Open ECBCheck, an accreditation and quality improvement scheme for e-learning programmes initially developed by the European Foundation for Quality in Learning.³ Moreover, completion of the self-guided courses results in the generation of a digital certificate, as part of the Centre's roll-out of digital credentials in its learning services portfolio.

A suite of new mobile-ready self-guided distance learning products to be branded as “Master Class” is under development and will be piloted in the first quarter of 2023.⁴ The webinar functionalities of the eCampus have been further strengthened to facilitate in future more seamless integration of this service,

³ Some of the initial ECBCheck criteria were slightly reformulated and a few criteria were added by the Centre. For instance, the Knowledge Assessment Tests (KAT) are not present in the ECBCheck but have been added in the ITCILO checklist.

⁴ The first Master Class module is dedicated to the combat against child labour and draws on the Stop Child Labour Campaign of the 8.7 Alliance championed by the ILO.

and the quality control processes and tools used along the online service delivery cycle have been strengthened (for more information, refer to the heading “data analytics” in the section on operational backbone). A secure, mobile-ready video platform will be integrated to facilitate recording, management and streaming of videos, including measuring engagement.

Website

The eCampus is inextricably linked to the website of the Centre (www.itcilo.org), the latter being the principal source of information on the learning offer of the organization and the initial gateway to the online learning environment for new potential learners. In 2020, the Centre registered more than 690,000 website unique visitors, meaning that more than 95 per cent of all people inquiring about the organization enter online first (in more than one out of three cases using their mobile phones). Via the course page in the website catalogue, it is also the place for all online course enrolments (effectively directing learners onto the eCampus).

The examples illustrate that the growth of the eCampus user base will in part depend on the quality of the Centre’s website, and the digital marketing mix deployed to reach out to potential learners. Therefore, the Centre continuously expands the functionalities of its website (for example, upgrading the pages on its non-training service portfolio in October 2022) and improves the experience of website visitors in support of a smoother click-through journey towards conversion (for more information, also refer to the section on resilient and inclusive Information and Communication Technology Services). In addition, the Centre has introduced elements of digital marketing analytics and now places greater emphasis on digital channels to reach out to the right people at the right time with the right awareness-raising messages (for more information, refer to the section below on shared stakeholder insights).

2. Digitally enhanced services for institutional capacity development

External developer platforms

One of the cornerstones of the non-training capacity development support services of the Centre are the learning platforms developed under commission from ILO constituents and other ILO development partners. ILO constituent organizations can choose from a spectrum of options including the development of standalone training courses or the development of complete eCampus solutions with multiple learning applications and including back-office functions like digital marketing, digital learning analytics and digital certification. In the 2022–23 biennium, the Centre will scale up the scope of the **training product development** support service by defining platform standards and developing a platform toolbox following the same principles adopted for the Centre’s eCampus: flexibility, interoperability and capacity for plug and play learning and communication technologies.⁵ The platform development services of the Centre will continue to benefit from the experience gathered by the Centre through the ongoing development of its own digital platform, including access to unique features and, more generally, from the staff capacity to (re) use and adapt technologies already part of the Centre’s digital learning ecosystem to tailor those platforms to the needs of beneficiaries.

⁵ As of October 2022, this toolbox was under development, containing, among other things, standard default modules like self-guided and tutor-supported learning courses, and optional modules like trainer development functionalities, learning analytics, digital certification, gamification, videoconference integration and so on.

Other digitally enhanced institutional capacity development services

In addition, the Centre offers technical advisory services (where applicable also training) for ILO constituent organizations and other institutional clients, including **institutional capacity assessments with a focus on digital transformation readiness** and, where applicable, follow-up consultancies and training on independently setting up and running a given application.

As with its platform development services, the Centre can readily draw on strong in-house capacity with this type of consulting services for ILO constituents across the world.⁶ The Centre can also readily leverage its expertise in the development of customized CRM applications, digital training monitoring and evaluation systems and digital certification solutions.⁷

Another field where the Centre experiences a fast-growing demand from institutional clients for non-training capacity development services is the design and facilitation of **advocacy and communication campaigns**. Here, the main differentiator of the services of the Centre is the deployment of digital media, including video, website design and other digital media to package the advocacy message, and the use of social media to deliver it to a global audience.⁸ The Centre will continue investing in its in-house capabilities in the field of digital media design and digitally enhanced communication and advocacy campaigns. The Centre will strengthen its channel-specific quality assurance processes and tools.⁹

The Centre continues expanding its offer in the field of digitally enhanced **conferences and events** facilitation. The Centre has traditionally been a global meeting place for physical ILO retreats and conferences and intends to resume this role for interregional activities now that the travel restrictions caused by COVID-19 have been lifted. Having learned the lessons from the pandemic, being mindful of growing environmental concerns related to large-audience events involving intercontinental travel, and again taking advantage of digital learning and collaboration technology, in parallel, the Centre is rolling out the virtual conferencing applications and holographic projection technology successfully piloted in the 2020–21 biennium.¹⁰ In addition, the Centre upgraded its processes and tools to quality assure its event facilitation services.¹¹

Another field where the Centre has responded in the 2020–21 biennium to growing demand from its constituency for non-training capacity development support is knowledge management support. The focus, again, has been on **knowledge management solutions** that harness digital learning and collaboration technology by customizing the plones of what used to be online learning platforms for the

⁶ For a list of consultancy assignments carried out during the 2020–21 biennium, refer to the ITCILO P&B 2022–23. A most recent example for an assignment completed in 2022 is the institutional assessment of the Industrial Relations Training Institute in Bangladesh. For more information on the capacity assessment methodology of the Centre go to <https://www.itcilo.org/capacity-assessment>

⁷ For more information go to <https://www.itcilo.org/projects/customer-relations-management-employers-and-business-member-organizations>

⁸ For example, in 2021 and again in 2022, the Centre was commissioned by the global alliance on combating child labour to design and deliver stop child labour outreach campaigns. For more information, go to <https://www.itcilo.org/stories/5th-global-conference-elimination-child-labour>

⁹ For more information on the quality assurance processes and tools used along the project cycle of communication and advocacy campaigns, refer to digital brief (upcoming).

¹⁰ For more information on the experiments of the Centre with holographic projections, go to <https://www.itcilo.org/stories/itcilo-innovation-day-2021-holograms-3d-screens-and-radio>

¹¹ For more information on the quality assurance processes and tools along the project cycle for events, refer to <https://www.itcilo.org/qa-events-0>

purpose of information transfer and peer-to-peer exchange. In the 2022–23 biennium, these in-house capabilities will be better differentiated in function of the knowledge management strategy of the ILO, putting focus on innovative and **data-driven services to collect, process, visualize and share large amounts of data**. For more information on the in-house data analytics capabilities currently built by the Centre, refer below to the section describing the operational backbone of the Centre.

Note: the fast growth of non-training capacity development services for institutional intermediaries has created the challenge of how to **capture the impact of indirect service outreach on the ultimate beneficiaries of the Centre**. The traditional training indicators do not apply for services like communication and advocacy, facilitation of meetings and conferences, and knowledge management solutions. To address this challenge, the Centre has started tracking as of 2022 its indirect beneficiary outreach with a new indicator that monitors the size of the digital footprint of the services rendered by institutional intermediaries as a direct result of capacity development support provided by the Centre. In particular, the indicator will report enrolments in online training courses run by institutional intermediaries but co-created, hosted and, where applicable, curated by the Centre.

3. Operational backbone

In the following, a further distinction is drawn between data analytics, inclusive and resilient Information, Communication and Learning Technologies, and digitalization of business processes. Each aspect is discussed under a separate heading.

Data analytics

Data analytics refers to the use of data for evidence-based management. Data analytics mines data as a critical resource for value creation and develops its full relevance in cases where large amounts of data need to be collected, processed and visualized or disseminated to inform decision-making. Data analytics is used to answer the question what should be done next, based on the diagnosis of past and current events (diagnostic analytics), and by building hypotheses about future events (predictive analytics).

In diagnostic analysis, data from past and current events is used to assess an existing situation by identifying and comparing trends, uncovering correlations between variables and determining causal relationships. The data might be visualized with the help of charts, graphs and maps to illustrate trends and relationships.

- In predictive analytics, the information derived from diagnostic analytics is used to build hypotheses about future events and to determine actions that lead with heightened probability to desired outcomes.

To bolster its in-house data analytics capabilities, the Centre has set up in 2022 a data analytics function with three programme officer positions in the Office of the Director of Training. The work of the data analytics team is guided by the data privacy, ethics and protection guidelines developed by the United Nations Development Group, conforms to UN standards governing digital human rights, and complies with international standards on data privacy and security (for more information on the latter, refer to the section on resilient and inclusive Information and Communication Services).¹²

¹² UNDG 2017: Data privacy, ethics and protection. Guidance note on big data for achievement of the 2030 Agenda, accessible via <https://unsgd.un.org/resources/data-privacy-ethics-and-protection-guidance-note-big-data-achievement-2030-agenda>. For

In the 2022–23 biennium, the work of the Centre in this field focuses on three themes:

- Increase the outreach of capacity development services
- Improve the impact of capacity development services.
- Manage knowledge along the capacity development service cycle.

Data analytics to increase the reach of capacity development services are meant to better target their intended beneficiaries with the help of digital technology. For example, social media and CRM applications can very effectively leverage outreach campaigns and promote services at low cost. In addition, with the help of algorithms, large amounts of data can be analysed to better segment beneficiary groups and to tailor messages to their distinct characteristics.

In the past, the outreach activities of the Centre were more likely to rely on decentralized initiatives at the level of Technical Programmes, with compartmentalized access to data about learners and individual network connections. In the same vein, the services of the Centre would usually be developed in-house or through consultants in close collaboration with the ILO and with a lead-time to market of up to one year. The future beneficiaries were less frequently directly involved in the product development process.

Going forward, the Centre has shifted the focus away from this more reactive approach towards an approach with stronger emphasis on prediction and co-creation. The process involves the establishment of a central customer database by way of pooling and cleaning existing data in MAP, in the eCampus and in other databases administered at the level of Technical Programmes; and segmenting the universe of beneficiaries to develop profile-specific outreach campaigns.

The Centre has also moved to refine the digital marketing mix underpinning its services, with a focus on the following channels:

- Stimulating searches through search engine optimization (organic search) and search engine management (paid search).
- Mobile phone outreach activities.
- Social media outreach activities.
- Online stakeholder panels and focus group discussions.
- Customized outreach activities for key accounts (direct response marketing).

The digital marketing mix has a different focus for each stakeholder segment:

- For individual learners, the Centre places strong emphasis on search engine optimization, mobile apps and social media in its digital marketing mix, acknowledging that the website is the first touchpoint for nine out of ten learners, that the mobile phone is fast becoming the principal tool of interaction with stakeholders and that social media are the main channel to raise service awareness and stimulate engagement with millions of people at a time.
- For institutional clients, the mix in turn focuses on mobile, social media, online stakeholder panels and focus group discussions, mindful that the stakeholder universe is smaller, the scope of the service transaction different (service bundles rather than a single activity) and the decision-making process likely to involve more steps.

- Finally, for development partners, the main focus is on stakeholder panels, focus group discussions and customized individual outreach activities. Also, refer to the section on shared stakeholder insights for further information on consultation and co-creation mechanisms.

Data analytics to improve the impact of capacity development services help the Centre to fine-tune quality assurance approaches and tools along the service delivery cycle. In the 2022–23 biennium, the primary focus of the work of the Centre in this space is on further refining the quality assurance system underpinning activities for individual learners and on ensuring that they are fully aligned with the ISO 29993 standards for learning services outside formal education.¹³

More specifically, the Centre focused on online learning activities bearing in mind their fast growth in number and outreach.¹⁴ The Centre commissioned in 2021 a comprehensive external evaluation of its online learning activities and refined its learning services and its quality assurance processes and tools in response to the findings. The Centre in 2022 has commissioned another external evaluation of its online learning activities and was able to reconfirm that these modifications have taken hold.¹⁵

One example of an analytical tool improving the impact of online learning activities is micro-level learner dashboards that allow learning activity managers to monitor learner progress in distance learning activities in real time. In 2021, the Centre commissioned technical expertise on the scope for introducing these meso-level dashboards;¹⁶ in 2022, the Centre has proceeded to build the application. Another example is digital certification schemes that facilitate the portability of learner credentials. In 2021, the Centre piloted the use of digital certificates and has proceeded in 2022 to roll the application out across its entire learning service portfolio.¹⁷

An external review of the learning analytics system of the Centre commissioned in 2021 placed the organization between level two and three of the learning analytics sophistication pathway. For the 2022–23 biennium, the Centre aims to raise its learning analytics capabilities to level three.

¹³ <https://www.iso.org/standard/70357.html>

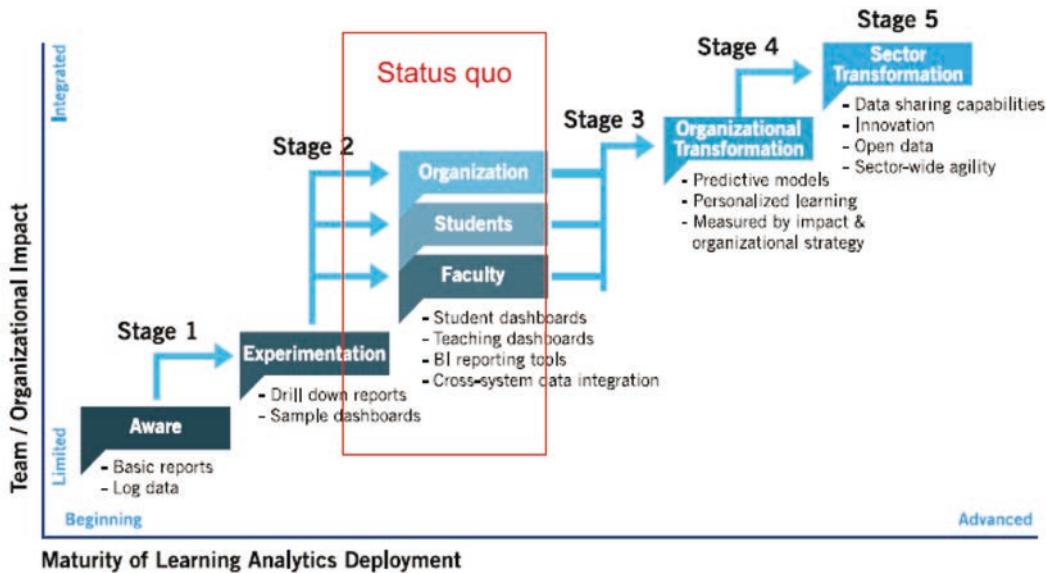
¹⁴ The quality assurance processes and tools underpinning the learning activities of the Centre are mapped against ISO 29993 and documented in a quality assurance manual released in 2019. In 2021, the manual has been updated to reflect the evolution of the service portfolio. As regards non-training institutional capacity development services, the Centre in 2022 has started to map its quality assurance processes and tools for consultancies, event facilitation services and communication and advocacy campaigns against ISO 21500 for project management (whereby each assignment is treated as a separate project). Refer to the section on external developer platforms and other institutional capacity development services for further information and documentation. The remaining categories of institutional capacity development services will be mapped in 2023.

¹⁵ <https://www.itcilo.org/external-evaluation-2022-report-brief>

¹⁶ For more information refer to <https://www.itcilo.org/learning-analytics-dashboards>

¹⁷ For more information refer to <https://www.itcilo.org/stories/introducing-itcilos-new-digital-credentials>

THE LEARNING ANALYTICS SOPHISTICATION PATHWAY



Source : Siemens, G., Dawson, S., & Lynch, G. (2014). Improving the Quality and Productivity of the Higher Education Sector - Policy and Strategy for Systems-Level Deployment of Learning Analytics. Canberra, Australia: Office of Learning and Teaching, Australian Government. Available at: http://solaresearch.org/Policy_Strategy_Analytics.pdf

As part of the effort to move towards level three during the biennium, the Centre is in the process of shifting from an interpretation paradigm to an intervention paradigm. In the interpretation paradigm, data is primarily used for getting insights into the past performance of the organization and to deduce actions by interpreting this data. A critical role in this paradigm lies in the process of developing indicators as proxies for decision-making. The intervention paradigm, in turn, focuses on developing evidence-based interventions and the measurement of effects based on these interventions.

More specifically, the Centre in 2022 has consolidated the different streams feeding the data lake of the organization: the technical infrastructure for data collection, including the data-warehouse, and the intelligent use of external services and functionalities delivers a good basis for data-driven monitoring of performance of the Centre. On the other hand, the digital ecosystem of the Centre has some blind spots that hinder the Centre in producing a holistic aggregation of all data from the different areas of operations. An example of such a blind spot in the ecosystem is the current practice of manually processing the data collected from the online end of activity surveys. By mid-2023, these processes will have been digitalized.

Secondly, the Centre seeks to better cross-exploit data analytics tools: a variety of methods and approaches are used in different parts of the Centre. For example, the Centre uses Mouseflow to analyse the click-and browse behaviour in the websites of the Centre to improve its information flow and outreach activities. This approach would be very powerful if it could be exploited on the eCampus as well to gain a better impression of learner activities on the courses. This would also contribute to the general goal of increasing the richness of data, with less reactive data and more behavioural data.

Thirdly, the Centre is extending available data and indicators for knowledge acquisition and learning: the current approach to learning analytics is focusing on reactive data rather than behavioural data. Newer approaches to learning analytics combine those two types of data to have a more holistic picture of

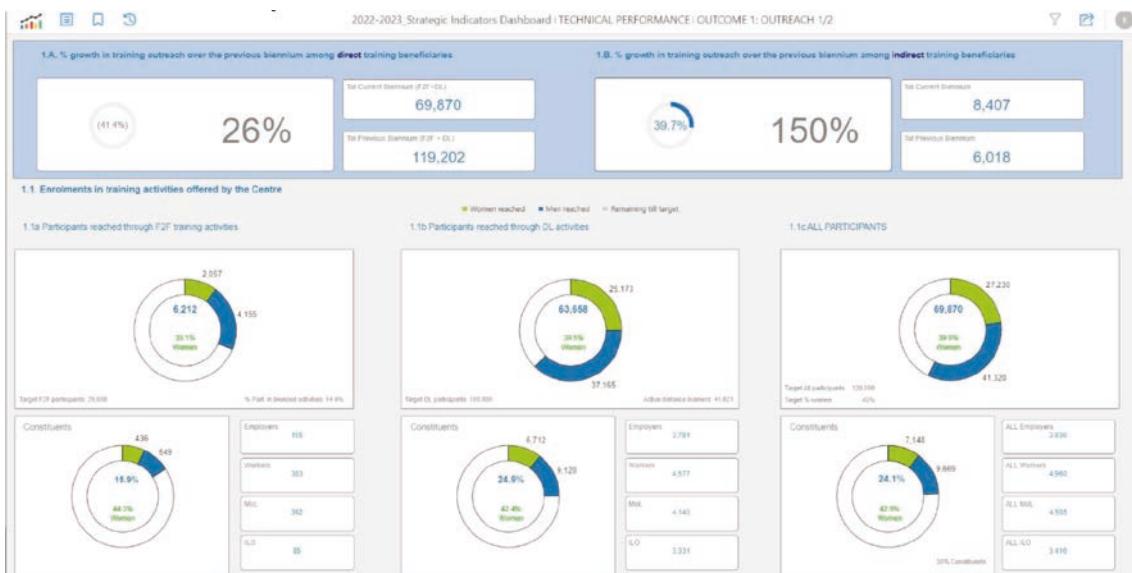
what learners are doing and of the outcomes of the learning process. In this sense, the Centre will more systematically exploit log data in future and will not rely on the use of single data points but incorporate procedural measurement approaches like process mining into the general portfolio. This will increase the likelihood of getting a more objective picture of the learner. To drive this learning analytics upgrade, the Centre has commissioned in 2022 the development of meso-level learning analytics dashboards that are to complement its existing micro-level individual learner dashboards and its macro-level business information dashboard.¹⁸

Fourthly, the Centre has shifted its focus towards behavioural data: the Centre currently uses two different types of measurements, some of them like end-of-activity satisfaction surveys tracking reactive data and some of them like knowledge application tests tracking behavioural data. Reactive measurements are less effective in providing an objective picture about the learning gain and learning transfer resulting from participation in courses provided by the Centre. The Centre will therefore place greater emphasis on behavioural change measurements and further roll out knowledge-tests to verify knowledge gains and knowledge application surveys and behaviour change surveys after treatment to verify performance improvements. In addition, the Centre will experiment with integrating techniques from experience sampling into their mobile app, which has been developed to provide access to the eCampus.

Data analytics to manage knowledge and strengthen the capacity of the Centre to better inform decisions along the steps of the service delivery cycle by creating systems for data collection, processing, analysis, visualization and dissemination with the help of digital technology.

For example, the Centre uses actor network mapping applications to visualize complex stakeholder landscapes prior to designing its segment-specific partnership development campaigns; also, the Centre relies on a digital management information dashboard to monitor the reach and quality of its capacity development activities and to undertake timely corrective action where required.

SNAPSHOT OF THE IBI DASHBOARD TO TRACK SERVICE OUTREACH¹⁹



¹⁸ For more information go to <https://www.itcilo.org/learning-analytics-dashboards>

¹⁹ Access to the IBI dashboard is via the ITCILO intranet; with access restriction determined by user roles.

In the 2022–23 biennium, the existing knowledge management applications will be further upgraded, and additional processes and tools tested. For example, the Centre intends to pilot in 2023 the use of chatbots powered by Artificial Intelligence, which can be used to offer 24/7 access to information about learning activities.

Inclusive and resilient Information, Communication and Learning Technologies

Taking into consideration the growing number and rapidly evolving technologies used by the Centre to support its mission, the Centre has put digital inclusion and accessibility at the core of its development of new digital services.

The Centre's main public-facing website and platforms have gone through **accessibility testing** and related improvements. The first objective is to remove all blocker and critical accessibility issues, as indicated in the W3C Web Content Accessibility Guidelines (WCAG) 2.1 AA, the international standard to make content and products accessible to people with disabilities. Eventually the Centre intends to have an accessibility conformance report produced by a certified external provider stating how the Centre's website meets or conforms to the W3C international standard.²⁰

An accessibility toolkit was integrated into the Centre's eCampus in 2020. Starting from 2023, on all courses a report will automatically evaluate accessibility, providing also, when possible, automatic remediation. Self-paced modules to learn more about documents, media and web accessibility have been made available to Centre staff from October 2022 onwards, to make sure they are trained to produce accessible content.

In a survey conducted with eCampus participants in 2022, only three and a half per cent of participants faced accessibility issues, compared to ten per cent in the same survey in 2021. External assessment of selected e-learning courses through an external provider is also currently taking place, with the objective of having a certain number of online courses compliant with the W3C internal standard on accessibility.

Learning from the example of the 2021 digital inclusion forum (7 to 8 July 2021), the Centre piloted the concept of an online symposium with tripartite participation. The purpose of the event was to analyse jointly the implications of digital transformation for the world of work. The symposium format has proven to be a successful way of stimulating debate and making the voice of beneficiaries better heard. A follow-up one-day event is envisaged in 2023 to interrogate constituents on the implications of online learning and how better to tailor the online learning experiences of the Centre to their needs. Moreover, in 2022, **digital inclusion guidelines** have been published, showcasing how digital inclusion promotes sustainable development and actually improves people's lives.²¹

Cloud-based services

ICT services used by the Centre or provided to its beneficiaries need to be accessible worldwide in a fast, reliable and secure manner. Moreover, the Centre has achieved recognition as a learning innovation champion across the UN system, for instance through the use of AVR in training activities and capacity development services, and it intends to consolidate this role as a (digital) innovation hub.

²⁰ <https://www.barrierbreak.com/whats-new-in-vpat-2-4/>

²¹ <https://www.itcilo.org/stories/how-digital-inclusion-can-improve-peoples-lives-and-promote-sustainable-development>

Cloud computing and **cloud solutions** were therefore an important component of the Centre's digital transformation process to increase at the same time agility, innovation, collaboration and resilience.

An approach to the Cloud was initially developed in 2018, with the objective of following best practice by providing a realistic perspective of the possibilities, benefits, costs and risks of cloud computer solutions on a case-by-case basis.²² Cloud solutions were progressively adopted in the 2020–21 biennium, further extending the Centre's digital infrastructure beyond the closed wall of the Campus.

To support the Centre's digital transformation and digital growth beyond 2021, the Centre decided to consider adopting a **cloud paradigm** before any other technology ("Cloud first" principle) when defining a new project or developing new digital services. A specific output (7.2) was also added to the P&B 2022–23 in the organization performance pillar of the Centre's sustainability strategy.

Cybersecurity

The number of high-profile incidents, breaches and cyber-attacks is on the rise, requiring all the UN organizations to strengthen cybersecurity resilience.

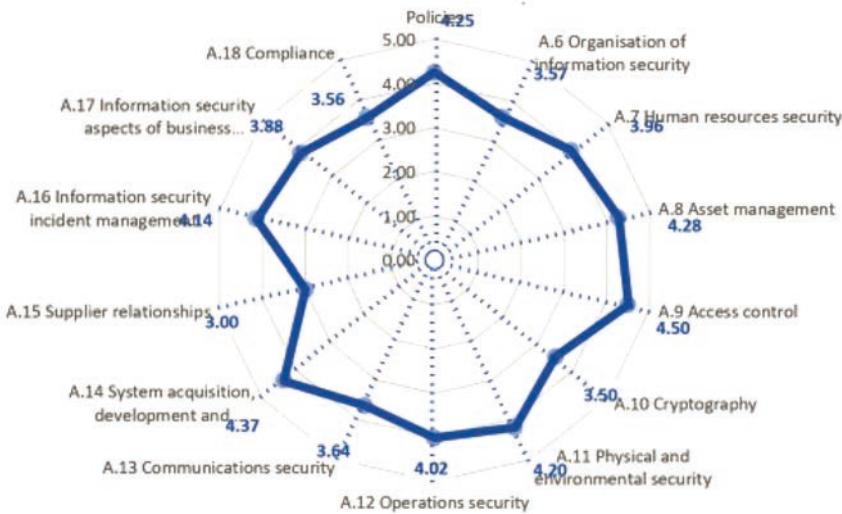
The Centre obtained in 2016 the **ISO 27001 Information Security certification** and has maintained it since then. Taking into consideration the development of digital platforms for the Centre's beneficiaries, the scope of the ISO 27001 has been extended to cover all IT services, including those provided to the beneficiaries.

As a member of the **UN CEB Digital Technology Network** (DTN), the Centre has updated its security policies in 2022 to integrate, among other things, the UN Minimum Baseline for Cybersecurity adopted in November 2021 (CEB/2021/HLCM/DTN/02). This baseline standard is being reviewed by the UN Information Security Special Interest Group and recommendations will be discussed in the UN DTN meeting the week after the 2022 Board. When applicable, new recommendations will be reviewed and adopted by the Centre. This includes common approaches to cloud security currently under discussion in the UN: a draft paper was shared in October 2022 by the UN Information Security Special Interest Group and will be discussed in the next UN DTN meeting.

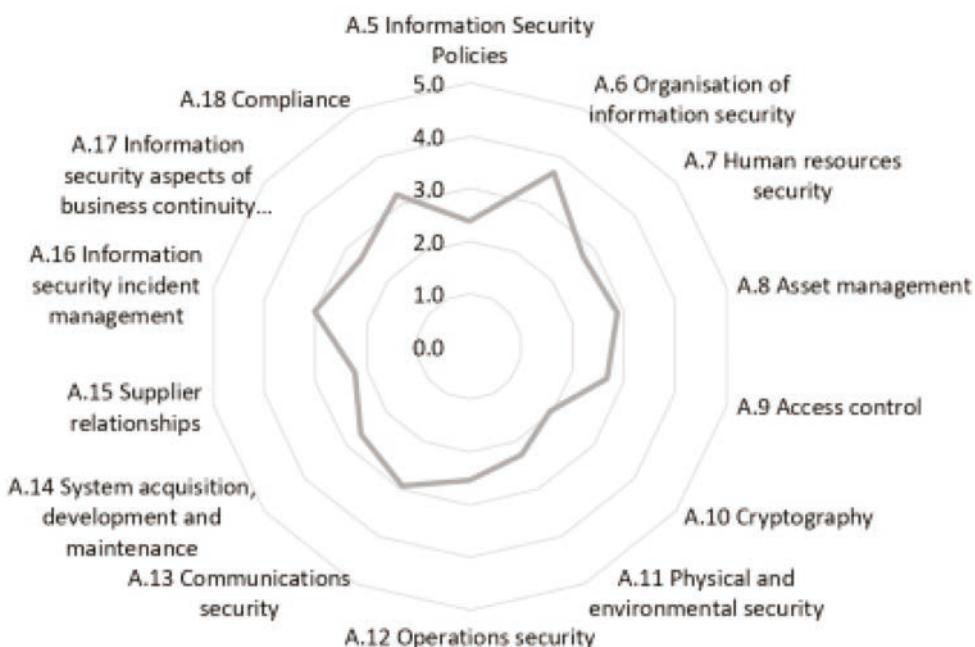
The UN's Joint Inspection Unit (JIU), recognising the growing importance of cyber resilience, has defined 10 cyber resilience pillars to assist UN organizations in improving their posture. The JIU also recommended in 2021 that each organization perform a **review of its cyber security posture** to identify opportunities for enhancing resilience. The Centre engaged with the UN ICC to conduct this review. The assessment resulted in an overall cybersecurity maturity rating of 4.1 out of 5, placing the ITCILO's cybersecurity processes in the upper half of the model's third maturity level, which is classified as "defined". This is higher than the UN System average.

²² See ICTS Cloud Approach published in September 2018: <http://intranet.itcilo.org/internal-service/icts/about-icts/policies-and-procedures/icts-cloud-approach>

ASSESSMENT OF THE ITCILO INFORMATION SECURITY CONTROLS



UN SYSTEM INFORMATION SECURITY CONTROLS AVERAGE



As the Centre moves towards digital and cloud-based services, gathering more data from its beneficiaries, more attention is paid to data protection and privacy. The Centre's approach is to explicitly take into account the UN principles on Personal Data Protection and Privacy, the Data Strategy of the Secretary General and the UN 2.0 Quintet of Change. Due to the importance of cybersecurity, a dedicated outcome indicator (7.3) has been included in the organizational performance pillar of the Centre's sustainability strategy for the 2022–2023 biennium.

Digitalization of business processes

The digital transformation of the Centre did not only result in initiatives to provide new, digital services to its beneficiaries. It also translated into **several initiatives to optimize and digitalize various business processes**. This has reduced overheads over the past few years, in the context of an increase in the number of participants, projects and activities.

One of the objectives in the continued streamlining of internal processes is to see the Centre move to a paper-free working environment by the following biennium. This resulted in eight business processes being streamlined and automated in 2020–21 and other processes being under review and digitalization:

- The timeline of the recruitment process was progressively reduced through the use of an improved **recruitment platform** (<https://jobs.itcilo.org>), allowing for automation of the application process and a swifter screening process. In 2022, the timeline for recruitment is now three months.
- An **online approval** process has been put in place to finalize the internal review process of finalizing activity budgets and approval; another digital process to finalize and approve agreements is being tested and will go live in 2023.
- Payment of suppliers in the Single Euro Payment Area (SEPA) has been automated (e-banking) since the beginning of 2021. The payment of suppliers outside the SEPA should be automated by the beginning of 2023.
- The **staff training and development portal** (<https://std.itcilo.org>) has been further scaled up and is used now for all staff training activities. It will be extended further to include performance management in 2023.
- A **digital credential system** was piloted in 2020–2021 and is now used for all training activities (<https://credentials.itcilo.org/>). As of October 2022, more than 40,000 digital credentials have been issued to more than 29,000 individuals.
- K activities (external activities running on campus on a rental basis) have been included in MAP. A new **One Stop Shop** booking system is being developed in 2022 and will go live in 2023, automating classroom and bedroom booking based on the activities registered in MAP.

In 2023, the Centre will look at developing and piloting an eCommerce solution to automate payment by credit card and enrolment of participants on open online courses.

4. Skilled teams

Realignment of organizational structures

The digital transformation of the Centre brings opportunities for the staff of the organization. The further diversification of the service portfolio opens up new lines of work and new opportunities for career development of staff including in the field of advisory services, multimedia design and online event facilitation. Occupational profiles will in future rely less on repetitive tasks often associated with residential group training activities and more on empowering aspects like self-initiative and creativity with a higher level of autonomy for both professional and general service staff. The stronger reliance on online learning allows staff to perform their work in a more flexible manner including through teleworking and puts them thus in a stronger position to balance work and life.

One of the challenges of the transformation process is that the boundaries between work and private life become more fluid since online training activities in particular do not always align with traditional work schedules from 8 a.m. to 5 p.m. Staff will need to go on acquiring new digital skills to keep them in line with the new working model, as the Centre proceeds with its institutional transformation. Office spaces need to be redesigned and social interaction among staff during working hours could become more distant in a world where off-campus teleworking has become the new normal.

Therefore, the success of the new model relies on the further empowerment of staff by exploring new ways of working and changes in the structure, job profiling and skill set of the Centre's workforce.

To address the needs of the new model, the Centre has released in 2022 **a new Human Resources Strategy**. Where appropriate, vacant higher-level positions are considered for reprofiling into mid-level technical roles to widen the internal pool of technical expertise and increase outreach and delivery. Key HR management areas such as job design, staff development and performance management are in the process of being aligned with the needs of the new model to ensure that the Centre's staff are provided with the necessary support to address these changes and that their efforts in this respect are duly recognized.

Reprofiling of staff positions

More specifically, the Centre has embarked on the **reprofiling of staff positions**, starting in 2022 with the realignment of job descriptions for general service staff in the Training Department. The new generic job descriptions are to reflect fully the new tasks and responsibilities of support staff in a digitally transformed organization, with an increased focus on digital competencies and the new delivery modalities.

For example, in the Training Department there is reduced demand for functions supporting on-campus F2F activities but a greater need to support delivery of training activities through distance learning platforms and other digital tools. As a result, many staff primarily involved in the facilitation of face-to-face training on campus in the past are now primarily linked to online learning activities. For the same reasons, the **staff regulations governing working time at the Centre will need to be reviewed** in light of the new operational model as it calls for more flexible working hours but also provides potentially more room for teleworking arrangements.

(Digital) Skills development

Throughout this phased approach, the Centre's current skill set will continually be assessed against the needs of the new model. A functional review of existing roles and a temporary redistribution of selected roles began in 2020 and continued in 2021 in order to successfully address the need to deliver the evolving range of activities in the context of the pandemic. The Centre has launched a series of **targeted staff development activities**, within the current budgetary allocations for staff training and development, to nurture a culture of innovation and learning and strengthen in-house capacity in the design and delivery of digital learning and collaboration solutions. The programme builds on the outcomes of the staff development activities on e-learning carried out in 2020–21 and combines in-service training, self-learning and coaching support on the use of advanced digital learning technology, such as AVR.

The quality and effectiveness of the leadership of the Centre both at senior level and middle management level is key to the success of the institutional transformation process. Managers need to lead and drive the change. The Centre continues developing the skills of its managers by facilitating access to world-class and cutting-edge **leadership and management training** opportunities. For example, several members of the Senior Management Team and line managers have been supported to complete learning programmes on strategy, digital transformation and innovation offered by internationally recognized institutions like Harvard University, the Massachusetts Institute of Technology and Stanford University. In addition, the Centre is in the process of designing an in-house talent scouting programme to groom a cadre of young leaders in anticipation of retirements and transfers of line managers.

The Centre's organizational structure will continue evolving to ensure optimal allocation of its human resources and that professional staff profiles and structure are aligned to the ILO's mandate for the implementation of the Centenary Declaration and to promote future of work transitions. Following guidance from the Board on the proposed new operating model, these changes are implemented by Centre Management in consultation with staff representatives and in accordance with the ILO Guidelines on Managing Change and Restructuring Processes and the Centre's Staff Regulations, HR policies and procedures.

5. Shared stakeholder insights

In line with the distinction between internal and external stakeholders made above, the Centre seeks to collect, process and disseminate stakeholder insights inside the organization and outside the organization.

Sharing insights among internal stakeholders

Next to "analogue" knowledge-sharing mechanisms like face-to-face meetings including awareness-raising events on digital transformation themes and annual innovation days (see the section below on nurturing a culture of innovation), in-house formal and informal expert networks, and institutionalized collaboration at committee level, the principal digital tool to facilitate in-house sharing of stakeholders' insights are:

- the ITC intranet.
- Online Communities of Practice (CoPs) hosted on the eCampus.
- The quarterly UN Bulletin.
- Digital briefs and data visuals released via the ITCILO website (many of them with linkages to full electronic reports for further background study).

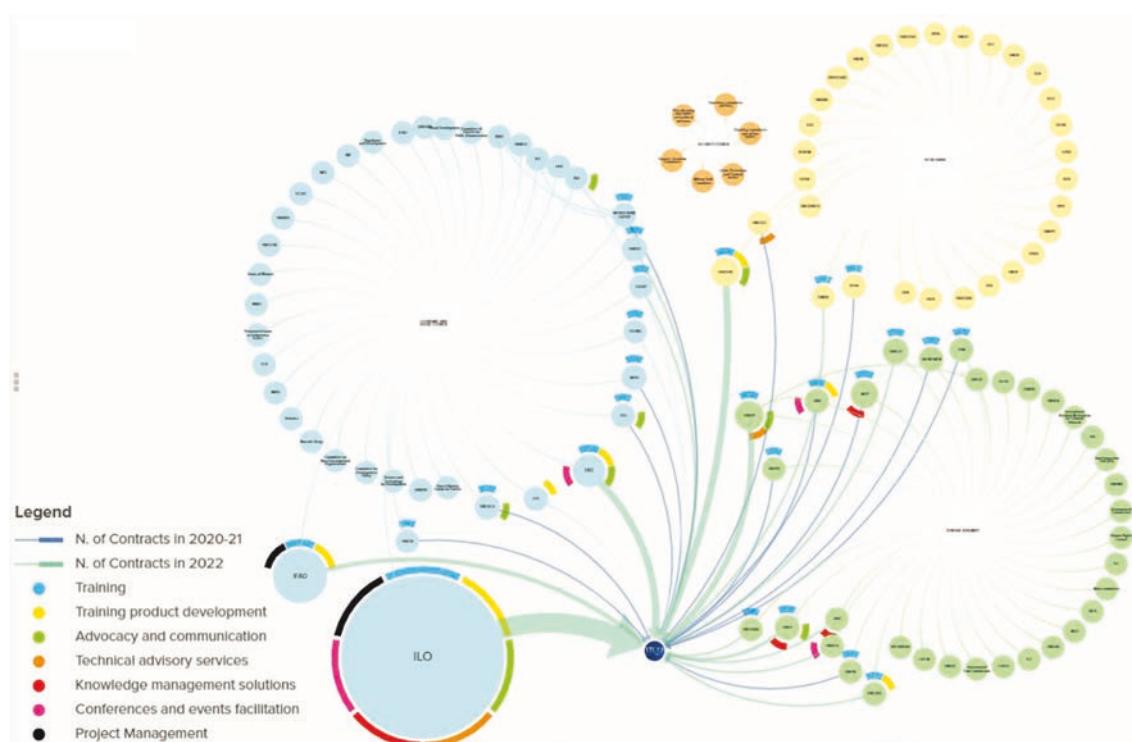
The digital briefs and data visuals were launched in 2021 and have since been continuously developed and expanded. The ITCILO intranet has been in operation since 2012 and is undergoing a major upgrade in 2022. The UN Bulletin was launched in 2020. Online COPs are established ad hoc, but many of them have been active for years; one example is the COP for eCampus practitioners.

The digital briefs and data visuals are also accessible for external stakeholders while intranet access is restricted to staff. CoP participation is by invitation only and the quarterly UN Bulletin is an in-house newsletter.

Sharing insights with external stakeholders

In addition to existing analogue consultation mechanisms like the Trade Union Training Committee, the Employers' Training Committee and continuous liaison with ILO offices and ILO development partners (including government constituents represented on the Board), the Centre in the 2022–23 biennium is building its in-house data analytics capabilities (for further information, refer to the section on data analytics above). As part of this process, the Centre is consolidating its knowledge (and data) base about its universe of development partners and has introduced an actor network mapping application to visualize and interpret this information for selected priority segments, starting with UN development partners and (in 2023) to also include International Finance Institutions and Multinational Enterprises.²³ See below for a snapshot of the actor network landscape for the segment of UN development partners.

ACTOR NETWORK MAP OF THE UN DEVELOPMENT PARTNER SEGMENT (09/22)



In 2022, the Centre has used the information to design and deliver outreach activities for current and potential development partners across the UN system. These outreach activities include CRM campaigns, social media campaigns and the facilitation of an online stakeholder meeting to share insights on the future of conferencing and meetings.²⁴ Next to these digital outreach campaigns, the Centre seeks to raise awareness via social media channels about its publicly accessible information resources like digital briefs and data visuals. The reach, output and impact of each outreach campaign is monitored and evaluated, using a combination of financial and non-financial metrics and, where applicable, applying A/B testing to benchmark digital marketing channels.

²³ The partnership development strategy of the Centre is described in the TDIR operational plan for 2022–23 (there lever 4.6). For more information on the software application used by the Centre go to www.kumu.io

²⁴ For more information refer to the 2022-23 segment-specific work plan underpinning the outreach campaigns.

6. A culture of innovation

The COVID-19 pandemic has demonstrated that the environment within which the Centre operates is volatile, uncertain, complex and often ambiguous. The Centre needs to continuously evolve its capabilities in response to, or anticipation of further inevitable change, whether caused by new health scares or other external forces like demographic change, climate change or technological advancements. The Centre also needs to strengthen the capacity of ILO constituents to effectively respond on their own part to these challenges. Learning innovation is a means to accelerate the evolution of existing or invention of new practices, products and processes in the field of capacity development. With its LIP, the Centre had already put in place before the pandemic a structure to systematically promote learning innovation. In the 2022–23 biennium, this structure is expanded and leveraged to support the implementation of the higher-level innovation strategy of the ILO in support of its constituents.

The innovation initiatives of the Centre are coordinated through its **LIP** and focus in 2022–23 on the establishment of (a) a **Learning Innovation Laboratory** where participants can experiment in a safe environment with frontline learning technologies, and (b) capacity-building activities about methodologies and tools for innovation.²⁵ These learning innovation initiatives are directed internally at staff from the ILO and the Centre, and externally at individual learners and learning service providers linked to the ILO constituency and the wider UN system. The Centre has elaborated an organization-wide action plan to structure its learning innovation and knowledge management initiatives, to monitor implementation progress and to ensure that constituents have always equal and fair access to the innovation laboratory.

For internal stakeholders, the Centre organizes annual innovation days, sponsors participation of staff in global innovation network meetings and international conferences, and supports digital skills development activities (for more information on this, refer to the skilled teams section above).²⁶

For external stakeholders, the Centre prioritizes – and has repeatedly sponsored through its **innovation fund** – learning innovation experiments delivered via the Employers' and Workers' Activities Programmes in the Training Department. The experiments include: the exposure of trade union structures in Latin America and employers' and business membership organization (EBMO) representatives in Europe to AVR; the training of trainers from the European Trade Union Institute in latest generation learning technology like holographic projections; and the exposure of labour inspectors from Qatar to virtual occupational safety and health training.²⁷

The Centre prepares and widely disseminates via its website stories, reports and publications on learning innovation topics. It convenes focus group discussions and online surveys to collect insights on innovation, and has been commissioned by the ILO to implement online design sprints, hackathons and innovation challenges with ILO constituents under the umbrella of the ILO innovation facilities.

²⁵ The learning innovation lab was inaugurated in October 2022.

²⁶ For more information on the innovation days, refer to <https://www.itcilo.org/stories/itcilo-innovation-day-2021-holograms-3d-screens-and-radio> and <https://www.itcilo.org/innovation-day>

²⁷ For more information on AVR training pilot in Qatar, go to <https://www.itcilo.org/stories/qatar-and-ilo-launch-virtual-reality-training-course-labour-inspectors>

INFO

FOR FURTHER INFORMATION

PLEASE CONTACT

**International Training Centre of the
ILO**

Viale Maestri del Lavoro, 10
10127 Turin - Italy