

FORUM ON UN CAPACITY DEVELOPMENT

FOR TRAINING INSTITUTIONS

TURIN, 10 – 11 DECEMBER 2019



Report



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EXECUTIVE SUMMARY



How do United Nations (UN) organizations provide capacity development support to training institutions? What do they do to assess the capacity of such institutions? Which methodologies do they use to help them with the provision of learning services and with non-core functions? Are there specific organizational models used in the provision of capacity development services and what are the sources of funding?

These and other questions were explored at the first Forum on *UN Capacity Development* for Training Institutions, which took place from 10-11 December 2019 at the UN Campus in Turin, Italy. The event was organized by the International Training Centre of the ILO (ITCILO) and the United Nations System Staff College (UNSSC). Officials from 15 UN organizations came together to discuss approaches to capacity development and to identify opportunities for exchange of knowledge and experience. The Forum was a first gathering of interested parties in developing a network on UN capacity development.

Taking the UN reform as a background, which includes a call for more coherence and leveraging synergies, the Forum participants noted in particular the idea of a common approach to capacity development across the UN Development System. With respect to capacity development for training institutions, participants shared their experiences, mostly focusing on how training institutions are engaged as multipliers. Some UN organizations actively engage in developing the capacities of training institutions further and approaches on how such institutions are assessed and supported were presented.

The exchange on experiences with the engagement of training institutions led to the beginning of discussions that are now anticipated to lead to collaboration and further rounds of exchanges in the near future.

ABBREVIATIONS

ICAO	International Civil Aviation Organization
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
ITCILO	International Training Centre of the International Labour Organization
ITTC	Institute for Training and Technical Cooperation
LDC	Least Developed Country
M&E	Monitoring and evaluation
OHCHR	Office of the High Commissioner for Human Rights
PARM	Platform for Agricultural Risk Management
RBM	Results-based management
SARPs	Standards and recommended practices
TRTA	Trade-related technical assistance
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme
UNRISD	United Nations Research Institute for Social Development
UNSG	United Nations Secretary General
UNSSC	United Nations System Staff College
UNV	United Nations Volunteers
UNWTO	United Nations World Tourism Organization
UPU	Universal Postal Union
WFP	World Food Programme
WHO	World Health Organization
WMU	World Maritime University
WTO	World Trade Organization

1. BACKGROUND, OBJECTIVES AND FORMAT



1.1 UNSG CALLS FOR CAPACITY DEVELOPMENT WITHIN THE SYSTEM AND FOR THE COUNTRY LEVEL

The UN reform, in support of the implementation of the 2030 Agenda, emphasizes capacity development, particularly at the national level.

The United Nations Secretary General (UNSG) has called for a re-invigorated capacity development function of the United Nations. In two reports released in July¹ and December² 2017 respectively, the UNSG proposed an overhaul of the development pillar of the UN system.

With respect to training and capacity development, those reports include the following proposals:

- Training institutes and entities can contribute to filling critical gaps in skillsets and capacity of the UN development system (July report, para 46)³;

¹ United Nations, General Assembly, Repositioning the United Nations development system to deliver on the 2030 Agenda: ensuring a better future for all. Report of the Secretary-General, A/72/124 (11 July 2017), available at: <https://undocs.org/A/72/124>

² United Nations, General Assembly, Repositioning the United Nations development system to deliver on the 2030 Agenda: our promise for dignity, prosperity and peace on a healthy planet. Report of the Secretary-General, A/72/684 (21 December 2017), available at: <https://undocs.org/A/72/684>

³ Op.Cit. A/72/124

- Review learning functions and assess the work programmes and results of the research and learning institutes of the UN strengthen the UN Resident Coordinator system (July report, para 74; December report, para 27)⁴;
- Devise an integrated approach to capacity development at the national level.

With respect to the latter, the UNSG elaborated (July report, para 34): “The 2030 Agenda ... requires a new and more integrated approach to capacity building of national institutions – private and public – especially for SDG planning, monitoring, evaluation and implementation. Yet the system still lacks a common methodology or standards for capacity development”. The importance of the capacity development function was underlined in the December report (para 27): “National capacity development remains the most critical function of the UN development system and must be given priority across all functions.”

1.2 UN CAPACITY DEVELOPMENT FOR TRAINING INSTITUTIONS – PART AND PARCEL OF THE QUEST FOR A COMMON UN APPROACH TO CAPACITY DEVELOPMENT

Within the general UN capacity development approach, support for training institutions may be a particularly relevant lever to strengthen national and regional capacities and to amplify UN messaging.

The starting point of the Forum is the general capacity development framework for the UN system and the question how capacity development for training institutions fits within these efforts.

Capacity development is a core function of the United Nations Development System. Many UN organizations emphasize the importance of capacity development in their strategies to contribute to the achievement of the 2030 Agenda for Sustainable Development, and for several of them capacity development is their primary mandate.

The United Nations Development Group (UNDG) advocates for a common approach to capacity development and to build on the know-how across the various United Nations training organizations in order to ensure that training and knowledge is updated, optimized and made available in the best possible way to UN Country Teams and member States. An important aspect of this common UN capacity development approach is the facilitation of institutional capacity development support for national-level and regional level training institutions, in order to amplify outreach and sustain local delivery capacity over time.

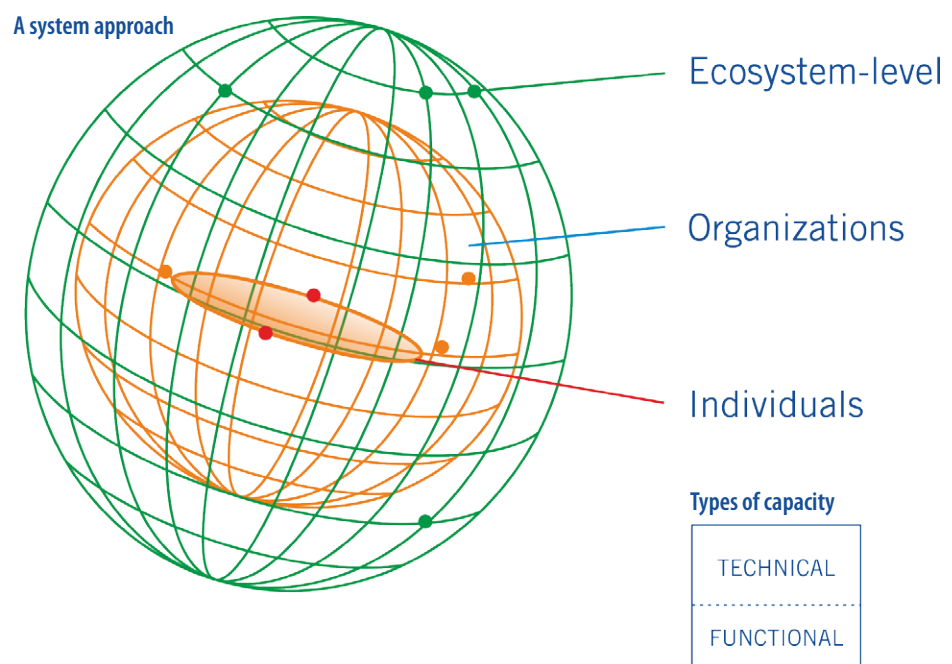
⁴ Op.Cit. A/72/684

In this respect, two notions were stated from the UNDG approach (see **figure 1**):

- a) The distinction between three levels of intervention, i.e. at the individual, institutional/organizational, and policy/ecosystem/system levels; and
- b) The distinction between technical capacity on the one hand and functional capacity on the other.

Both notions were already used by UN organizations like the UNDP earlier on and have been picked up by others – like the ILO – more recently (e.g. in the ILO's own strategy for institutional capacity development released in 2019)⁵.

Figure 1. Common elements of the UN approach to capacity development



Source: ITCILO.

⁵ International Labour Office, ILO-wide strategy for institutional capacity development, GB.335/INS/9, available at: https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_673016.pdf.

1.3 THE FORUM ADDRESSED MANY QUESTIONS

The following were questions on UN capacity development for training institutions, raised ahead of the Forum and intended for it to explore. They give a quick idea of the scope of the deliberations.

Various modalities are employed by training institutions, including face-to-face training, distance learning, and blended activities. These may in turn take various formats like short courses, Masters, learning journeys, etc. How does support to training institutions vary when focusing on different modalities?

Which capacity development support exists for the provision of core training services? Such core training services comprise a whole chain of functions, including to communicate on trainings, assess needs, design trainings, implement trainings, and assess knowledge acquisition.

Which specific tools or methodologies are being applied in assessing the capacities of training institutions? Which tools and methodologies are applied in developing their capacity further?

Do UN organizations provide capacity development services beyond a focus on core training services? These could be capacity development services related to the governance models of training institutions, their management functions (on HR, finance, procurement, innovation etc.), facility management or other supporting organizational functions. Different categories of training institutions (stand alone, affiliated to larger organizations, networks etc.) may have different needs for support. How does this play out for UN organizations supporting them?

Which factors are important in leading towards the sustainability of supported training institutions?

How are the UN organizations that are “capacity developers” operating themselves? What are their organizational models, the type of staff they employ, and the sources of funding?

1.4 FOCUS ON NETWORKING AND EXCHANGE OF EXPERIENCES

The first Forum on UN Capacity Development brought together various managers from UN entities to jointly explore opportunities for synergies and scale effects through interagency learning partnerships.

More specifically, the Forum aimed to:

- Maximize the sharing of experiences and good practices for peer learning on capacity development for training institutions;
- Explore in depth selected tools and methodologies for capacity development for training institutions;
- Provide space for inter-agency networking and identify opportunities for collaboration.

1.5 TWO DAYS EXPLORING DIFFERENT FACETS OF THE OVERARCHING THEME

The Forum was opened by Mr Yangou Liu, Director of the International Training Centre of the ILO and Mr Jafar Javan, Director of the United Nations System Staff College.

The programme was divided into distinct sessions with specific objectives, spread over two days. See below for an overview and **Annex 1** for the full agenda.

10 DECEMBER 2019: DAY ONE

SESSION A – OPENING AND INTRODUCTION TO UN CAPACITY DEVELOPMENT

- UN reform on capacity development in support of the implementation of the 2030 Agenda
- The approach of the UN to capacity development (with application to ILO)

SESSION B – MAPPING THE UN CAPACITY DEVELOPMENT SPACE

- Mapping UN capacity development along various dimensions to create a common understanding of the diversity of the UN capacity development space
- Dimensions to be explored and typologies to be created

SESSION C – CAPACITY ASSESSMENTS AND STRATEGIC ADVICE

- Assessment of capacities of training institutions and of their development needs: tools and key points
- Factors leading towards sustainability of training institutions
- M&E of capacity development efforts for training institutions

SESSION D – CAPACITY DEVELOPMENT INSTRUMENTS FOR SUPPORTING THE PROVISION OF TRAINING

- Support for various modalities of training (face-to-face, distance learning, blended, short courses, Masters, learning journeys, etc.)
- Capacity development for the provision of core training services (e.g. communicate on trainings, assessing needs, design trainings, implement trainings, assess knowledge acquisition)

11 DECEMBER 2019: DAY TWO

SESSION E – CAPACITY DEVELOPMENT FOR NON-CORE FUNCTIONS OF TRAINING INSTITUTIONS

- Beyond core training services: capacity development services related to the governance models of training institutions, management functions (HR, finance, procurement, innovation etc.), facility management etc.

SESSION F – ORGANIZATIONAL MODELS AND FUNDING SOURCES FOR THE PROVISION OF CAPACITY DEVELOPMENT TO TRAINING INSTITUTIONS

- Models of capacity development service provision (e.g. organizational model, staffing, sources of funding) of the “capacity developers”

2. REFLECTIONS AND HIGHLIGHTS



Building on and recalling some of the notions and questions mentioned above, the Forum addressed many relevant and decisive areas in relation to the theme of capacity development for training institutions. The structure was inspired by the ITCILO approach to institutional capacity development for training institutes (see **box 1**), which builds on the idea of a stylized value chain and the balanced scorecard approach. The following themes were explored:

- 2.1 Types of institutions supported
- 2.2 Capacity assessment tools for scoping
- 2.3 Instruments/methodologies to support core training functions
- 2.4 Instruments/methodologies to support non-core functions
- 2.5 Organizational models of the capacity development providing organizations
- 2.6 Sources of funding for capacity development

In a first session, these areas were addressed to prepare the ground in terms of mapping existing initiatives/activities. In the following sessions, the results of this mapping were revisited and deepened. The following sections summarize the presentations and discussions by thematic areas mentioned above.

2.1 TYPES OF INSTITUTIONS SUPPORTED

Guiding question: Which are the main types of institutions that are supported?

Information was shared about main beneficiaries and organizations supported through capacity development interventions by the UN organizations represented in the Forum. The aim was to be clearer about which types of institutions are generally dealt with by the UN organizations present and potentially see similarities and differences among those collaborating with them. Results show that different types of institutions are benefitting from the support of UN and other international organizations, with structure, size and legal form varying.

The following main types of beneficiaries / collaboration partners were identified:

- Government entities at different administrative levels, including ministries, agencies, extension services;
- Academia, including both universities and research institutes;
- Regional mechanisms;
- Adult training institutes (mandate driven ones);
- Private sector: among others, in particular financial services and service providers;
- Partners and donors: as consortium, donor countries with a particular interest in a specific area;
- Civil society: several entities have been identified, among others national and international NGOs, national civil society, organized group (as tribe council and others), and youth groups.

The above list is not fully comprehensive, and the number and type of organizations and groups supported by a UN organization is closely linked to the organization's mandate / area of work. ITCILO, for instance, is focusing its capacity development support on national and regional training institutes that have a mandate to work on training measures revolving around the world of work and that share some of the values inherent to the ILO's mandate.

Other examples from other UN organizations were: UN system organizations and investment banks, legislative bodies, the judiciary, media, or other national institutions.

Finally, a number of the beneficiaries have been identified specifically for advocacy training, e.g. in the area of human rights; in particular UN system organizations, ministries, extension services, and academia.

2.2 CAPACITY ASSESSMENT TOOLS FOR SCOPING

Guiding questions: What drives and determines the assessment of capacities of different types of training institutions? How is it conducted?

Having identified different types of clients and partners for capacity development actions, participants were asked to map and explain the different tools and approaches currently used to underpin assessment of capacity development needs of training institutions. It appeared quickly that this was seen by many participants as a scoping exercise in the sense of an assessment at the institutional level that would define the scope of a potential further capacity development exercise.

Through the discussion, participants identified three main approaches and a number of tools to determine accurately capacity-development needs of training institutions and develop relevant strategies and solutions.

First, participants recognized the existence of three possible levels of assessment according to their purpose and scope, distinguishing between analysis at the system, institution and individual levels.

With reference to the **analysis at the system level**, the discussions revealed that landscape analysis and frameworks (in particular the Collaborative Manufacturing Network analysis framework) have been adopted.

Furthermore, participants recognized the importance of **institution-level analysis** to ensure sustainability of capacity-building interventions. In this context, participants underscored the value of a co-design approach to scoping and solution development.

Finally, participants noted as a good practice approaches to **individual-level analysis** that involve both people within the organization and end-recipients (clients' client). It was perceived that this methodology is particularly useful as it enables continuous evaluation and feedback loops on the actual impact of capacity-development interventions.

With regards to major **tools** currently being used to assess capacity development needs at the above-mentioned levels of analysis, the group identified the following:

1. Surveys to set targets
 - 1.1 Capacity (K) baseline
 - 1.2 Standard needs assessment pre-training
2. Business intelligence
3. Consultation process (linked to desk review)
4. Desk reviews (work plan analysis)
5. Gap analysis
6. 4-tier evaluation
7. Benchmarking against relevant frameworks
8. Ad-hoc tools (e.g. interviews)

The list above describes the various tools that are employed to assess the capacity development needs of institutions. It became clear from this discussion and subsequent rounds of discussion that those **assessment tools are largely employed on an ad-hoc basis and in response to individual assessment exercises**, i.e. following a case-by-case approach. This approach – in contrast to a standardized systematic one – is taken among other reasons because UN organizations view external training institutions as multipliers and not as beneficiaries. Resulting from every organization’s mandate, the achievement of the respective organizational mandate is furthered by leveraging training institutions to help in this respect.

Two exceptions to the ad-hoc approach were presented by ITCILO and ICAO. In the first case, ITCILO is treating training institutes as beneficiaries of its capacity development services, i.e. strengthening such institutions’ capacities as an outcome of such services. The institutional mandate of ITCILO is served through those institutions themselves being organizations driven by mandates that include all or some of the values underlying the ITCILO mandate. When assessing the capacity development needs of a training institution, ITCILO uses an approach that is building on two methodologies: a) the balanced scorecard approach, which allows to combine financial and non-financial goals of an organization and thus brings in the value-driven nature of such institutions; and b) the value chain approach to structure the learning service provision and using the ISO international standard 29993 “Learning services outside formal education – Service requirements”, which describes the steps generally followed in the provision of learning services. For more on this approach to assessing the capacity and related capacity-development needs see **box 1**.

Box 1: ITCILO approach to institutional capacity development (summary)

Presenter: Mr Andreas Klemmer, Director of Training of ITCILO

Presented in session C (on capacity assessments and strategic advice, see **Annex 1**)

ITCILO’s approach to capacity development of training institutes is derived from the larger ILO capacity development strategy, which includes that “Partnerships with regional and national training institutions will be further expanded to address the current limitations of training accessibility for many field-based constituents and to make capacity development efforts more sustainable. The main emphasis of these partnerships will be to develop local institutional capacity through the delivery of advisory services, including on portfolio management, product development, training technology and training applications.”

As the training arm of the ILO, ITCILO’s institutional capacity development approach is to strengthen the institutional capacity of national and regional training institutes to offer technically and financially sustainable learning services in compliance with international standards of good governance, and aligned to all or some of the values ITCILO is pursuing as well.



Tertiary education can be considered the target beneficiary, and in particular:

- Mission-driven organizations offering learning services outside formal education;
- Typically, these organizations offer functional and technical skills training for adults that have completed some form of prior education and that will already hold some form of (self-) employment;
- These organizations might operate with or without profit interest and can be both, associated to a public entity or operate in the private sector;
- These organizations might be small or large, start-ups or mature.

Three dimensions have been distinguished:

1. Technical performance, relating to the capacity of the organization to contribute to the increased performance of a critical mass of market stakeholders (where outreach and impact have been recognised as result areas of critically importance),
2. Financial performance, relating to the capacity of the organization to generate the revenue required to recoup investment costs and recover its operational costs (where income and costs have been recognised as result areas of critically importance), and
3. Governance performance, relating to the capacity of the organization to operate according to standards deemed acceptable by market stakeholders (where efficiency and governance have been recognised as result areas of critically importance).

Special focus is put on the learning service provision, which is why the capacity assessment goes into more detail in this core operation of the respective training institute. It is using the ISO international standard 29993 “Learning services outside formal education — Service requirements” as a structuring framework and assesses its various components, including:

- Provision of general information,
- Proposal development,
- Information provision prior to training,
- Needs analysis,
- Information provision to the learner,
- Design,
- Service delivery,
- Facilitation,
- Assessment of learning,
- Monitoring and evaluation,
- Invoicing, and
- Knowledge sharing.

The ITCILO capacity development services for training institutes acknowledge that capacity development typically plays out in several iterations or loops. The first one usually entails business-level strategy advice, building on the three dimensions above (following the balanced scorecard approach) and as well on the ISO international standard 29993, used to assess the provision of core learning services. This is followed by successive iterations with operational level training and advisory services, meant to improve the operational capacity. All iterations are organized along the Plan-Do-Check-Act cycle promoted by the ISO international standard 29993.

Source: ITCILO.

The second exception to the ad-hoc nature of scoping exercises and capacity assessments came from ICAO. While this assessment is directly driven by ICAO's mandate and looks at the capabilities of potential partner institutions and whether minimum criteria are fulfilled, it also has the function to identify gaps and suggest measures for improvement. See **box 2** for more details.

Box 2. ICAO Global Aviation Training

Presenter: Ms Laura Camastra, Programme Implementation Officer, Global Aviation Training (GAT) section, ICAO (International Civil Aviation Organization)

Presented in session D (on capacity development instruments for supporting the provision of training, see **Annex 1**).

Ms Camastra introduced the ICAO Global Aviation Training. Its mission is to establish coordinated, effective and efficient mechanisms to support the development of human resources in aviation, appealing to member States and the industry. The three main objectives are:

- Facilitate the global implementation of ICAO Provisions;
- Set up acceptable training and qualifications standards and frameworks;
- Provide guidance to States and industry in skills development.

GATS activities include:

1. Training Assessments (conduct assessments of Training Organizations (TOs) in line with ICAO reference documents, and provide support services in Training). The assessment includes a self-assessment, a site visit using a specific check-list, and a final report with recommendation and corrective actions. A further assessment is implemented after 3 years (see Assessment Categories below to the left).

Assessment Categories



2. Training Design and Development (design and produce ICAO courses, and validate ICAO harmonized training packages). ICAO creates rosters of qualified experts and develops qualification procedures for Assessors, Instructors, ICAO-qualified Course developers, Instructional System Design (ISD) Course validators and Subject Matter Experts (SMEs) in 9 subject areas (see above to the right).
3. TRAINAIR PLUS Programme (manage the network of ICAO Training Members and Partners (training centres, international organizations, universities), and conduct ICAO courses). ICAO maintains a cooperative global network of training partners which implements a standardized methodology to develop competency-based training courses, shares competency-based training packages, and delivers ICAO Recognized Training Packages.

2.3 INSTRUMENTS/METHODOLOGIES TO SUPPORT CORE TRAINING FUNCTIONS

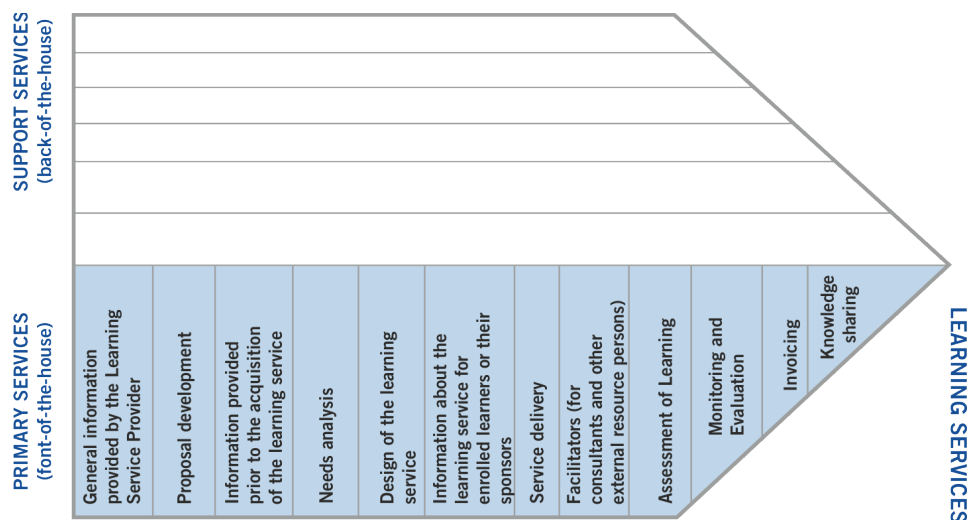
Guiding question: Which instruments/methodologies do you use, or would you use to support training functions?

Capacity development takes place in several steps/iterations. As capacity development interventions for training institutions are concerned, the first iteration usually involves strategic advice based on an initial capacity assessment (see section 2.2), followed by iterations with more operational level training and advisory services.

ISO standard 29993 (Learning services outside formal education – Service requirements) can be used as a framework for analyzing the capacity development needs in a training institution. Only looking at the core functions necessary to provide training services, this international standard describes steps/actions necessary during the cycle of training service provision, including: provision of general information, proposal development, information provision prior to training, needs analysis, information provision to the learner, design, service delivery, facilitation, assessment of learning, monitoring and evaluation, invoicing, and knowledge sharing.

Being focused on the direct provision of training services, all these aspects feature as primary services in the lower half of the stylized value chain depicted in **figure 2** below.

Figure 2. Stylized value chain of training providers – learning services



Source: ITCILO, building on ISO 29993.

When discussing interventions to strengthen the capacities of training institutions, colleagues from several UN organizations pointed towards specificities taken into account when dealing with external training institutions, leading mostly to case-by-case decisions on collaboration with such institutions. This includes the fact that some UN organizations have internal providers of training services and only some of them in turn work with other (external) training institutions.

A common element of the work with external training institutions is the motive: external training institutions are seen as multipliers, which are used to deliver and give further reach to the messages of the respective UN organization. Most of the time, strengthening the capacity of such external training institutions is not considered, i.e. to provide capacity development services to them. Even assessing their capacity in a systematic way is done only sporadically.

Two exceptions in this respect were observed: the first exception is the institutional capacity development approach presented and practiced by ITCILO. This approach provides strategic and operational capacity development services for training institutes, including a systematic assessment (see **box 1**) and an emerging toolbox of interventions to further develop the capacity of training institutes. Second, ICAO support resulting from the assessments undertaken for accrediting training institutions to provide Global Aviation Training to aviation personnel (see **box 2**). Areas considered for assessment and potential support by ICAO include:

- Organization
- Training procurement manual
- Training proposal development and deliverables
- Facilities
- Management of personnel
- Management of data and records (per training)

- Quality assurance system
- Safety regulations

ICAO has partnered with several international organizations and academic institutions around the world to develop and deliver training. For example, GAT established a scholarship allocation procedure for ICAO Training Packages to support States in the implementation of standards and recommended practices (SARPs). Another example is the TRAINAIR PLUS Programme. Its members obtain expertise and technical support to develop and deliver training packages. The WTO's Trade-related Technical Assistance is enhancing the human and institutional capacities of beneficiaries (see **box 3**).

In line with most UN organizations present, UNWTO analyzes and develops interventions in a case-by-case manner (see **box 4** below). The WTO and IFAD (PARM) employ a market-based approach, issuing calls for expression of interest for the provision of specific services (in the training or capacity development area) and building on proposals coming back from interested training institutions.

Box 3. WTO's Trade-related Technical Assistance

Presenter: Mr Roberto Fiorentino, Counsellor, Institute for Training and Technical Cooperation (ITTC), World Trade Organization

Presented in session D (on capacity development instruments for supporting the provision of training, see **Annex 1**).

Mr Fiorentino presented WTO's Trade-Related Technical Assistance (WTO TRTA) as a core function of the WTO. The main purpose is to enhance the human and institutional capacities of beneficiaries to:

- Take full advantage of the rules-based Multilateral Trading System;
- Meet their obligations and enforce their rights as Members;
- Deal with emerging trade-related challenges.

The WTO TRTA is based on an RBM approach and it is driven and funded by the Members. The Biennial Technical Assistance and Training Plan (TA Plan) defines the strategy and priorities that will be followed by the Secretariat. Its RBM approach focuses on measurable results, which feed into a higher results level, termed impact: developing and LDC Members are benefiting from their active participation in the WTO. A logframe is part of the TA plan and it is composed by performance indicators, baselines, targets and evidence.

The design and delivery of TRTA is based on a Progressive Learning Strategy approach consisting of different levels of learning which are adapted to the needs of the beneficiaries and of the target audience. The main objectives of the Progressive Learning Strategy are to:

- Tailor TA more closely to the evolving needs of Members;
- Improve the effectiveness and efficiency of TA;
- Design TA based on the target audience;
- Set guidelines and prerequisites for progression to higher levels of learning;
- Improve M&E of TRTA.

In addition to face-to-face TRTA, the ITTC also makes extensive use of eLearning, through its own online training platform, to maximise the outreach of its training activities. Another important component of the WTO's TA strategy is the use of partnerships with academic institutions and intergovernmental organizations for the implementation of its TA Plan which adds value through substance, cost-sharing, field support and logistics, and outreach.

Source: WTO/ITTC.

Box 4. UNWTO Academy portfolio

Presenter: Ms Sònia Figueras, Programme Manager, UNWTO Academy

Presented in session D (on capacity development instruments for supporting the provision of training. See **Annex 1**).

The UNWTO Academy is the education and training arm of the World Tourism Organization (UNWTO), committed to advancing quality, competitiveness and sustainability of Tourism Human Capital worldwide through excellence in education and training.

Ms Figueras presented the UNWTO Academy portfolio, in particular:

- **UNWTO.Executive Education Initiatives** are tailor-made courses, workshops, seminars or masterclasses delivered to tourism officials and professionals by Tourism Administration's request. Their main objective is to strengthen and develop capacities and competencies of tourism professionals in their key action areas.
- **UNWTO Partnerships in Education** are modules, courses, master's degrees or PhDs delivered by UNWTO.TedQual Universities in collaboration with UNWTO Academy. Their main objective is to share UNWTO knowledge and frameworks to the general public.
- **UNWTO.TedQual Quality Certification**, for tourism education and training programmes, aims to continuously improve and foster the employability of graduate students and match the sector's needs.
- **UNWTO.QUEST Quality Certification System**, for destination management organizations, aims to reinforce quality and excellence in Leadership, Execution and Governance capacities in Destination Management Organizations (DMOs).
- **International Centres associated to the UNWTO Academy (ICs)** are education and training institutions that, with the support of their National Tourism Administration, become UNWTO partner institutions for the development and implementation of tourism education and training initiatives. Their purpose is to work as UNWTO knowledge and training hubs, ensuring that the state-of-the-art knowledge and good practices available at UNWTO are delivered under the format of workshops, seminars, or other education and capacity development modalities.
- **UNWTO Online Academy** aims to provide easy access to high quality education and training programmes in the Travel and Tourism sector, Hospitality industry and Destination Management fields.

UNWTO Academy stressed the importance of good collaboration and partnerships in particular with universities and training centres.

Source: UNWTO.

2.4 INSTRUMENTS/METHODOLOGIES TO SUPPORT NON-CORE FUNCTIONS

Guiding question: Which instruments/methodologies do you use or would you use to support non-core functions?

Looking at a training service provider through the value chain lens, **figure 3** below provides the complementing half of **figure 2** by focusing on the non-core functions, i.e. everything outside of the core learning services.

Figure 3. Stylized value chain of training providers – non-core functions



Source: ITCILO.

ITCILO presented the work done on Management of technical and vocational training (TVET) Centers (see **box 5** below), which aims at the management function of training institutions, but also includes elements of the provision of learning services.

The Chief Information Officer of ITCILO, Mr Gaël Lams briefly explained the importance of supporting activities with efficient and effective IT systems. The development and implementation of an IT support system allows organizations not only to functionally manage different activities, but also allows the “sustainability” of processes and therefore projects. In particular he reported examples of platforms that have been developed by the ITCILO in support of, and as part of relevant activities and projects.

This and other ideas about potential services that would benefit the respective functions of training institutions were included in presentations by ITCILO and by ICAO, but beyond this, there were no examples from other UN organizations that may be working with such support measures.

Box 5. Management of Vocational Training (TVET) Centres

Presenter: Mr Snehal Vasantlal Soneji, Manager, Employment Policy and Analysis Programme, ITCILO

Presented in session E (on Capacity development for non-core functions of training institutions. See **Annex 1**).

Management of Vocational Training Centres aims to improve the management of training centres, responding to the needs of the labour market while maximizing internal and external efficiency.

Mr Soneji presented the potentialities of the courses that lead participants to connect to a global network of skills development professionals and to be able to improve their analytical and managerial capacity in the management of vocational training centres. In 2018, seven versions of this type of training have been run at the centre and in the field. The course aims at providing participant with the following skills:

- Properly analysing bottlenecks and challenges at the level of their own centres;
- Identifying the main elements to respond to labour market demands;
- Drawing a strategic development plan of their centres;
- Strengthening the business model of their institution, by assessing the services and products that can be provided by their centres to the labour market.

The presentation pinpointed the need of developing modern models of training that can be adapted to different career paths and the diverse needs of developing countries were highlighted. There is a need to know and understand the market needs, in particular those of the private sector, to adapt and integrate different demands.

Source: ITCILO.

2.5 ORGANIZATIONAL MODELS OF THE CAPACITY DEVELOPMENT PROVIDING ORGANIZATIONS

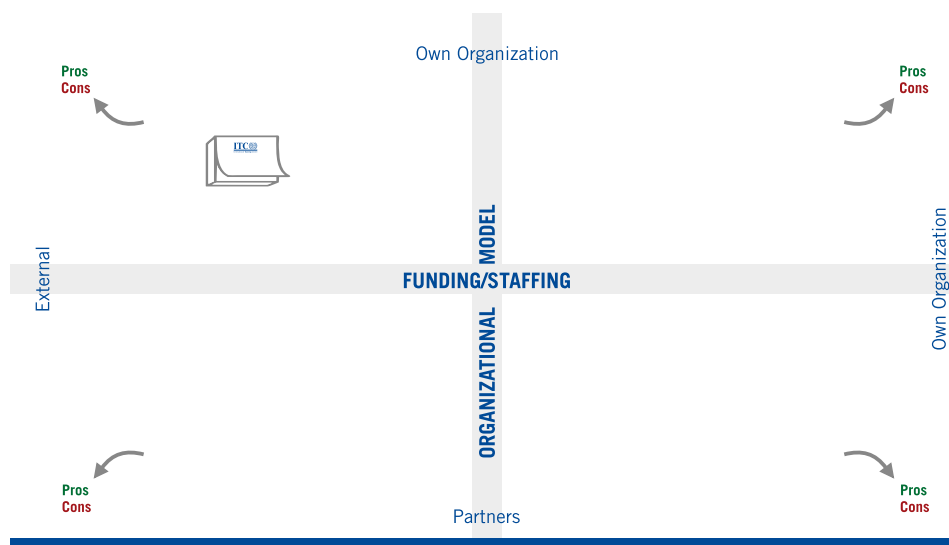
Guiding question: How are UN organizations organizing to provide capacity development services?

Towards the end of the Forum, space was given to discuss challenges and success factors with respect to organizational models for capacity development.

Organizational models are diverse. In fact, some UN organizations work in partnership with many other types of organizations in order to provide successful capacity development activities, while they may also be structured to provide these services independently.

Organizational models have been tracked in a matrix, including the organizational models on one axis and ranging from purely using the organizations own capacities to working through partners, and the funding sources as the second axis, differentiating internal and external sources (see **figure 4**). Possible advantages and disadvantages of each model were discussed.

Figure 4. Model matrix of organizational positioning



Source: ITCILO.

Organizations can, for example, work in **partnership** with other entities such as: universities, industry, local entities, training institutes, or other UN organizations. Such organizational models are used particularly when an organization has limited experience in a specific topic or about a specific country and therefore expertise is needed on local specificities or on a particular area of knowledge. The same model is used when an organization is not structured to have certain infrastructures at its disposal and where partnerships are necessary for the provision of the capacity development services. A partnership can be a strategic advantage as it can help to adopt a new perspective or obtain a different view of the services provided, or is generally the only way to provide the capacity development service and to get more business opportunities.

Otherwise, organizations that provide the service **independently** may be organized in a single unit or they may have to request inputs from other teams. If within an organization, there are specialized units providing certain services related to capacity development, internal staff can be key resources for the provision of the service. In this way, the organization can follow a common and uniform approach in the provision of capacity development services maintaining the overall control of the activity. On the other hand, not having external inputs can lead to a lack of innovation and a lack of drive for change, remaining anchored in the current *modus operandi*.

In particular, the main challenges faced by the entities, emerging from the discussions refer to the strategic value of the collaboration, sometimes complicated, with both partners and internal staff.

Overall, the tendency showed that specific and individual organizational models were followed by UNWTO, WMU, UNCTAD, WTO, UNV, OHCHR, UNWomen, WHO, UPU, UNSSC, ICAO, and ITCILO; while working with partners was more common for IFAD, UNRISD, WFP and again to OHCHR (using different modalities).

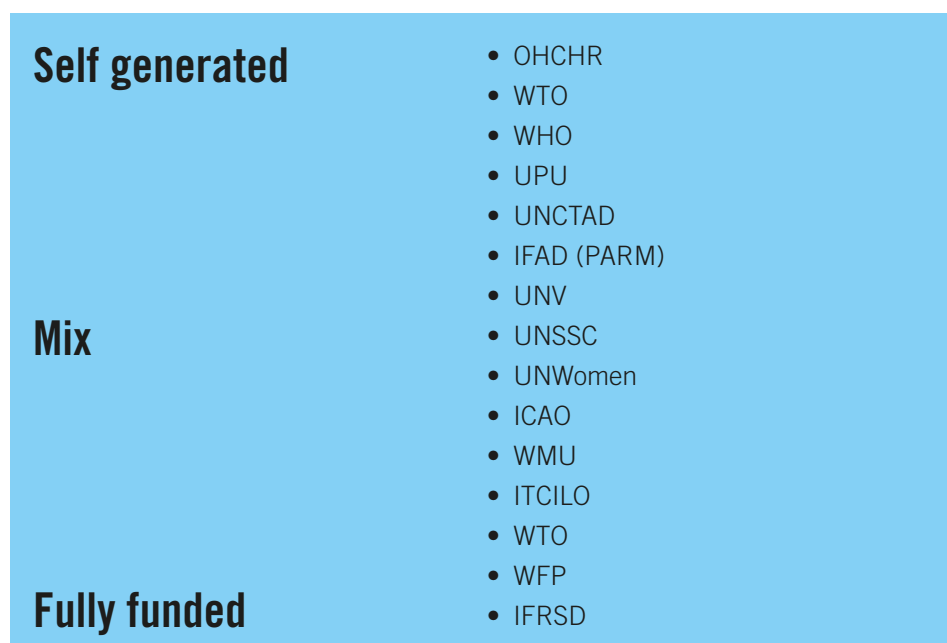
2.6 SOURCES OF FUNDING FOR CAPACITY DEVELOPMENT

Guiding question: How are UN organizations providing capacity development services funding these activities?

Sources of funding for capacity development may be diverse. Participants first positioned their organization in a matrix which had the funding of the organization as an axis ranging from being entirely regular budget to fully self-generated, the latter being resulting from charging the cost of capacity development activities to donors or beneficiaries.

During this session, participants were seated in a circle on the basis of these two categories, trying to identify whether they are fully funded (mostly regular budget) or funding is self-generated (from activities funded by generated resources). Participants organized themselves in a circle in the following order, which showed their organization's positioning along a continuum from completely fully funded to fully self-generated funding (see **figure 5**).

Figure 5. Organizations along a funding mix continuum



Source: ITCILO.

The discussions revealed a number of recurrent challenges UN organizations face with respect to both types of source of funding, such as:

Challenges of the **fully-funded type** (regular budget):

- No relation to market needs;
- Changes in donors or governments and their priorities imply shifts in operations;
- Sustainability (due to shifting priorities of member States).

Challenges of **self-generated funding**:

- Overall control of funding;
- Need to provide continuous promotions;
- Sustainability (due to market changes and fluctuations in demand).

The following have been identified as common issues:

- Difficulty of innovation;
- Waste/inefficiency.

Drawing mostly on one large donor, the WHO Academy is aiming to provide cutting-edge learning services, particularly at distance (see **box 6**).

Box 6. WHO Academy

Presenter: Ms Heini Utunen, Technical Officer, Learning and Capacity Development Unit, Health Emergencies Programme, WHO

Presented in session F (on organizational models and funding sources for the provision of capacity development to training institutions, see **Annex 1**).

Ms Utunen presented the WHO Academy, an entity still to be established. It will support the three main objectives of WHO: health emergency, universal health coverage, and health and well-being. The Academy's approach will be based on:

1. State of art inputs: global health expertise and evidence-based guidance; adult learning science; hybrid and digital;
2. Process: immersive individual and social learning experience; quality management; research and innovation;
3. Outcomes: impact; behaviour; learning engagement.

The Academy model is based on the following six points:

1. A single platform for learning, globally accessible and offline capable;
2. Targeted and tailored multilingual learning for individuals and teams, customizable to user needs;
3. Measurable impact based on outcomes and learning analytics, adapting courses to improve over time;
4. Accredited courses ensure quality with verifiable credentials;
5. Co-created courses built in tandem with users based on specific needs;
6. Learning built to scale – WHO reach can ensure global access for millions of users.

In addition to setting up the WHO Academy in Lyon, France, WHO already collaborates closely with several research institutions (collaborating centres), which have to pass an assessment by WHO.

Source: WHO.

Note: See also: <https://www.who.int/news-room/detail/24-02-2020-france-pledges-us100-million-for-who-academy>

3. RESULTS AND NEXT STEPS



3.1 RESULTS

The Forum achieved two main results:

- 1. The Forum extended knowledge and experience sharing on capacity development:**
 - The Forum on capacity development for training institutions has brought together experts from all over the UN system, with experiences, competences, best practices and methodologies being shared and interesting discussions having ensued;
 - Guides and other material have been shared during the Forum;
 - Sharing both information and concepts with reference to different topics, areas and practices on capacity development gave the participants the chance to brainstorm and reflect on their own and other organizations' practices.
- 2. The Forum paved the way for the initiation of a UN Capacity Development network**
 - The Forum was an opportunity to connect different types of learning groups within the UN context;
 - Capacity development can be seen as an intervention strategy;
 - A dedicated online page has been created for the Forum, which allows participants to stay in touch, ask questions and discuss relevant issues on capacity development;
 - A Yammer group on capacity development was formed: UN Capacity Development Community.

Evaluation shows overall high level of satisfaction of participants. The short evaluation questionnaire used to solicit participants' feedback only had four questions. The last one on the overall quality of the Forum (to be rated on a scale from 0 = very, very bad to 10 = perfect) resulted in an average rating of 7.57, which is quite good, but still leaves room for improvement. The organizing team is leveraging the results for a subsequent opportunity by examining the other three questions on what participants liked, what they did not like, and what ideas or suggestions they had to improve the Forum.

3.2 NEXT STEPS

With the objective to continue the collaboration started through the Forum, the following suggestions were voiced by participants:

- Create a community for sharing experience – community of practice or similar;
- Create a common approach, which could be the basis for a common UN approach;
- Develop a network using both online platform and other groups (e.g. WhatsApp or Yammer);
- Develop specific content: avoid duplication by sharing and joint development;
- Planning joint activities.

ANNEXES



ANNEX 1: Complete agenda

ANNEX 2: List of participants

ANNEX 3: Contacts

ANNEX 1: COMPLETE AGENDA

Programme of the Forum (all sessions was held in Asia 15 – ground floor – room 151-152)

Day 1: 10th December

Title	Content	Contributors	Methodology
A – Opening and introduction to UN capacity development 9.00-10.30	<p>UN reform on capacity development in support of the implementation of the 2030 Agenda</p> <p>The approach of the UN to capacity development (with application to ILO)</p> <ul style="list-style-type: none"> • <i>Capacity development in the 2030 Agenda</i> • <i>Capacity development in the UN reform</i> • <i>UNDS approach to capacity development</i> • <i>ILO Strategy on Institutional Capacity Development</i> 	<p>UNSSC Jafer Javan, Director</p> <p>ITCILO Yanguo Liu, Director</p> <p>All participants</p>	<p><i>Facilitation: Ralf Krueger (RK) / Miguel Panadero (MP)</i></p> <p>Opening</p> <p>Round of introductions, asking about expectations and interests, and introducing a glimpse of what is being done and by whom</p> <p>Presentation and discussion on the content RK</p>
Coffee break			
B – Mapping the UN capacity development space 11.00-12.30	<p>Mapping UN capacity development along various dimensions to create a common understanding of the diversity of the UN capacity development space</p> <p>Dimensions to be explored and typologies to be created concern:</p> <ul style="list-style-type: none"> • <i>Capacity assessment tools for screening</i> • <i>Types of training institutions supported</i> • <i>Instruments/methodologies to support training functions</i> • <i>Instruments/methodologies to support non-core functions</i> • <i>Organizational models of the capacity development providing organizations</i> • <i>Sources of funding for capacity development</i> 	<p>ITCILO – Ralf Krueger, Manager, SDP (UN capacity development)</p>	<p><i>Facilitation: RK</i></p> <p>World café: participants grouped in 3 tables (2 topics per table)</p> <p>Hosts: MP, RK, Maria Vittoria Franceschelli (MVF)</p> <p>Reporting back Discussion of the results</p>
Lunch break			

Day 1: 10th December

Title	Content	Contributors	Methodology
C – Capacity assessments and strategic advice 14.00-15.30	<p>Assessment of capacities of training institutions and of their development needs: tools and key points</p> <p>Factors leading towards sustainability of training institutions</p> <p>M&E of capacity development efforts for training institutions</p> <ul style="list-style-type: none"> • <i>Which aspects are assessed, when establishing a baseline for capacity development interventions?</i> • <i>Which tools / methodologies are applied when undertaking such an assessment?</i> • <i>Experiences with undertaking such assessments</i> • <i>Findings on which factors have contributed to make a training institution sustainable (durable)</i> • <i>Examples of M&E systems applied when doing capacity development? How it differs from other types of M&E?</i> 	<p>ITCILO – Andreas Klemmer, Director of Training (overall approach and assessment methodology)</p> <p>All participants</p>	<p><i>Facilitation: MP</i></p> <p>AK presents ITCILO approach</p> <p>Discussion</p>
Coffee break			
D – Capacity development instruments for supporting the provision of training 16.00-17.30	<p>Support for various modalities of training (face-to-face, distance learning, blended, short courses, Masters, learning journeys, etc.)</p> <p>Capacity development for the provision of core training services (e.g. communicate on trainings, assessing needs, design trainings, implement trainings, assess knowledge acquisition)</p> <ul style="list-style-type: none"> • <i>Which interventions can be deployed to strengthen the provision of training by training institutions?</i> • <i>Factors that contributed to successful deployment of such instruments</i> 	<p>WTO</p> <p>ICAO</p> <p>UNWTO Academy</p>	<p><i>Facilitation: MP</i></p> <p>Presentation and discussion</p>

Day 2: 11th December

Session title	Content	Contributors	Methodology
Recap 9.00-9.30	Summing up day 1, outlook on day 2 and housekeeping matters	Facilitator and all participants	<i>Facilitation: RK</i>
E – Capacity development for non-core functions of training institutions 9.30-10.30	Beyond core training services: capacity development services related to the governance models of training institutions, management functions (HR, finance, procurement, innovation etc.), facility management etc. <ul style="list-style-type: none"> • <i>Not directly focusing on training provision, which other areas can be targeted with capacity development interventions to strengthen those institutions?</i> • <i>Which interventions have shown most promising results?</i> • <i>Are there areas that are necessary to be targeted if comprehensive capacity development interventions are to be successful?</i> 	ITCILO – Senhal Soneji, Manager Employment Policy and Analysis Programme (Management of TVET training centers) ITCILO – Gaël Lams, Chief Information Officer	<i>Facilitation: RK</i> Presentations and discussion
Coffee break			
F – Organizational models and funding sources for the provision of capacity development to training institutions 11.00-12.30	Models of capacity development service provision (e.g. organizational model, staffing, sources of funding) of the “capacity developers” <ul style="list-style-type: none"> • <i>Types of models of capacity development service provision</i> • <i>Definition of capacity developers</i> 	WHO Academy All participants	<i>Facilitation: MP</i> Fishbowl on experiences and discussion
Lunch break			
G – Brain storming 14.00-15.00	Ideas for continuation of exchanges and collaborations	All participants	<i>Facilitation: RK</i>
H – Closing 15.00-16.00	Evaluation Closing	All participants	<i>Facilitation: MP/RK</i>

ANNEX 2: LIST OF PARTICIPANTS

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UNWTO ACADEMY
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