

## DESCRIPTION OF THE ITCILO METHODOLOGICAL APPROACH TO ASSESS THE CAPACITY OF LEARNING SERVICE PROVIDERS

### 1. Our understanding of institutional capacity development

#### *Capacity development in the United Nations Development System*

Capacity development is a core function of the United Nations Development System. Many UN organizations, MDBs and IFIs 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.<sup>1</sup> The United Nations Development Group (UNDG) bundles these efforts and advocates for a common approach to capacity development that provides guidance in the formulation of capacity development strategies at agency level and for United Nations Country Teams.<sup>2</sup> The common approach to capacity development is further referenced in two reports released in 2017 by the United Nations Secretary-General on repositioning the UN Development System to deliver on the 2030 Agenda. These reports propose actions to address current capacity gaps in the UN development efforts, including to build on the expertise across the various United Nations training institutes and entities of the UN Development System, and to make sure that training and knowledge is updated, optimized and made available in the best possible way to UN Country Teams and member States.<sup>3</sup>

#### *The capacity development strategy of the International Labour Organization*

The ILO has taken up the notion of capacity development outlined by UNDG within its particular tripartite context. The ILO Declaration on Social Justice for a Fair Globalization specifically calls for technical cooperation, wherever necessary, to help, enhance the institutional capacity of member States, as well as representative organizations of employers and workers, to facilitate meaningful and coherent social policy and sustainable development.<sup>4</sup> Capacity-development efforts should also equip constituents to participate more effectively in the UN “Delivering as One” framework.

In line with common UN approach, capacity development is understood as a process through which individuals, organizations and societies obtain, strengthen, and maintain the capabilities to set and achieve their own development objectives over time. Capacity development is conceived as a long-term investment whose benefits and impact might only become apparent in the medium and long run.

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<sup>1</sup> ITCILO 2018: Registry of UN institutions with a mandate to provide capacity development support (internal document)

<sup>2</sup> OECD/DAC, 2010: The challenge of capacity development: Working towards good practice, p.12

<sup>3</sup> UNSG, June 2017: Repositioning the UN development system to deliver on the 2030 Agenda – Ensuring a better future for all, pp.46 and 74; and UNSG, December 2017: Repositioning the United Nations development system to deliver on the 2030 Agenda: our promise to dignity, prosperity and peace on a healthy planet, para 19 and 27

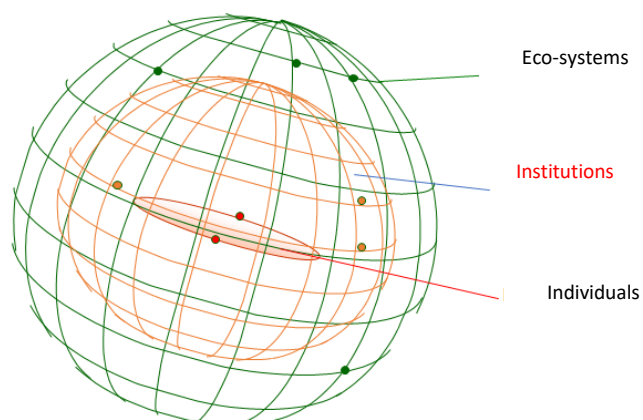
<sup>4</sup> GB. 317/POL/6 Technical cooperation approaches and capacity development of constituents, p.5

Capacity development can involve technical capacities (in such fields as employment, social security, health) and functional capacities (such as leadership, financial management, partnership and relationship building) and it can be implemented in several ways.

While training is a common approach, capacity development is best achieved through learning by doing, fostering relationships and partnerships, supporting research and knowledge sharing, participation in communities of practice, South-South learning initiatives, on-the-job training, and other learning techniques that empower individuals and institutions to take charge of development challenges.<sup>5</sup>

The ILO wide strategy for institutional capacity development released in 2019 goes on to distinguish “three mutually reinforcing and interdependent levels of capacity development: individual, organizational, and resulting from the enabling environment. The first means increasing the skills and abilities of individuals; the second focuses on increasing the capacity of organizations to fulfil their mandates; and the third involves improvements in policies, legislation, regulations, labour market institutions, and societal systems. At all three levels it is also possible to distinguish technical capacities (for example, in such fields as employment, entrepreneurship, social security, occupational safety and health, and normative matters that stem from the ILO’s supervisory mechanisms) and functional capacities (such as leadership, financial management, management of national budgets, and partnership and relationship building).”<sup>6</sup>

**Table 1: Three intervention levels for capacity development support**

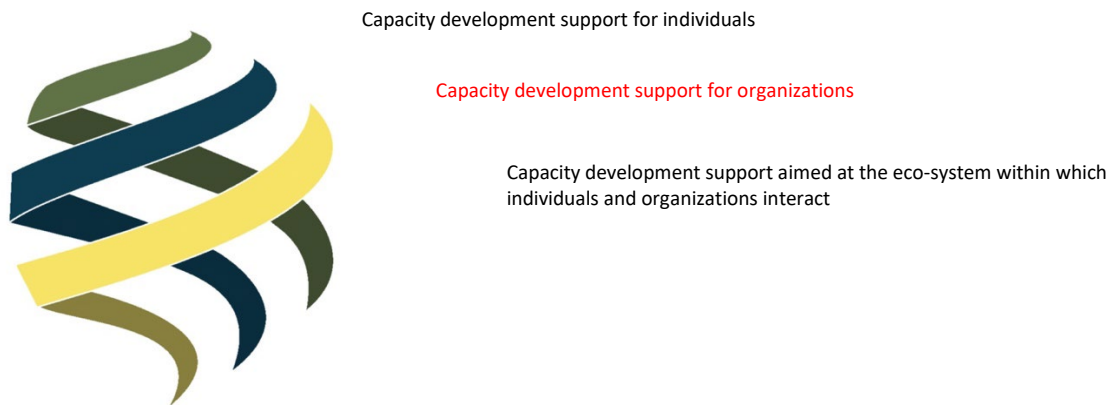


The ILO capacity development strategy gives particular attention to coordinated action at all three levels through a dynamic cycle of interventions based on constituents’ evolving needs. The ‘triple helix’ of the capacity development initiatives of the ILO with its intertwined capacity development strands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

<sup>5</sup> GB.309/TC/1 Capacity development for ILO tripartite constituents, p.1

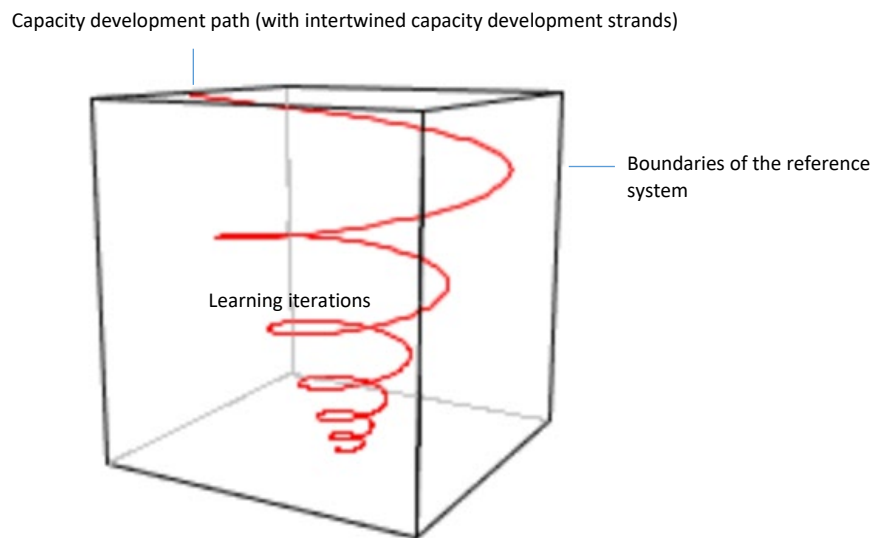
<sup>6</sup> GB.335/INS/9, p.1

**Table 2: The triple helix of the capacity development strategy of the ILO**



The ILO capacity development strategy also highlights the fact that capacity development is not a linear process but occurs in loops or iterations that requiring continuous and participatory analysis of the results, with information fed back into the planning of new programmes and activities.

**Table 3: Capacity development as a process of expanding loops**



*The role of the ITCILO in the implementation of the ILO capacity development strategy*

ITCILO is the capacity development arm of the ILO and thus plays a central role in the implementation of the capacity development strategy of the organization. As shown in the table below, ITCILO advisory services for other capacity development service providers are pegged at the level of institutional capacity development.

**Table 4: Training +: The ITCILO capacity development service portfolio illustrated**

	<b>Immediate objective</b>	<b>Means of action</b>	<b>Intendend outcome</b>
<b>Individual capacity development</b>	To strengthen the delivery capacity of an individual	Training Coaching	Increased functional and technical skills, resulting in improved individual performance
<b>Institutional capacity development</b>	To strengthen the delivery capacity of an organization	Advisory services Product development support	Improved institutional capacity to operate in a sustainable manner
<b>System capacity development</b>	To strengthen the holding capacity of the eco-system within which organizations and individuals interact	Dialogue events Knowledge management services Advocacy campaigns	A more enabling environment for interaction

Source: ITCILO 2020 Interim Implementation report, p.5

The analytical framework guiding ITCILO advisory service on sustainable institutional performance take inspiration from the Balanced Scorecard approach, a widely used strategy framework to balance financial and non-financial objectives in organizational sustainability strategies.<sup>7</sup> Sustainability is defined as ‘endurance over time’ by maintaining dynamic balance between non-financial and financial performance dimensions. The ITCILO capacity development framework is the strategy canvas used in this assignment and therefore further explained in the following.

## **2. The strategy canvas for assessing the capacity of our institutional clients**

Three interlinked but distinct dimensions for sustainable institutional performance are distinguished:

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

In the capacity development approach promoted by the ITCILO, each performance dimension can be further specified along certain critically important result areas:

- For the dimension of technical performance, two result areas are defined, namely outreach and impact. Outreach relates to the number of beneficiaries (both direct and indirect beneficiaries) serviced by the institution while impact relates to the service quality.
- For the Finance dimension, two result areas are defined, namely income and costs. Income refers to revenue from earned income and other sources like voluntary contributions while costs refer to service transaction costs and any other expenditure incurred during the reference period.

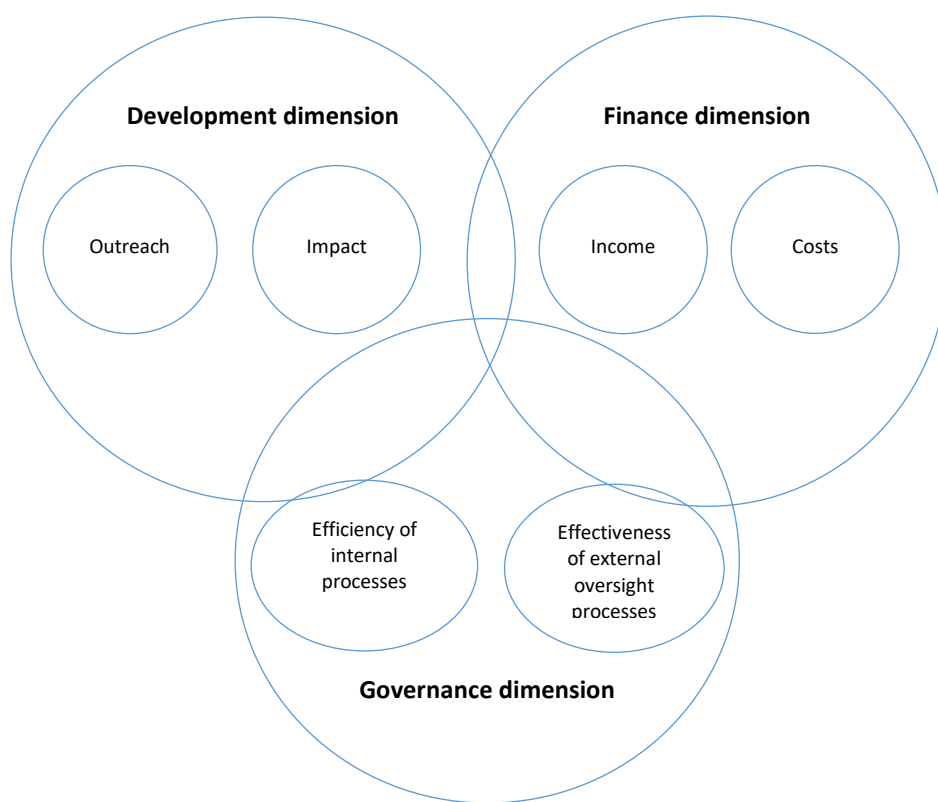
<sup>7</sup> For more information on the Balanced Scorecard approach, refer for example to Niven, Paul 2002: Balanced Scorecard Step-by-Step: maximizing performance and maintaining results. Wiley.

- For the Governance dimension, two result areas are defined, namely operational efficiency (*doing things the right way*) and effectiveness of external oversight mechanisms (*doing the right things*).

For each result area, ITCILO has developed indicator catalogues that allow the organization to track performance over time, mindful of cause-effect relationships playing out across dimensions. Many of these indicators are generic, i.e. applicable across the institutional spectrum of training organizations, but the choice of metrics and the determination of performance thresholds is always context-specific.

The critically important result areas for a sustainable institutional performance are illustrated below.

**Table 5: Critically important result areas for the sustainability of a training institution**

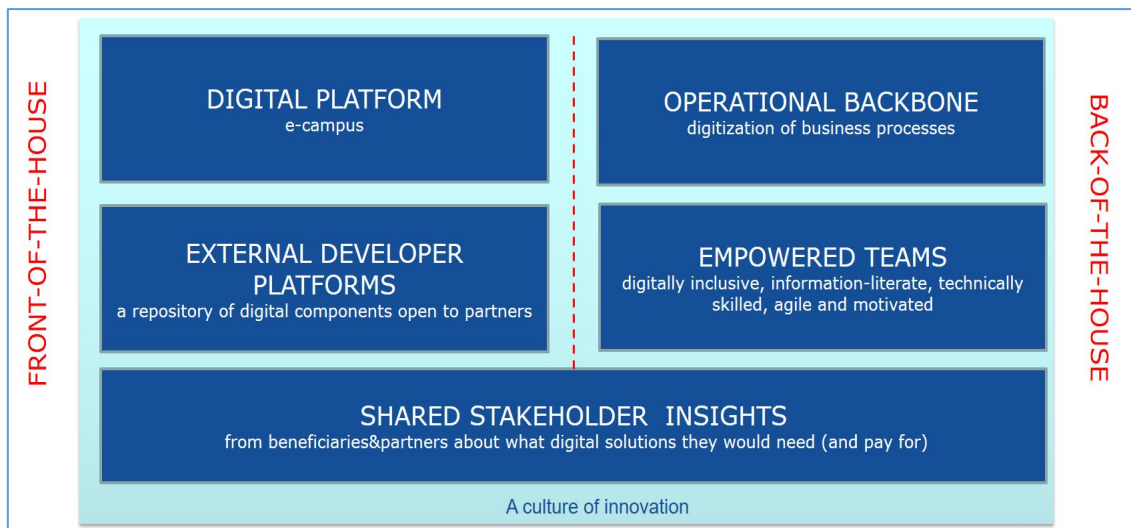


### 3. Focus on digital transformation

COVID 19 has deeply affected the performance of capacity development service providers worldwide in both negative and positive ways: On one hand, it has forced most of them to suspend most of their F2F training activities while on the other hand it has spurred innovation to harness digital learning and collaboration technology and to roll out online training instead.

The COVID 19 response of our institutional clients will be explicitly factored into account as part of the sustainability snapshot and during the research on global good practices. More in particular, the institutional digital readiness will be assessed against six parameters for digital transformation:

**Table 6: Levers for digital transformation**



Source: ITCILO 2021, adapted from MIT

- **Digital platforms:** Is an in-house digital learning platform in place through which individual learners can access online learning and collaboration offers?
- **External developer platforms:** Is the concept of external developer platforms applied whereby external learning platforms are built (sometimes also hosted and curated) under commission from institutional clients and via which these clients can reach individual learners in their own target markets?
- **Operational backbone:** To what extent have internal processes (Human Resources, Finance and ADMIN etc.) been digitalized?
- **Empowered staff:** Is the staff technically skilled, digitally inclusive and information-literate and motivated to embrace change?
- **Stakeholder insights:** To what extent is made use of digital marketing analytics and learning analytics to systematically collect and analyse stakeholder insights, prototype minimum viable products and crowdsource views of participants and institutional clients?
- **Culture of Innovation and quality:** Are measures implemented to nurture an organizational culture that embraces digital learning technology and applications and harnesses artificial intelligence to evaluate service quality?

As illustrated in the graph above, the digital platform and the external developer platforms are outward looking or front-of-the-house, while the operational backbone and empowered teams relate to inward looking or back-of-the-house aspects of digital transformation. The shared stakeholder insight dimension reaches for both ends of the spectrum, since it is both outward and inward looking, i.e., takes into account both external and internal stakeholder groups. Culture transcends the other elements of a digitally transformed organization, but also has its distinct quality, as it connects the entity it to other training organizations and academic bodies in the learning innovation eco-system.

## 4. Implementation roadmap of an institutional capacity assessment

### *Step 1: Sustainability snapshot*

The first step of the assignment is to take a sustainability snapshot of the current institutional capacity of the client, by profiling the organization against the matrix of a sustainable institutional performance described above. This process will involve a desk review of documents, interviews with key informants and digital surveys. Refer below for more information on the survey instruments.

### *Step 2: Benchmarking*

In a second step, the strategy-level and operational level institutional practices of the client are compared with good practice of other capacity development service providers in the industry. Focus is laid on performance aspects considered critical for institutional sustainability like good practices in co-creating content for local ownership, cost-sharing product development and service transaction costs and accreditation and digital credentials. The benchmarking exercise usually involves desk research and interview with key informants.

### *Step 3: Stakeholder consultations*

In a third step, the draft findings, conclusions and recommendations flowing from the sustainability snapshot and the benchmarking exercise are reviewed in consultation with the clients' internal and external stakeholders (board members, beneficiaries, other capacity development services providers), typically by way of an online forum. An example for such an online forum convened on behalf of ADB is illustrated below.

**Table 9: Agenda of an online forum agenda convened for ADB**

<b>11:30-11:35 (Delhi time)</b>	Opening remarks
<b>11:35-13:00 (Delhi time)</b>	Presentation of case studies on capacity development services <ol style="list-style-type: none"><li>1. World Bank model</li><li>2. CDB model</li><li>3. IFAD model</li><li>4. CDRC model sustainability snapshot by ITCILO (nexus between digital transformation, learning innovation and (institutional) sustainability in the marketplace for life-long learning services: Introduction to the capacity assessment framework and presentation of the draft findings)</li><li>5. Discussion about working hypotheses and draft recommendations</li></ol>
<b>1300-1315 (Delhi time)</b>	Coffee break
<b>1315-1430 (Delhi time)</b>	Gathering stakeholder feedback <ul style="list-style-type: none"><li>• Working group 1: Views from EAs and IAs</li><li>• Working group 2: Views from other RMs</li><li>• Working group 3: Views from local training partner organizations</li></ul> Summary and conclusion

### *Step 4: Compilation of a report*

The stakeholder feedback will inform the compilation of a draft report with a set of recommendations for enhancing the sustainability of the client. The draft report will be reviewed together with the client prior to final submission. Refer below for the template of a research report.

**Table 10: Sample of the table of contents of an assessment report**

*Introduction*

*Executive summary*

*List of tables and abbreviations*

**PART I. DESCRIPTION OF THE ASSIGNMENT**

**Introduction**

Objective of this advisory service

Deliverables

**Research framework**

The understanding of capacity development in the context of this assignment

The strategy canvas for assessing the capacity development needs

Factoring into account the impact of COVID 19

Steps of the implementation plan

Research methods and tools

**PART II. CURRENT PRACTICES**

**Brief overview of the organization**

**Strategy**

Strategy frameworks

Results-Based Management approach

**Operational practices**

Introduction of the analytical grid

General information provided by the learning service provider

Proposal development

Information provided prior to acquisition of the learning service

Needs analysis

Design of the learning service

Information about the learning service for enrolled learners or their sponsors

Service delivery

Facilitators

Assessment of learning

Monitoring and evaluation of the learning services

Invoicing

Knowledge sharing

**PART III. BENCHMARK ANALYSIS**

**Description of the sample**

**In search of the right trade-off between outreach and impact**

**Leveraging capacity development budgets**

**Promoting good governance**

**PART IV: THE WAY FORWARD**

**Summary**

**Conclusions**

**Recommendations**

**ANNEX**

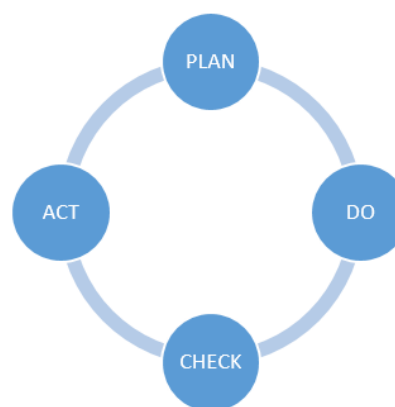


## Research instruments



ITCILO capacity assessment combine quantitative and qualitative research methods:




- Desk research
- Digital surveys
- Interviews with key informants
- Stakeholder consultations



The digital survey instruments are standardized and automated, collecting data about strategic and operational practices, in the latter case assessing the respondent step by step against the conditions set for capacity development service providers meeting the requirements for learning service providers outside the formal education system set by the International Standards Organization (ISO) along the Plan-Do-Check-Act cycle








**Table 11: Requirements for ISO 29993 certification**

Stage and task	Requirements
 <p><b>General information provided by the learning-service provider</b></p>	<p>Prior to enrolment, learners and interested parties need information about the learning services, in order to make an informed decision. Information provided by the LSP shall be accessible, up-to-date, accurate and legible. This information shall include at a minimum the following elements:</p> <ol style="list-style-type: none"> <li>a) name, address of headquarters, contact details, and locations where the learning services are provided;</li> <li>b) key management staff;</li> <li>c) description of the main learning services offered by the LSP;</li> <li>d) qualification or experience of facilitators in charge of the learning service, or both;</li> <li>e) teaching methods;</li> <li>f) description of learning environment and learning resources;</li> </ol> <p>any certifications, awards, qualification and accreditation offered</p>
 <p><b>Proposal development</b></p>	<p>Requirements under ISO 29993</p> <p>When provided, a proposal enables the learners or sponsors to make an informed decision regarding acquisition of the learning service.</p> <p>Prior to developing the proposal, the LSP shall take appropriate steps to understand the learning request, its context and any logistical factors. This proposal shall include at least the following:</p> <ol style="list-style-type: none"> <li>a) the objectives and targets of the proposed learning services;</li> <li>b) the capacity of the LSP to address the client's needs (e.g. client references, technical characteristics, facilitator's profile and example of similar programmes);</li> <li>c) the teaching and assessment methods to be used by the LSP in delivering the learning service; and</li> <li>d) the price, terms and conditions.</li> </ol>

 <p><b>Information provided prior to acquisition of the learning service</b></p>	<p>Before agreeing to acquisition of the learning service, the interested parties shall be proved with the following information, as applicable:</p> <ol style="list-style-type: none"> <li>The title and objectives of the learning services</li> <li>Any prerequisites, whether technical or otherwise, such as required level of competence;</li> <li>Dates, location, duration and time table;</li> <li>The proposed number of hours of instruction, and how they are divided between different modes of learning (e.g. face-to-face learning, blended learning and IT-supported learning);</li> <li>The teaching methods and means of assessment to be used;</li> <li>Any required software licenses and technical equipment</li> <li>Tuition fees, examination fees, the purchase of learning materials (e.g. books, software and worksheets), any other charges and terms and conditions of payment;</li> <li>Cancellation, withdrawal and refund policies;</li> <li>The procedures used for obtaining feedback about the learners satisfaction (and, where applicable, about that of their sponsors), as well as for handling their requests, suggestions and complaints;</li> <li>The profile of the facilitators assigned to the learning services, including their teaching qualifications, teaching experience and background.</li> </ol>
 <p><b>Needs analysis</b></p>	<p>Understanding the needs of learners is a key factor in the learning service, as it ensures that the objectives, programme, content and assessment methods meet those needs. Prior to delivering learning services, the learning needs shall be analysed by qualified staff, in order to orientate learning services effectively within the specified scope of the learning service.</p> <p>The intended outcomes of the learning services:</p> <ol style="list-style-type: none"> <li>shall be detailed, measurable and understandable to the learner (and, if applicable, to the sponsors); and</li> <li>shall refer to a widely-known national or international scale, if available.</li> </ol> <p>The needs analysis shall determine:</p> <ol style="list-style-type: none"> <li>the goals and requirements of learners and sponsors</li> <li>the desired level of competence and the preferred time frame</li> <li>the purposes for which, and contexts in which, the learner requires the desired level of competence after the completion of the course (e.g. socially or in the domain of work or study)</li> <li>the learner's current level of competence</li> </ol> <p>Note 1: Techniques such as self-assessment and internal or third-party tests can be used for this purpose.</p> <ol style="list-style-type: none"> <li>other aspects of the learner's background and situation (e.g. age, relevant education and training history, prior learning, professional experience, language, culture, literacy level, and cognitive and physical abilities)</li> </ol> <p>Note 2: ISO/TR 22411:2008 provides guidelines on services to address the needs of older persons and persons with disabilities.</p> <p>In the context of work-related training, interested parties shall be consulted on how the competences acquired are expected to be applied in the workplace, and what they consider possible indicators of success.</p> <p>The results of the needs analysis shall be disclosed and agreed upon between the interested parties before the design and delivery of the learning service. The facilitators shall be fully informed about the results of the needs analysis. Information gathered about learners shall be only used for the purpose of providing the learning service, and shall only be disclosed with the learner's consent</p>
 <p><b>Design of the learning service</b></p>	<p>Following the needs analysis, design of the learning service consists of developing a curriculum, learning materials and means of assessment and evaluation. Curriculum design and development shall be carried out by facilitators who are experienced or trained in the design and development of curriculum for learning services.</p> <p>In the design of the learning service, the following shall be taken into account:</p> <ol style="list-style-type: none"> <li>the results of the needs analysis;</li> <li>the agreed-upon goals;</li> <li>the proposed intensity and duration of the course, and the modes of learning (e.g. face-to-face learning, blended learning and IT-supported learning);</li> <li>the intended learning outcomes;</li> </ol>

	<ul style="list-style-type: none"> <li>e) the intended means of assessment;</li> <li>f) the ratio of facilitators to learners;</li> <li>g) the methods, resources and responsibilities to optimize the transfer of learning, if applicable;</li> <li>h) the type and content of a certificate of completion to be issued;</li> <li>i) any relevant contractual elements; and</li> <li>j) the intended procedure for monitoring and evaluation.</li> </ul> <p>Learning materials shall be:</p> <ul style="list-style-type: none"> <li>a) in line with the designed curriculum and with the selected modes of learning;</li> <li>b) authentic and up-to-date, reflecting current application of the subject being learned, outside the course;</li> <li>c) selected taking into account social and cultural needs, as well as the background of the learners.</li> </ul> <p>The curriculum, learning resources, means of assessment and evaluation shall be disclosed to learners or the interested parties, and to facilitators.</p> <p>The roles and responsibilities of the LSP, the learners and the interested parties relating to delivery of the learning service and to the monitoring and assessment of learning shall be clearly specified. The curriculum, learning and assessment materials shall be reviewed at least annually. The design shall take into account the results of evaluations of any prior similar learning services delivered by the LSP. Sources and copyrights of learning resources used or developed by the LSP shall be cited or acknowledged.</p>
 <p><b>Information about the learning service for enrolled learners or their sponsors</b></p>	<p>Commencing with or prior to delivery of the learning service, learners (or, where applicable, their sponsors) shall be informed in writing of the details, terms and conditions of the learning service. Additional information may include the following:</p> <ul style="list-style-type: none"> <li>a) the responsibilities of each party (e.g. the learners, LSPs and facilitators);</li> <li>b) the processes and schedule for assessing learning;</li> <li>c) the LSP's designated contact person(s);</li> <li>d) procedures for complaints, suggestions and dispute resolution;</li> <li>e) support for learning, such as access to the library, self-directed computer-assisted learning, a help desk, counselling services, dictionaries, reference books and mentoring.</li> </ul>
 <p><b>Service delivery</b></p>	<p><b>Staff engaged in the delivery of learning services</b></p> <p>The service shall be delivered by facilitators who are qualified and trained in delivering the learning service in question and trained in the use of the methods and materials. Other staff engaged in the delivery of the learning service shall have the competence and qualifications required to accomplish their tasks. If substitution is required, arrangements shall be made to ensure that qualified facilitators are available, and that such facilitators are guided in the preparation and delivery of the learning service.</p> <p><b>Learning material</b></p> <p>Learning materials shall be available to learners in sufficient quantity. Learners or their sponsors shall be guided in the purchase of those needed. Facilitators and learners shall be informed of relevant rules about the photocopying and use of printed and digital materials. Note: Many countries have strict rules about copyright and the reproduction and use of printed and digital materials, or arrangements for licensing the controlled use of such materials by LSPs. These rules can apply to materials developed by the LSP that are based on already-published works.</p> <p><b>Learning environment</b></p> <p>In cases where the LSP is responsible for providing or selecting the learning environment, the LSP shall ensure that it is conducive to learning. If the LSP does not have control over the learning environment, the LSP shall specify minimum requirements for it.</p> <p>The learning environment shall be ergonomic and well-maintained. It shall also be:</p> <ul style="list-style-type: none"> <li>a) large enough to accommodate the number of learners enrolled in the groups, as well as their facilitators;</li> <li>b) laid out in such a way as to facilitate interactive learning, taking into account the needs of the learners concerned;</li> <li>c) well-lit and clean;</li> <li>d) heated or cooled, if necessary, and well-ventilated;</li> <li>e) protected or insulated from noise interference; and</li> <li>f) equipped with learning aids and tools that are relevant to the curriculum (such as audio, video, projection devices, information technology equipment, flip charts, flash cards, models and puppets).</li> </ul>

	<p>The necessary safety facilities and equipment shall be put in place and maintained, and potential safety hazards in the learning environment shall be minimized. Procedures for dealing with emergencies and security issues shall be made known to facilitators, other staff and learners</p>
 <p><b>Facilitators</b></p>	<p>Facilitators shall be either experienced and have qualifications/training in teaching that are/is recognized within the country where the LSP offers its services; or supervised by experienced facilitators with qualifications/training. NOTE Professional qualifications can be recognized by, for example, a governmental authority, an industry-created self-regulatory body, or an accredited university or college. In the absence of such recognition bodies, professional qualification can be deemed acceptable by those LSPs in the country providing courses in the relevant subject areas.</p> <p>All facilitators shall have the necessary competences in the relevant subject or skill areas to undertake the teaching and related duties assigned to them. Facilitators shall participate in professional development. NOTE Professional development can include:</p> <ul style="list-style-type: none"> <li>• learning and teaching principles, sound practice and latest research in learning and teaching methods relevant to the curriculum;</li> <li>• teaching competences, resources relevant to the curriculum, including instructional and informational technologies;</li> <li>• competence in using learning resources relevant to the learning services;</li> <li>• practical experience in subject matter;</li> <li>• competence in class room management;</li> </ul> <p>assessment for the subject being learned</p>
 <p><b>Assessment of learning</b></p>	<p>In designing or selecting assessments, the following aspects shall be considered: intended use of the assessment; knowledge, skills and abilities to be measured; standards to be measured against; methods of assessment; scoring and reporting; and interested parties involved in or affected by the assessment. Prior to or at the beginning of the course, an assessment shall be made of the learner's level of competence in the subject to be learned. The progress of learners shall be assessed throughout and at the end of the course. Refer to the section on "Needs analysis" for further information.</p> <p>Learners or their sponsors shall, upon request, receive a certificate of completion, which shall include (but not be limited to) the following information: title and objectives of the learning service; number of hours of instruction; and level of achievement. Access to assessment results shall be given only to those with established authority or legitimate consent to view the information, and with regard for the principles of fairness, transparency and confidentiality. Facilitators shall be either: experienced, with qualifications/training in teaching recognized within the country where the LSP offers its services; or supervised by experienced facilitators with qualifications/training.</p>
 <p><b>Monitoring and evaluation of the learning services</b></p>	<p>Regular monitoring and evaluation shall be carried out in order to determine whether the learning service is meeting its objectives. In designing the processes for monitoring and evaluation, the following aspects shall be considered: scope; goals; means of monitoring and evaluation, including rationale, criteria, instruments and schedule; and interested parties involved in or affected by monitoring and evaluation.</p> <p>Service evaluation shall include (but not be limited to) the following: fulfilment of learning needs; learning and teaching methods; adequacy of learning material and other resources; and logistics and organization of the learning service.</p> <p>Procedures for monitoring and evaluation shall include: periodic observation of teaching and learning for quality assurance purposes; review of assessment results and the alignment of these results with the agreed-upon goals of the learning service, as developed in the needs analysis. For this purpose, assessment of learning shall allow the compilation, comparison and analysis of assessment results; analysis of the level of satisfaction of learners and sponsors with the learning service, as well as their feedback and suggestions for improving the quality of the learning service; and analysis of enrolment, attendance and attrition.</p> <p>Such monitoring and evaluation shall be conducted by qualified persons.</p> <p>Data sets and reports resulting from monitoring and evaluation shall be clear and transparent. Reports shall clearly describe the findings and rationale, in light of the learning service objectives. Any complaints and claims shall be dealt with within an agreed timeframe to provide redress or explanation. The results of monitoring and evaluation shall be taken into account in implementing</p>

	improvements and changes to the learning service, such as in the curriculum, course programmes, teaching methods and professional development
 <b>Invoicing</b>	Invoices for the learning service shall be clear and shall contain all the details needed to enable learners (or their sponsors, where applicable) to understand precisely what is being invoiced. The LSP shall provide the learner or the sponsor with proof of payment, if requested.
 <b>Knowledge-sharing</b>	<p>M&amp;E findings are shared with the wider public</p> <p>Stakeholder outreach activities are organized on a regular basis , to assess demands and needs of clients</p> <p>The LSP maintains in-house knowledge management processes and tools</p>

## Examples of capacity assessments

### Asia

In Viet Nam, the Centre prepared a feasibility study about the establishment of a **Labour Inspectors Training Institute** under the Ministry of Labour, Invalids and Social Affairs and with funding from the ILO Hanoi Office (2016); in Myanmar, the Centre carried out a feasibility study about the establishment of a tripartite **Industrial Relations Training Institute** (2019) under commission from the ILO Myanmar Industrial Relations project.

In Bangladesh, ITCILO advised the **Engineering Staff College** on the development of a sustainability strategy and capacity development plan; ITCILO was also involved in the provision of follow-up training and advisory services during the plan implementation stage (2020-21). ITCILO also furnished management advisory services to the **Central Procurement Technical Unit in the Ministry of Planning**, which administers the country's public procurement professionals' training and accreditation, as part of a capacity development package financed by the World Bank. Always in Bangladesh, the ITCILO rendered in the first half of 2019 training and advisory services to two **Vocational Teachers Training Colleges** to set up an electronic campus for distance learning. Further back in 2017, the ITCILO advised the tripartite **Industrial Relations Training Institute** (IRI) of Bangladesh on sustainability strategy design; in 2022, the ITCILO has been commissioned to carry out an IRI strategy implementation progress review.

In Nepal, ITCILO has a contract with the Public Procurement Monitoring Office of Nepal to deliver capacity development services and Training and Trainers to the Nepal **Administrative Staff College**. In 2021, ITCILO implemented a capacity development needs assessment for the **Capacity Development Regional Centre (CDRC) in the South Asia Regional Department of the Asian Development Bank (ADB)**. The purpose of the assignment was to develop recommendations for enhancing the sustainability of the capacity development initiatives of CDRC in member countries.

### Africa

In 2017, ITCILO prepared a re-engineering strategy for the **African Regional Labour Administration Centre (ARLAC)** based in Zimbabwe. In 2019, ITCILO developed a similar re-engineering strategy for the **Centre Régional Africain d'Administration du Travail** based in Cameroon. In 2021, ITCILO was commissioned to carry out an ARLAC strategy implementation progress review. In Zambia, ITCILO delivered strategy advisory services to the **Kafue Gorge Regional Training Centre**.

### Arab States

The ITCILO has a long-standing collaboration with the Staff Training Programme for the **Technical and Vocational Training Corporation** of Saudi Arabia. Under this partnership, ITCILO designed and delivered capacity building programmes addressing, among others, Evaluation of training impact, Quality management and accreditation, Performance indicators and balanced scorecard for TVET institutes.

### Europe

ITCILO provided capacity building activities to the **European Commission** in different areas related to: gender mainstreaming, social dialogue and mainstreaming decent work into EC operations. In addition, the ITCILO rendered on repeated occasions strategy advisory services and capacity development support for the **European Trade Union Institute**, the independent research and training centre of the European Trade Union Confederation which itself affiliates European trade unions into a single European umbrella organization. In 2020, the ITCILO has run an institutional capacity scan for AGRITERRA.

### Latin America

In El Salvador, the Centre has a partnership with **the Vocational Training Institute** to strengthen the capacity of its local partners to run online training of teachers programmes.