Good Practices in Social Security

Good practice in operation since: 2016

Distance training via videoconferencing
A case of the Social Insurance Bank

Social Insurance Bank
Uruguay
Summary

E-training has come to the fore as a means of enabling training programmes to be offered to the organization’s officials on a large scale. Until now, the method has relied on so-called Virtual Learning Environments (VLE), and more specifically the Moodle platform, which is used by the institution.

The aim is to improve this training method by adopting videoconferencing as an e-training tool, using synchronous techniques to enable real-time interaction between speakers in different locations and, with other strategies, to replicate on-site courses.

To this end, the IT Management Department (Coordinación de Servicios Informáticos – CSEI) and the Centre for Studies in Social Security, Health and Administration (Centro de Estudios en Seguridad Social, Salud y Administración – CESS) worked together on a multidisciplinary basis.

The issue or challenge

What was the issue or challenge addressed by your good practice? Please provide a short description.

Training on labour topics covers the different cultural and educational activities carried out with a view to encouraging and nurturing, both individually and collectively, the development of the people within the institution as a means of motivating and retaining them. The opportunity of ongoing learning offers a new way to be involved in their workplace and to carve out their future there.

With the help of the CESS, the institution has established virtual training as a complementary forum for learning and exchanging. A range of different training courses are currently being set up for the benefit of the organization’s officials across the country, with the aim of ensuring equal opportunities and access to information, so that content is available to all.

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Addressing the challenge

What were the main objectives of the plan or strategy to resolve the issue or challenge? List and briefly describe the main elements of the plan or strategy, focusing especially on their innovative feature(s) and expected or intended effects.

The first tasks for this project were to determine what courses to offer as well as their target audiences, establish the teams that would develop the content and adapt it to the
videoconference mode and set a course length that would maintain the participants’ interest and sustain participation. The CESS supported the leaders and experts for each topic and coordinated their work.

A team of facilitators with specialist expertise in the selected topics was set up and tasked with delivering each session. They worked from a broadcasting room and the courses were transmitted from there to a number of other rooms.

In each of these rooms, in addition to the participants, a moderator was tasked with managing the communication between facilitators and participants, and the moderator also received training in how to use the videoconferencing terminals (moving the camera, sharing content from the PC, enabling and disabling microphones, etc.).

There was a specific point during every session at which participants in each room could put questions to the facilitators so that the presentation was not interrupted.

The courses were broadcast to a total of four rooms in different parts of the country: one of these housed the facilitators, and the other three contained participants. This enabled officials to travel to the point nearest to them, avoiding long journeys. Since the training covered certain software applications, the participants’ rooms were equipped with a PC for every official.

After the courses had ended and the participants had returned to their place of work, they completed a course assessment using the Moodle platform, and were also asked to complete a course satisfaction survey to gather their opinions and obtain feedback about the initial courses with a view to making improvements in the future.

The courses were also recorded and uploaded to the CESS content portal to enable those who had not attended a session in real time to watch it later and to enable participants to revise subjects.

**Targets to be achieved**

*What were the quantitative and/or qualitative targets or key performance indicators that were set for the plan or strategy? Please describe briefly.*

One target was to adapt on-site course content to the videoconference mode.

Another was to hold at least three training courses using the new method.

The pass rates for the courses should not be significantly different from those of on-site courses. A survey was proposed to gather participants’ opinions and obtain feedback about these initial courses.

**Evaluating the results**

*Has there been an evaluation of the good practice? Please provide data on the impact and outcomes of the good practice by comparing targets vs actual performance, before-and-after indicators, and/or other types of statistics or measurements.*
Three courses were run to check that each course and its content had been successfully adapted to the videoconference mode and to train the facilitators in how to use the equipment. One of the courses was attended by 70 participants, with a total time commitment of 28 hours, while the other two were attended by 70 participants and lasted 35 hours in total.

The pilot plans were deemed satisfactory and allowed the courses to run smoothly.

The pass rates for the courses were not significantly different from similar training delivered on site.

A course satisfaction survey was carried out to gather participants’ opinions and obtain feedback about these initial courses and to make improvements in the future. Overall, the participants’ reactions were very positive, with some useful suggestions for aspects to think about and improve.

**Lessons learned**

*Based on the organization’s experience, name up to three factors which you consider as indispensable to replicate this good practice. Name up to three risks that arose/could arise in implementing this good practice. Please explain these factors and/or risks briefly.*

It was crucial to adapt the content to the videoconference mode in terms of format, duration and level of detail to ensure that participants could follow it properly.

Commitment and teamwork from the multidisciplinary teams, which comprised officials from Montevideo and the provinces and covered the selected topics, was extremely important. The success of the measure was secured by the effort, commitment and skill of many different people. Coordination from the CESS as the main link between them was also key.

It is important to ensure connectivity between the different sites and secure a connection of sufficient quality to make the experience a positive one. The technological equipment must be user-friendly so that a technical background is not necessary to make it work. This task was carried out and monitored by the technology department (CSEI).