IYF e-Learning Analysis - Final Report

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Introduction

Building on a long-standing delivery of remote learning, IYF has responded to COVID-19 by reaffirming its commitment to engaging young people safely, through digital channels. This has led to rapid development of new digital learning products to support quality implementation at scale - not just for the youth beneficiaries themselves, but also for trainers and master trainers.

During September and October 2021, a deep-dive review was conducted into 5 of IYF's flagship e-Learning products. This included reviewing project documentation and quantitative data, as well as conducting a range of key informant interviews with project teams to gather their perspectives and experiences.

A landscape review was also conducted into global best practice for development and implementation of remote learning for life skills training, and a best practice framework was established. This framework also includes elements from IYF's own internal Content Development process. Each e-Learning product was assessed in detail against this framework - linked in the Appendix.

5 case studies have been developed to capture the critical insights from this process. Case studies are structured to give an overview of the background and context for each e-Learning product, and to incorporate insights from the best practice assessment. These insights are broken down into strengths and challenges from how they were designed, delivered and evaluated.

The learnings section sets out 8 key messages stemming from cross-cutting analysis of the insights and deep reflection on key themes. This section also highlights where further evidence is needed.

Based on the cross-cutting lessons, the recommendations section sets out 7 practical steps for IYF to continue to strengthen and evolve its e-Learning portfolio.

Case Studies

Case Study 1: PTS V - Youth Opportunity

Location	Target Group	Delivery Modality
US	Youth aged 16-24, both in and out of school	Series of PowerPoint presentations, presented through synchronous video-call sessions. Optional asynchronous accompaniment using PTS Explorer (not assessed here).

Description

Background
PTS Youth Opportunity has been running since May 2018. The programme supports young people aged 16-24 in high schools and charter schools through in-school and after-school classes, as well as some out of school programming to reach young adults who may not be on an educational path. The programme has 9 partners, including: 6 grantee partners and 3 curriculum partners.

As with PTS in general, Youth Opportunity teachers were not given prescribed lesson plans and activities. They must develop their own engaging plans based on a very robust Facilitator Guide. This would involve explaining concepts to students verbally and exploring them through discussion and roleplay.

COVID-19 Adaptation
When schools closed in March 2020, teachers started creating their own PowerPoint presentations, so that they could continue to teach the curriculum remotely. There was no consistency or quality standards across these resources, and the teachers needed guidance. IYF identified a need to develop an approved repository of slides, so the learners would have a consistent experience in terms of content , flow and visual design, and the teachers would be supported to implement the curriculum remotely.

The existing slides were gathered for review by a specialist agency: Pryco Solutions. Pryco developed 1 consistent set of PowerPoints, which can be delivered by teachers over whichever video call software they prefer to use. There was extreme time pressure to produce these slides, as the teachers were already teaching using whatever resources they had been able to develop themselves.

Pryco also developed a detailed set of facilitator instructions for each lesson, with suggestions of both high-tech and low-tech collaboration tools that teachers might use to engage students.

The new standardized slides and facilitator guide were launched in July 2020.

New batches of students are being onboarded by partners in Fall 2021, and data is being gathered by IYF on the modality being used. It is expected that some partners will retain full remote delivery, while some may adopt a blended approach.

Best Practice Process Analysis	Strengths	Challenges & Risks
Design	Accessibility: ● Generally young people in the US, both in and out of school, had good access to devices, and were familiar with both Zoom and PowerPoint. One partner purchased laptops for young people. Inclusivity: ● In recognition of the range of user contexts, the facilitator guide incorporated 2-3 approaches to doing the same activities, from low-tech (slides only) to high-tech collaboration tools such as Padlet. ● The creation of slides meant there was an opportunity to take an intentional approach for diverse and inclusive imagery, such as "various colours of latino audiences", transgender people, different body types. Engaging interactivity: ● Pryco made a significant effort to adapt the interactive in-person activities for remote learning. For instance, using Padlet to mimic a Post-It exercise, encouraging students to capture their thoughts in the chat or on screen using Annotate, or asking students to move shapes around on the screen to build a house. In some exercises, teachers were directed to give specific roles to some students, eg. “you should act deliberately difficult”. ● Teachers were given some attention-grabbing activities to establish some energy at the start of the session, again usually repurposed from in-person approaches.	Accessibility: ● Some of the slides contain a large volume of information. This works on a big desktop screen but is tricky to access on a cell phone. ● PowerPoint was chosen as teachers had already been developing their own, and there was a need to provide rapid, standardized materials. With more time, there would have been opportunity to explore mechanisms that would be accessible and user friendly on a range of devices. Pedagogy: ● There was a need to get something into teachers' hands quickly and the budget was constrained. So rather than adaptation, the process was described as a "tidying up" or "translation" of the traditional PTS materials for online learning. There wasn't scope to do a full analysis of the content to design the most appropriate way to convert the learning for remote delivery, or any meaningful repurposing of the lesson structure. ● This rigidity was a constraint to the creativity that Pryco could apply in preparing engaging digital lessons. ● When designing the activities, Pryco had to ensure that they could practically be done online. eg. Zoom breakout groups. In-person would have incorporated physical movement, which is difficult to include in a virtual environment. ● Warm-up activities were hard to repurpose in a way that would be engaging virtually. For instance, in-person, the trainer would do an exercise involving pouring water, to demonstrate the effect of positive and negative statements. When the concept is simply represented on a slide, it is harder for students to grasp the point. Content development process: ● The content review process had to be done quickly by the project team, and they would have liked input from the

		central PTS team. Sustainable resourcing: ● The detailed facilitator instructions for each lesson required a lot of resource from IYF, which is not sustainable across the full set of PTS modules.
Implementation	Upskilling teachers to train remotely: ● The detailed facilitator instructions for each lesson required much less preparation on the part of the teacher. ● Some teachers were observed to run dual-facilitation, dual language sessions, which hadn't been previously observed in classroom settings. The smaller class numbers enabled teachers to collaborate in new ways. Engaging interactivity: ● Student engagement was observed to be better with a very experienced teacher who went “off script” to manage the class in a more organic way. Supporting students to learn remotely: ● Teachers were provided with a document to help set student expectations about what's expected from them. This included general orientation and course kick-off, a suggestion to find a quiet space to learn, as well as practical information, eg. how to get the teacher's attention. ● The virtual approach allowed for more flexibility than the in-person sessions - times could be flexible according to the youths' schedules. Upskilling teachers to train remotely: ● The trainers' guide is extremely detailed, with lots of step-by-step instructions for activities. This makes it easier for them to pick up, and there is less preparation	Engaging interactivity: ● The text-heavy slides led to a departure from the constructivist learning principles of PTS. The teacher is supposed to be a facilitator and guide, not a lecturer, but they end up reading off the slides. ● Despite attempts to establish interactivity, teachers shared their concerns in focus groups over poor student engagement. ● Students often remained on mute, off camera, making it very hard for the teachers to know the extent to which they were engaging. Some students felt more comfortable typing in the chat function, but this was difficult for teachers to manage while facilitating the class. ● Engagement was particularly poor for students who did not previously have any in-person engagement, as they don't have the relationship with the trainer, which is a huge part of the PTS approach. ● Student context also drove some of the engagement challenges. A lot were on cell phones which made it hard to see the slides and engage with activities, and many had a lot going on in the environment around them. During an IYF observation, one student was driving (so couldn't possibly see the slides), and another was helping his mum while on the call. Teachers had to give consideration to this aspect of diversity and inclusion when considering how hard to push students to use their cameras, or to interact with the sessions.

	required from them than in in-person PTS. Supporting student wellbeing: ● A slide within the student orientation deck refers to treating each other with kindness and respect Student - teacher interpersonal relationship: ● The trainers know their students - if not personally, they know and understand the target group and how to relate to them. ● In one IYF observation, there were 2 trainers, which was seen to be effective. One was more formal, running through the slides, keeping to time. One was more informal, driving engagement and interaction.	● The rigidity of maintaining the same lesson structure meant that teachers faced serious challenges with getting through the content in the time allocated - managing technical troubleshooting and administering breakout rooms takes time. Teachers reported that this compounded engagement challenges, as they couldn't spare any time to address it. ● Participation was also low. Whereas previously there would be 20-30 students per class, the typical virtual class was around 6 students. In one IYF observation, there was only 1 student. Upskilling teachers to train remotely: ● The majority were "old school" - largely unfamiliar with the digital tools, and didn't have time or confidence to learn new tools, especially during an overwhelming time. They were seen to default to what they knew, and what was built into PowerPoint or Zoom. ● Teachers may become reliant on the prescriptive lesson plans - especially those who are new. The more experienced PTS trainers were seen to go off script, and to throw in different activities if engagement was slow. But the new trainers stuck exactly to the script. They also tended to spend too much time on the slides, and less time facilitating discussion. This may be a confidence issue, or the volume of content on the slides may have disrupted the ideal ratio. ● The resources and help sheets were so comprehensive that some teachers felt a bit overloaded. An intro session for teachers was conducted at the outset, but this wasn't enough. ● Recently Pryco went back to basics and ran a session called "virtual facilitation 101". Where to find

		information, how to use and navigate the resources. Convene a student community: ● Teachers fed back that they struggle to create a community feeling through this modality, especially when sharing the slides, so students can't see each other. Most don't have cameras on. Student - teacher interpersonal relationship: ● One teacher refused to use the slides as she didn't like the way it took over the whole screen - preferred to be able to see students' faces, and for them to see hers. ● Success completely relies on the strength of the relationship that partners have with their young people, as IYF has no direct contact. Relationships previously built in-person were relied upon heavily.
Monitoring & Evaluation	Assessment: ● A digital survey was conducted to measure life skills increase, and employment / educational outcomes. No significant difference was observed between the virtual modality and previous in-person modalities. ● IYF also holds quarterly meetings with stakeholder organisations to gather their perspectives. ● A field was added to the trainer reporting tool to gather insight into what modality they were using (Explorer and PTSV or just PTSV). ● 3 virtual class observations were conducted by IYF in 2020, and another round is being planned for late 2021. Adaptation: ● A debrief was held with Pryco based on the initial observations and recommendations, and where possible within the Pryco contract,	Assessment: ● In the IYF observations and teacher focus groups, there was feedback that it was hard to gauge student understanding, especially if their cameras remained off. ● There is scope to incorporate quizzes or other interactivity to get more rapid, real-time understanding of whether students are understanding the content. ● No direct feedback is gathered from students. ● Without any direct channel to students, performance is largely only measured at an output level (eg. number of sessions, number of participants). These are self-reported by trainers.

	recommendations were put into practice. For instance, suggestions of how to cut the content down, as couldn't fit everything into 1 hour.	

Case Study 2: Descubre tu Vocación

Location	Target Group	Delivery Modality
Peru Later expanded to Mexico, Colombia and Panama	High school students Students in technical institutes (Mexico only)	Asynchronous e-learning through a Learning Management System (LMS) accessible on a mobile device or laptop, supplemented with WhatsApp support Radio spots were used to reach those without internet access

Description

Background

Descubre tu Vocación (DTV) is a Spanish version of the IYF vocational training curriculum: My Career My Future. DTV was developed in 2019 under the wider IYF programme Adelante, Jóvenes con Oportunidades, based in the Moquegua Region of Peru. It was originally structured as in-person classroom sessions, accompanied by a student activity workbook.

In Peru, DTV was mostly implemented in high schools, and later in technical institutes through an expansion to Mexico.

COVID-19 Adaptation

Initially, the IYF team explored ways to get the classroom materials to the trained teachers at home. However the severity of the lockdown meant there was no channel available for physical distribution, and teachers weren't allowed to see students in person or to bring them any materials. The Peruvian Ministry of Education quickly mandated that teachers run virtual synchronous sessions, but provided no support.

In order to support teachers and maintain the strong relationships built through the Adelante programme, the IYF team wanted to adapt the student workbook and teacher guides for more self-managed home learning. They conducted a rapid needs assessment with teachers, asking about their technology access and how comfortable they are facilitating online. Teachers expressed a lot of hesitation, most had other care responsibilities and felt completely overwhelmed. IYF therefore chose a model that students can access independently, without relying on remote synchronous facilitation.

IYF contracted external digital learning agency Nexper to repurpose the curriculum into an interactive e-Learning course on their proprietary LMS, available to students on a phone or computer. Cohorts of students were usually supported by their teacher in WhatsApp groups, and in some cases, this was supplemented by teacher-led synchronous weekly reflection, to reinforce the learning.

Since lots of young people would not be able to access the internet, radio spots were also used to broadcast key elements of the content.

The digital curriculum is now being utilized in Peru, Colombia and Panama, as well as 1 state in Mexico. Of the cohorts whose training is complete - there have been 2,331 students registered, with 1,432 (61%) participating in at least 80% of the learning. Participation was highest in Mexico and Colombia. New cohorts are currently undergoing the training in Colombia and Panama.

Best Practice Process Analysis	Strengths	Challenges & Risks
Design	Accessibility: ● The IYF team knew that lots of the young people have practical accessibility challenges. Many don't have access to the internet at home, and may not be able to afford a data plan. Many may also not have access to an internet-enabled device. Some households may have 1 cell phone that is shared, which the young people need to negotiate to use. ● The Nexper Learning Management System (LMS) was therefore chosen as, following the initial download, it can be used offline. Progress can be saved, and synced whenever internet connection is available. Inclusivity: ● Radio spots were utilized as a secondary content delivery channel, so that young people without internet could still access the content in some way. Pedagogy: ● The digital learning journey follows the same structure as the traditional DTV curriculum: who am I, where am I going, how do I get there? Student feedback indicated that they appreciated the structure and content of the sessions. ● After completion, students can typically access the course content until the end of the semester (it's unclear whether they can retain any content or materials beyond this point). Engaging interactivity: ● The asynchronous e-Learning on the Nexper LMS included quizzes	Accessibility: ● Student feedback indicated that a lot of data is required for the initial Nexper download, and the system takes time to load, which hinders their progress. Poor connectivity also affected their ability to watch the video tutorials. Sustainability: ● The plan to handover the learning content to the local municipality in Peru has limitations in practice due to challenges with digital literacy: staff who are used to managing simple IT are now expected to manage an LMS.

	to engage students and assess level of understanding. It also included creative activities to encourage them to engage with the content - such as drawing something on paper and uploading a photo. ● For interpersonal dialogue, the intention was that interaction would be largely focused within the forums moderated by the teacher. In reality, other than submission of particular assignments within the LMS, most of the interaction took place on WhatsApp. This is zero-rated in Peru so it's free to use, and students and teachers were already well-used to using it. Sustainability of resourcing: ● Although IYF also has an LMS, DTV was outsourced to Nexper due to short timelines. For the moment, it is still more cost-effective to use the Nexper platform, as they manage hosting and tech support ● A sustainability plan is in place, involving transferring the Nexper data files to an LMS owned and managed by the local municipality in Peru. To facilitate this, it was a technical requirement from the outset that the SCORM and .html files could be exported for use on other LMS. Content development process: ● The digital course was reviewed by the original curriculum designer, various people across the project team and one of the project officers who had previously been a teacher.	
Implementation	Supporting students to learn remotely: ● It became immediately clear that students can't be given a self-directed tool and be expected	Supporting students to learn remotely: ● Students struggled with some technical aspects, and some reported finding it text-heavy and slow to load.

	to use it with no support. At first, IYF staff followed up directly with young people to offer troubleshooting support and look at individual progress. They also tried to help address any other practical barriers, including liaison with parents to help navigate and negotiate cell phone access. ● Later, video tutorials and how-to-guides were added. ● For students accessing the content on the radio, the teachers could interact directly with students using WhatsApp. The plan was to send resources as pdfs and receive student responses back. In reality a negligible amount of young people used this approach. Upskilling teachers to train remotely: ● Real-time technical support was provided during office hours, and IYF received lots of technical questions from teachers, mainly focusing on troubleshooting issues with passwords and logging in. Later, IYF added webinars to support teachers practically and emotionally. Convene a student community: ● Teachers have been given tools to do a weekly reflection in a synchronous format. This aims to reinforce the individual learning, and to build a sense of student community through setting goals and celebrating achievements together. (Same methodology used to accompany young people on PTS Traveller).	● Some teachers struggled to use the LMS themselves, so they were unable to help the students address any technical difficulties. ● Video tutorials and how-to-guides were data-heavy to watch. Convene a student community: ● Student feedback indicated that some found the lack of interaction with their peers demotivating, and suggested that this addition would improve their virtual learning experience.
Monitoring & Evaluation	Assessment: ● The asynchronous e-Learning on Nexper included quizzes to engage students and assess level of understanding.	Assessment: ● Despite the LMS including knowledge assessment quizzes, programme assessment was mainly understood in terms of course completion.

	• Feedback has been gathered, including testimonials from teachers and young people, and a mid-year feedback survey and report was conducted in July. • IYF is currently running a deep evaluation study, which will drive further reflection and adaptation.	

Case Study 3: Más Allá

Location	Target Group	Delivery Modality
Mexico Later expanded to Panama, Colombia, Peru, US and Brazil	High school students	Two synchronous delivery options were provided for each lesson: ● Version 1 - WhatsApp or Telegram ● Version 2 - video calls Optional supplementation with asynchronous PTS Traveler

Description

Background
In early 2020, IYF Mexico was in the midst of delivering in-person PTS Training of Trainers (TOT) and logistics trainings to teachers in Quintana Roo and the State of Mexico. When COVID-19 hit and schools closed, the IYF team confronted two challenges: maintaining classes for students locked down in their homes and strengthening teachers' capacities to deliver lessons virtually.

COVID-19 Adaptation
In April 2020, the IYF Mexico team ran a rapid consultation with 180 teachers in Mexico to understand what support they needed to teach remotely. Although they had relatively good technology access, the teachers lacked confidence and skills in virtual teaching. Over the summer, IYF ran several virtual sessions to guide teachers on what digital tools are available, how to adapt lesson plans, and how to engage students through online sessions. This was seen as a stop-gap, as IYF had been confident that schools would be back in-person by the start of the fall semester. (See Case Study 4: PTS-V TOT on how teachers were trained during this period to deliver in-person PTS). However, at the last minute it became clear that schools would remain closed, and there was a need for a rapid redesign of the PTS curriculum to facilitate remote learning.

External agency Asociación Masaya was contracted to conduct the redesign work, led by a consultant who is also a PTS Master Trainer. The process was informed by two priorities: to maintain the essence of PTS and to ensure remote learning be as accessible as possible. Along with a detailed teachers' guide, two delivery options were provided for each lesson: version 1 to be delivered via WhatsApp or Telegram, and version 2 to be delivered through video calls. Due to the time and budget constraints, the adaptation started with 20 of the most commonly used lessons. These were developed during October-December 2020, and were shared gradually with teachers as soon as each lesson became ready.

This package was known as "PTS Más allá de lo Presencial" - "PTS beyond the classroom". The title represents the mindset behind the digital evolution: not just an emergency response, but a long-term flexible evolution of the PTS model. Asociación Masaya supported the IYF team to see the wider opportunity to evolve the PTS curriculum to a more dynamic model, which doesn't have to rely on in-person training. This could be especially valuable for poor rural communities where travelling for in-person training might be disrupted.

The 20 lessons were also shared across other Spanish-speaking IYF programmes, including Panama, Peru and Colombia, as well as in English in the US. In early 2021, these programmes contributed resources to facilitate another batch of in-person PTS lessons to be added to the Más Allá package. There are now around 50 lessons in use widely across these countries, and it is also being translated to Portuguese for use in Brazil.

Best Practice Process Analysis	Strengths	Challenges & Risks
Design	Accessibility: ● Having dual delivery options was an effective way to meet a diverse range of accessibility contexts in Mexico. It also opened scope for wider applicability beyond Mexico - eg. in Amazonian Peru it would be extremely challenging to establish the connection required for video calls, but WhatsApp is very commonly used. ● When development started, teachers and students often didn't have good access to suitable devices or connection. But since then, the Mexican government has invested in school internet, and families have begun to increase the prioritisation of the cost of internet. Inclusivity: The content designers took the opportunity of re-working PTS to make the content itself more inclusive: ● Improved the Spanish translation - trainers reported noticing the difference in quality ● Updated the outdated language to be more gender inclusive. Eg. changed the masculine versions of Spanish words to neutral versions ("man" changed to "person", "el facilitador" to "la persona facilitador") ● Updated the outdated gender roles within scenarios. Previously all the bosses were men, and all the examples for caring in a domestic environment were women ● These changes were very positively received by trainers, especially by a transgender teacher who said they had previously felt excluded. Need	Accessibility: ● There was no channel to engage directly with students to understand their digital access or competency - had to rely on the teachers' perspective. ● Many students did not have their own device, and had to negotiate use of data with their parents. ● Feedback indicates that most teachers were pushed by school directors to use the video call option. Many teachers reported trying this, but facing accessibility issues due to connectivity - and having to follow up with students on WhatsApp. Pedagogy: ● The rigidity around lesson structure was intended to retain the original PTS essence, however it restricted the creativity that might have been applied to designing an engaging remote experience. For instance - in the in-person training the trainer might be guided to choose a learner and ask them to share something. In the remote modality, this is simply shifted to the trainer choosing a learner to turn on their microphone and say something. ● Although it was recognized that there are benefits to combine synchronous learning with asynchronous learning, in this context it was felt that it would be too much for trainers to manage 2 models across the 2 delivery options. So the content was kept simple with synchronous activities. Engaging interactivity: ● Compromises had to be made in the design of the virtual curriculum.

	more resources to fully progress and continue this modernisation work, as there is opportunity to improve this further. Pedagogy: ● A significant amount of careful thought went into the process of adapting the curriculum for remote learning, across the 2 delivery options. The process was based on the ADDIE instructional design model supplemented by the Asociación Masaya methodology. ● The consultants made a list of all the content and considered how to adapt each piece for each of the 2 delivery options. ● The topic, learning points and structure for each lesson remained the same as the in-person training - just the modality changed. Through both delivery options, they tried to be true to the original PTS methodology and lesson structure. Engaging interactivity: ● The manual was adapted so students were given personal reflection "homework" which they were asked to share back with the teacher. The more experienced teachers were able to manage this better. ● The suggested energizer was a different approach to that used for in-person training: a word search tailored by the trainer for that group. ● The manual provided creative ideas for how to make the PTS role play activities work remotely, including approaches not possible in person. Eg. using props found at home, asking roleplay participants to change their name on zoom to the name of the character, or asking	A lot of the natural interactivity of the in-person training had to go, and due to the relatively rigid approach that had to be taken for the digital redesign, scope to completely reconsider approaches were limited. ● In-person, the trainer would move between several small groups. PTS would use small groups, but it's so difficult for the trainer to manage multiple breakout rooms, as they can't be visible in all of them at once, so the connection between trainer and learner is diluted. Compromises had to be made, to maintain some degree of dynamic element with a group, but maintain the presence and health of the trainer. ● In-person PTS would include physical movement, which was not possible digitally. Content development process: ● There was a very tight 3 week timeline for the development of the first batch of 20 lessons. The conceptualisation, ideas and checklist were made very rapidly, and lessons were sent each week to trainers. The quality of this process was compromised by the timeline. ● The later update to this batch mitigated the negative impact of the initial rapid timeline, but it relied on no-cost work from Asociación Masaya, which is not a sustainable approach. ● Más Allá was developed and reviewed within a very small project team - even the Country Director was not included from the outset. If colleagues from across IYF had been included from the start, such as the Life Skills working group, the wider potential might have been

	everyone except the roleplay participants to turn off their camera. Content development process: ● External agency Asociación Masaya conducted the adaptation, led by a very experienced and knowledgeable consultant who is also a PTS MT. ● When the second batch of lessons was developed, Asociación Masaya updated the original 20 so the full set now has an improved structure and sequence.	recognized earlier. This might have helped unlock additional resources.
Implementation	Upskilling teachers to train remotely: ● A majority of teachers needed significant support to successfully facilitate virtual learning. The teachers in Mexico were used to teaching with a board, and having very close contact with students. Many were older and didn't feel comfortable with the technology, many didn't want to learn. The IYF team made a significant effort to address this through the trainings run over the summer, and also provided ad hoc support to teachers who reached out asking for more support with the digital functionality. ● The guide for trainers was incredibly detailed, and teachers found the step by step instructions extremely helpful. They especially liked the new addition of light bulb icons with extra tips and tricks. ● Those teachers who had previously delivered PTS in-person were still "really in love with PTS". They had seen the impact of in-person PTS, and understood more about the essence and approach. When they transitioned to virtual, they	Support students to learn remotely: ● There were a range of issues affecting student engagement and participation, and poorer students were worst affected. ● Many students were joining sessions in a crowded and noisy home environment. This was not only distracting, but made it difficult for them to talk openly about personal issues with the class. ● Many students came from poor families, likely with only 1 device for the household which had to be shared. ● Students also faced significant connectivity challenges - so teachers had to follow up to send content and assignments to individual students through messages or email. ● Teachers reported concerns about the efficacy of learning in this way, as they are used to having much more close contact. Upskilling teachers to train remotely: ● Despite concerted efforts by IYF to train the teachers on digital delivery, poor digital literacy and confidence of teachers remained a challenge. It affected their ability to address poor student engagement.

	had a better idea about the rationale behind the redesign, and were better able to maintain the 4 key elements of the lesson. They were mostly happy and provided good feedback. Sustainable resourcing: ● Más Allá's broad-reaching applicability and wider vision facilitated its growth, through contributions from other programmes. With more resources, there is scope to continue this expansion to include further PTS lessons.	● Those new to PTS faced a unique challenge - as they had been trained using VTOT, which assumed that they would implement the curriculum in a classroom environment. (See Case Study 4.) Not only had they never had the experience of teaching PTS before, but they were given Más Allá to implement, without any training on how to facilitate remote learning. When this was recognized, an additional workshop was quickly prepared to train them on how to implement Más Allá. Engaging interactivity: ● Teachers often struggled to maintain the attention of their students, and there were challenges with engagement. ● Retaining the rigidity of the in-person lesson structure posed a challenge for delivery - as it takes much longer to cover the same amount of content remotely, than it does in a classroom. Trainers struggled to cover the content from a 1 hour in-person class in a 1 hour digital session. ● Where breakout rooms were suggested, some teachers struggled with the functionality. This limited the efficacy of the small group activities in the PTS curriculum. Generally the students are much more tech-savvy, so it is possible the teachers were embarrassed, so avoided trying to do anything unnecessarily complex. Student - teacher interpersonal relationship: ● Some trainers reported finding it very difficult to encourage the students to turn on the camera - making it a challenge to establish a relationship.

Monitoring & Evaluation	Assessment: ● Feedback has been gathered from trainers through focus groups. Adaptation: ● Feedback from teacher focus groups informed updates to the facilitator guide, and the addition of checklists of what to do before, during and after a video session of WhatsApp group discussion. ● There is a desire to maintain an iterative quality review and adaptation process: continually evolving Más Allá as further feedback is gathered, IYF develops a deeper understanding of implementation in practice, and the context evolves. This requires resources.	Assessment: ● Student progress is not assessed in any meaningful way, assessment is rather focused on the quality of the teaching methods. ● Digital baseline/endline surveys to track life skills development have previously been administered with other small projects, but the team does not have capacity to manage this at scale. ● Feedback is not gathered from students. The only insight into how the young people received the training is from the teachers. There is opportunity to improve this.

Case Study 4: VTOT

Location	Target Group	Delivery Modality
Mexico, Panami, Haiti, Brazil, Colombia and the US	Teachers, school-based psychologists and workplace trainers	Combined dual modality: • Asynchronous e-learning using Cornerstone Learning Management System (LMS) • Synchronous sessions delivered by a PTS Master Trainer (MT) over 2-3 weeks

Description

Background:
The PTS curriculum is typically delivered in two main environments: in secondary schools to help prepare students for employment, and within companies to provide existing staff with supplementary life skills relating to their work. PTS Trainers are therefore typically teachers or psychologists within school systems, or workplace trainers. Trainers may be supported by PTS Coaches, to deliver the curriculum.

Training of Trainers (TOT) has traditionally been an intensive 40 hours of in-person training (5 days, 8 hours per day), with additional elements for those training to become Coaches. These trainings are run by IYF using PTS Master Trainers, in partnership with the implementing organisations.

COVID-19 Adaptation:
By March-April 2020, it became clear that a new remote modality would be required in order to deliver the PTS TOT workshops planned for the summer. IYF put out an internal call to recruit staff members to work on adapting the TOT curriculum. Within 3 weeks, a team had been formed, and responsibilities assigned. This was largely done pragmatically, based on the extent to which individuals' other responsibilities could still be met within the pandemic. Some members had previously had some degree of exposure to online learning, but none were specialists in this area.

Design and development took place during April-June 2020, and the new remote modality was reviewed and launched in July. The modality combines asynchronous e-Learning using Cornerstone Learning Management System (LMS) with (Articulate 360 used to develop content), and synchronous video call sessions. These sessions are held over 2-3 weeks, with 4 sessions for those participants becoming Trainers, and an additional 1 session for Coaches.

21 trainings were conducted between August 2020 - August 2021, in Mexico, Panami, Haiti, Brazil, Colombia and the US. 491 new PTS Trainers have completed the training, and 95 Coaches.

The content assumed that by the time the participants started implementing their training with students, they would be working in-person with students in a classroom. This was not the case, (see Case Study 3: Más Allá). This meant that, although V-TOT gave participants a good grounding on PTS in general, they were not

equipped to begin implementing directly with students. An additional basic training was later provided on how to facilitate classes online, and VTOT is now being updated to reflect the reality of remote delivery.		
Best Practice Process Analysis	**Strengths**	**Challenges & Risks**
Design	Accessibility: • In May 2020 a survey was conducted to gather insights into the types of technology available to the teachers and psychologists participating in the ToT, and their level of connectivity. Although all highly educated, the teachers had very varied levels of digital literacy and technology access. Around 25% were somewhat conversant in online modalities of learning. Around half lacked the necessary equipment, either a personal computer or appropriate digital device. Around half lacked reliable internet. • These issues with access to technology were well understood, so the programme worked with the school systems to try to address the physical access challenges, by ensuring teachers had access to WiFi at the (closed) schools, or by providing computers from the school computer labs. Some programmes that had resources to cover the costs were able to provide prepaid mobile data cards, so the teachers could access the asynchronous aspects of the learning. • It was hoped that the mitigation approaches put in place by schools could help to address the access barriers. So although users' digital context was considered as a factor when selecting the modality, and the specific platforms, other factors also had to be considered, including the rapidity of the development	Inclusivity: • Many of the participants in Mexico had especially low digital literacy. • The various video conferencing software options for the synchronous sessions are all fairly familiar, but the LMS for the synchronous sessions had serious challenges with user-friendliness, and risked entrenching inequalities around digital literacy. • Navigation within Cornerstone was extremely challenging for the participants, which compromised the learning experience. User journeys were not intuitive, lots of clicks were required for simple navigational tasks, and updated progress wasn't automatically displayed until after returning to the main index. • A lot of coaching and support was required to enable participants to get to grips with Cornerstone. Many participants still struggled, and those with lower digital literacy found it especially challenging. • A more user friendly platform would have reduced the inclusivity barriers. Many participants were more used to using Google Classroom - so this may have been a more appropriate technology to choose. • When VTOT was implemented again in Aug 2021, it was expected that participants would find navigation easier, due to more familiarity with online platforms in general. However they struggled even more. This is understood to be due to the old-fashioned nature of the content and navigation - it wasn't in line with the more

	timeframe and the resources available. The fact that IYF already had a platform license for Cornerstone was a major factor, partly because no additional license fees would need to be paid, and partly because there would be no delays while running new LMS licenses through the procurement system. Content development process: ● Involvement of 2 Senior MTs in the development was helpful, as it meant they did not require further training on how to deliver VTOT.	sophisticated platform they had become used to over the last year. Pedagogy: ● Lots of compromises were made in the content. The traditional TOT training is based on the MT actively modelling the dynamic teaching techniques so critical for PTS - such as modelling group formation or classroom management. This was not feasible digitally, meaning that MTs simply had to tell participants how to implement a class, rather than showing them. ● The heavy reliance on slides rather than active discussion meant a lot of the core essence was lost. ● Approximately 80% of the TOT curriculum could be transferred to remote training, but it was agreed that 20% would simply have to be revisited when the trainers could be back in a classroom. ● Lots of reading materials were provided through Cornerstone, along with some videos, pictures etc. But these were felt to be fairly repetitive. Content development process: ● Limited timing meant that the review process was done while creation was ongoing. This was a chaotic process, with no time for in-depth quality review, and adaptations being made right up until the last minute. The master storyboard was not yet complete at the point when content development started. ● Due to timing, the first batch had to be launched without time for a proper trial phase. It was therefore tested through the first training.
Implementation	Engaging interactivity: ● In the in-person training, assignments would be done within	Engaging interactivity: ● It was difficult to keep participants engaged in the synchronous

	the classroom in small groups, supported by the MT. The online version allowed for more time on your own to reflect and write down your opinions, with the MT reviewing each one. This meant giving a stronger voice to each participant, but was more work for the MTs to review. Supporting students to learn remotely: ● Participants receive a welcome email a couple of days before the first synchronous class, setting expectations and providing advice. In Mexico, there was a 1 hour pre-class aiming to address the digital literacy challenges by preemptively solving technical issues, building confidence in using the systems. ● Each VTOT batch had a Producer (IYF staff member), who was in charge of orienting participants, giving technical support and troubleshooting issues. Communication and support to participants was constant. Common issues were around how to reset your password, access Zoom, set up your microphone etc. There was some limited moderated chat within Cornerstone, but the majority took place through WhatsApp. ● After the first batches of participants had completed the training, Producers were used to anticipating questions that might be asked, and prepared video tutorial resources in advance, eg. how to navigate Zoom, use Cornerstone, upload files etc. These were adapted over time as they did not seem to be well-used: large tutorial videos were broken down into bitesize ones, and mini videos were shared each day (how to	sessions. In some cases, they were seen to be participating in other remote training at the same time. MTs struggled to communicate the content remotely, due to the adaptations that had to be made to "tell" rather than "show" techniques. ● Challenges with attendance were also attributed to the fact that the teachers were not present in school - so the usual role of the school management stakeholders in promoting and ensuring attendance did not happen. ● There was a lot of reliance on participants reading independently, and many were not motivated to spend the time reading. They mainly learnt from the live classes or the videos. ● Around 80% completed the Cornerstone learning, although there were big variations between country contexts (lowest completion was in Mexico). A more user-friendly platform would likely have increased the completion rate. With more time and resource, the asynchronous content could be reviewed to make it more interactive and engaging. Supporting students to learn remotely: ● Despite the significant efforts made, participants still struggled, and the Producers were extremely busy responding to technical requests. Many participants seemed not to use the tutorial resources and preferred to ask the Producer directly every time they had an issue, perhaps due to a lack of confidence. The most recent cohort in August 2021 were expected to be more conversant with using video calls, but still required a high volume of technical troubleshooting. ● No specific resources were provided on how to get the most out of

	access class 1, how to access class 2). ● The time burden for participants is lower than in-person TOT, as they can complete the asynchronous training at their own convenience, Convene a student community: ● Usually the participants already mostly knew each other, as they had worked together in the same school previously. ● Zoom links were opened 10 minutes before each class started, so they could chat and interact socially before the class starts. ● A limited number of activities involved participants collaborating in Zoom breakout rooms, but this couldn't be a big focus. Student - teacher interpersonal relationship: ● The MTs are excellent and very likeable, as they have very good interpersonal skills. Participants get very attached to their MTs. ● Participants also provided very positive feedback about the value of the Producer role - they like that there is a supportive point of contact role that they can rely upon. Sustainable resourcing: ● Virtual delivery was much more affordable for IYF than in-person training. Usually there would be hotel costs, meals, printed materials, stationary supplies. Virtual may be more convenient for participants too, as they don't have to travel to attend.	self-guided learning, manage your own time, manage your own well-being etc. ● Many of the participants didn't seem to know what the training was, what they were participating in, or why - especially in Mexico. Many only found out about it a couple of days before - likely due to poor communication within the (closed) school. This made it very challenging for MTs and Producers because the first contact with participants was often negative. Teachers were already overwhelmed and this extra expectation being sprung upon them was not received well. Upskilling teachers to train remotely: ● One of the implementing MTs was selected because they had some experience of online learning - but this was mainly through his own experience as a learner, rather than teaching online. ● There was no time for the MTs to do even 1 practice session before implementing VTOT with participants. Later, help was needed to train more MTs on how to implement the VTOT, but limited support was available. A Producer ran an information session and Q&A, but this was insufficient and should have been led by an MT. ● MTs have to read and assess around 5 assignments per participant, which is extremely time-consuming. The evaluation usually takes an extra week than usual because of this. There would have been huge value in having a second MT for each batch, as is typical in the in-person training: one evaluates while the other facilitates. ● In this case, it wasn't just the MTs who required skills to facilitate remote learning. At the start,

		Producers were responsible for all of the Cornerstone admin and management. This was extremely challenging, as they were not familiar with the platform and it was not user friendly. There were lots of technical issues encountered when uploading the content from Articulate 360 to Cornerstone, and challenges were also faced with simple administrative tasks such as uploading lists of registered participants, and adapting the lists once uploaded. ● Managing the LMS was too much work alongside responding directly to participants, and supporting the MT. Eventually this was split into 2 roles - with a dedicated Cornerstone admin role alongside the Producer. (Initially internal backfilling, then an external hire.) However, without the proper training and support for those people, it was still "chaos". Participants did not get quick responses to queries (2-3 days), some got the wrong curriculum, or the wrong content language. the complexity and importance of this function was severely underestimated. ● The Producer training was only 3 hours - not sufficient, relied a lot on previous experience. Convene a student community: ● WhatsApp groups were created for each cohort (each school). Although MTs did send group WhatsApp messages, there was very little response or chat within the group, participants did not interact with each other in this way. The majority of the interaction ended up being done on an individual basis - either between participants and MTs, or participants and Producers.

		• Producers tried to encourage participants to answer each other's queries on WhatsApp, rather than waiting for a Producer to respond. This would help establish a sense of community and reduce the burden on the Producer role. However in most cases, interaction was minimal. Student - teacher interpersonal relationship: • Despite the skill of the MTs, it nevertheless felt that the VTOT does not establish the personal connection experienced in-person. In the classroom MT manual, the first step is to put the name of every teacher on tags, say hello and welcome them before the workshop starts. This is lost in VTOT, unless the MT saves the name and phone number of every participant in their own phone. • The training was designed to have 30-35 participants. A very experienced MT fed back in February 2021 that it was a struggle to make the personal connection that is built in a classroom environment. He recommended more work in small groups, and hiring a second MT to take on some of the role of reviewing assignments submitted on Cornerstone, to allow the first MT to spend more time building the relationships needed.
Monitoring & Evaluation	Assessment: • Just as in the in-person training, feedback was gathered from participants through a survey. This was conducted digitally, and was a completion requirement for the Cornerstone course. Questions included satisfaction with the content, design, interface, MT performance, Producer role etc. 80-85% felt that the course was	

	positive and they would recommend it, which compares favourably to feedback gathered from in-person trainings. ● The response from participants was generally very positive. Under the lockdown circumstances, they were happy to see each others' faces in the synchronous sessions. They were keen to get back to normal as soon as possible - to get back to the classroom and implement what they had learned. Adaptations: ● Due to rapid improvements in e-Learning since the start of COVID, and increased learner expectations of quality and ease of use, the Cornerstone interface and the way the content was designed, is now outdated. It looks old-fashioned. This will also be reviewed - resource depending.	

Case Study 5: Big 3

Location	Target Group	Delivery Modality
China	Young, female migrant workers	Animated miniseries adaptation of PTS developed by youth content creators, promoted and distributed through multiple digital channels: Douyin (TikTok), Weibo, Bilibili, and Meipai

Description

Background

The Big Three aimed to reach young, female migrant workers in China with content repurposed from PTS, focusing on employability. In a departure from the usual PTS delivery model, the vision was to reach young women directly, rather than through trainers in partner organisations. Whereas PTS is usually simply translated into local language for a new implementation context, a hyper localized approach had always been envisioned for The Big Three.

From conceptualisation, it was recognized that video based content would be required to reach this audience at scale in China. But how it would be developed and distributed required definition.

IYF had some previous experience working in China with Hilton and the Harry Winston Hope Foundation. But recognising the complexity of the Chinese market and regulatory environment, as well as the crowded nature of youth-facing content, IYF partnered with RNW Media. They had experience of a youth-led content development approach, thematic focus on sexual and reproductive health and rights, social justice and youth empowerment, and through their experience delivering at scale in China, had existing digital communities of young women.

The resulting product was an animated miniseries adaptation of PTS developed by youth content creators. The videos featured 3 main characters representing what was seen to be the archetypes of young women in China: a young migrant woman, who is a shy outsider in the big city, a “tomboy” type, and a professional business-savvy young woman.

The content was promoted and distributed through multiple digital channels: Douyin (TikTok), Weibo, Bilibili, and Meipai, with the main focus being on the existing WeChat and Weibo communities managed by RNW’s local NGO partner. Influencers and advertisements were critical strategies used in this promotion.

COVID-19 Adaptation

Big 3 had always been conceived of as a digital intervention, so COVID did not affect the modality. It did, however, affect the delivery schedule. The original launch plan had been intentional about planning content releases around Chinese holiday periods, to drive traffic. The first phase had been planned for January 2020 (COVID in China), with the second batch after Chinese New Year.

Since COVID affected China deeply from January 2020, the first batch ended up launching in fall 2020, and the final batch running through to June 2021. The gap between the two seasons ended up being 2 months - which posed challenges for maintaining momentum and enthusiasm.

Best Practice Process Analysis	Strengths	Challenges & Risks
Design	Accessibility: ● The videos are accessible on any internet-enabled device, and it is known that this youth audience primarily consumes content via mobile. ● Distribution plans were based on RNW Media's understanding of the target audience. RNW worked with a local NGO, who had a very large WeChat and Weibo following. This existing community was used as a base through which to push out new episodes when launched. Inclusivity: ● All videos are in Mandarin Chinese and dubbed in English. Pedagogy: ● IYF knew that for distribution in China, a fundamental redesign of the content delivery approach would be required. This facilitated genuine freedom of creativity. It also means that Big 3 is very different to PTS implementation in other contexts, as it the content is hyper localized. ● All 3 characters appeared in every video, and each had a story arch that evolved throughout the series. In the storyline, the characters met at youth training for life skills. This was a helpful mechanism for communicating the PTS message, without stiliting the dialogue between young people, as they were able to discuss what their life skills teacher might say in given scenarios. ● The story is episodic. The story can be followed through the	Engaging interactivity: ● More interaction could be explored to test effect on completion eg. build in competitions.

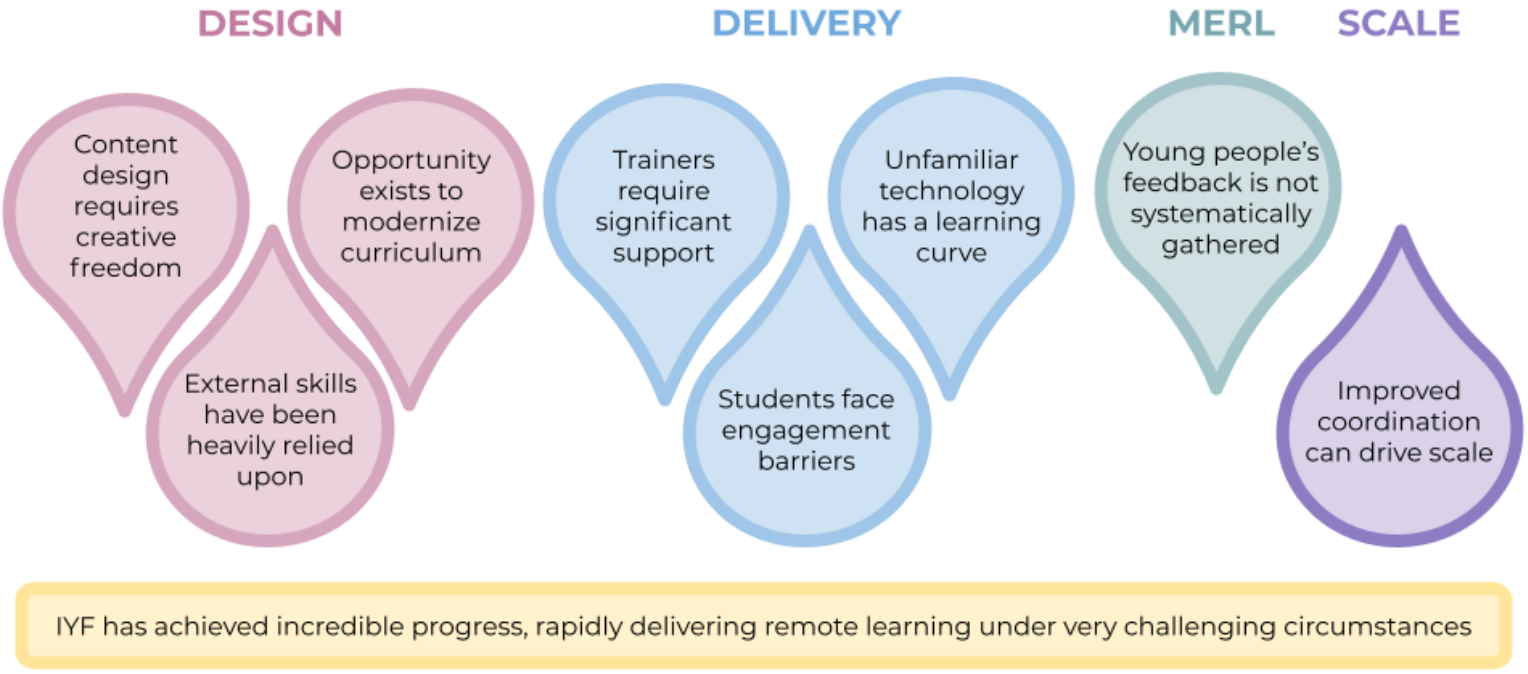
	series, but each episode also stands alone. This is different to PTS, which has pre-requisite lessons, some higher/lower order lessons, and some directly linear (eg. Interviewing 1 and Interviewing 2). ● The content also had to ensure that the essence of the PTS pedagogy was maintained - eg. methodology and prompts, threaded throughout the storyline. This was achieved in a hyper-localized way, with some uniquely Chinese themes and jokes. For instance, in a scenario where a young woman has to deal with a confrontation with her supervisor, the PTS-advised approach and the Chinese expectation may be different. In order to thread the PTS message through, while navigating Chinese sensitivities, the story incorporated flashbacks as an educational device: the young woman reflected that she didn't handle the situation well, and considered how she might have handled it differently. Engaging interactivity: ● RNW Media really understands B2C with youth in China, and played a critical role in helping IYF understand and navigate the digital channels. ● The videos themselves were not interactive, but moderators engaged with youth in the existing digital communities, responding to comments etc.	
Implementation	Convene a student community: ● An existing WeChat community was leveraged, with moderators responding to learner comments. Sustainability of resourcing:	Convene a student community: ● The existing WeChat community was critical to success - however a ready-made live network is a luxury that other projects may not have.

	• The videos are still available online, but they are not being actively promoted. Resource is required to be able to respond to comments and keep the community engaged.	
Monitoring & Evaluation	Assessment: • Uniquely different assessment approach to other PTS programmes. • Around 4m unique views, 650k completed videos, and average completion 30-43%. • One of the videos trended on the Weibo "career" channel - top 50. • Also used a more formalized survey to evaluate success and get feedback, through the WeChat fan group (90% female) • Engagement varied across videos. In future there is scope to look more deeply and critically at the metrics, such as exploring major attrition points. Assess which themes are more interesting in that market. Adaptation: • Videos were published one episode at a time, so real-time feedback from youth was possible through comments under videos in Weibo, or within WeChat. • The second batch of 5 episodes had not yet been finalized at the point the first 5 started being launched, so they could be adapted based on early user insights. For instance, for the second batch, the voiceover was changed to a female voice.	Assessment: • Due to the nature of the channel used, it is not possible to understand the total unique views across all the videos as a series. Can't say whether 1 person watched all 10, or whether 10 different people • IYF could benefit from deeper understanding of other metrics through the conversion funnel such as CPM (cost per mille - per thousand impressions), as well as what the various metrics mean, what is good/bad, and tactics to make content more sticky.

Lessons

Overview

The diagram below depicts the 8 key lessons derived from the analysis:



Before exploring these lessons in detail below, it should first be acknowledged that these are based on an analysis of IYF's design and delivery of remote learning against the extremely high standards of sector best practice. In reality, the sudden need to pivot to remote delivery due to COVID-19 meant that the luxury of following best practice was not necessarily feasible. There is much to applaud from IYF's approach, and the challenges discussed in the lessons below are extremely common.

IYF teams have proven to be extremely adaptable and open to learning . They are highly committed to PTS and open to continually improving it:

- "We don't stop to learn. This is a new life. This is the future. This is the reality." (Más Allá.)
- "It's been a great experience in terms of professional learning for me and many of my colleagues....I know that in the future if we are faced with a similar challenge in the future, we will know what to do and what not to do." (Más Allá.)

- “This was a very intense process from the IYF perspective...Staff however enjoyed being part of the creative process and witnessing how it was implemented.” (VTOT.)

The way in which IYF is taking the time to pause and reflect demonstrates a real commitment to evolution and growth. The lessons are intended to provide a constructive viewpoint to inform the path forwards for the remote learning strategy and portfolio.

Design

Lesson 1: Retaining the essence and magic of PTS through remote delivery requires creative freedom in content adaptation.

The in-person PTS curriculum has been carefully developed and refined into a set of 100 lessons, and lesson content is standardized across every implementation. However, the tried and tested classroom approach does not translate directly into a remote environment. Rigidly adhering to the lesson structure of in-person delivery was intended to help retain the essence of PTS, but it acted as a constraint to the quality of remote delivery.

Case study examples:

- Due to time and resource pressure faced by PTS-V Youth Opportunity, the content was shifted into text-heavy slides, rather than being meaningfully repurposed for the new modality. This resulted in a departure from the constructivist learning principle upon which PTS is based, with teachers lecturing by reading from the slides.
- The rigidity around lesson structure and content also affected Más Allá, as it restricted the creativity that might have been applied to designing an engaging remote experience. Without rein to explore creative learning techniques more suited to remote learning, compromised versions of in-person exercises and activities had to be devised.
- A similar issue was experienced in VTOT. The requirement to retain the same lesson structure, without scope to creatively adapt the content according to the modality, resulted in a guide for MTs which repeatedly instructed them to "share the presentation”. MTs found themselves lecturing rather than modelling PTS trainer behaviors by facilitating. “The live classes are more to share information and less about making a knowledge community."
- This inflexibility with curriculum adaptation also contributed to engagement challenges for PTS-V Youth Opportunity, Más Allá and VTOT - as teachers struggled to cover the same volume of content in a 1 hour class as they would have done in-person. (See lesson 5.) This challenge had been flagged early in the design process by Pryco and Asociación Masaya, but

they had both been advised that there was no leeway to redesign the lessons.
- By contrast, Big 3 was given scope to use genuinely creative approaches to adapt the PTS pedagogy for digital delivery. The animated mini-series used storytelling techniques to explore the themes and insights from PTS, in a way that was engaging, digestible and relevant for the youth audience.

Lesson 2: Successful adaptation of a curriculum for remote learning requires expertise in remote learning design, and IYF does not have these in-house.

Although IYF has rich expertise in curriculum design, skills were not available in-house to design remote learning. A range of external expert agencies were fundamental to the production of the e-Learning products. Despite the limitations to creative freedom and the time pressures, their skills and experience were invaluable.

Case study examples:

- PTS-V - Youth Opportunity used Pryco Solutions, who have comprehensive expertise in tailored digital learning design.
- Descubre tu Vocación used Nexper, who designed the remote content based on in-depth knowledge of the strengths of their own LMS.
- Más Allá used Asociación Masaya, who have robust expertise in learning design, as well as the advantage of deep knowledge of PTS, since the lead consultant is a PTS Master Trainer.
- Big 3 used RNW Media, who really understand the youth audience in China, and appropriate content styles and distribution channels to engage this market.
- By contrast, where the IYF team worked directly on developing the asynchronous element of VTOT on the Cornerstone LMS, they faced significant challenges putting the training together.

Lesson 3: Digital delivery offers an important opportunity to modernize the curriculum to align with IYF's core values.

The core essence and content of the PTS curriculum is extremely highly valued by learners and trainers. "They are still very motivated around PTS and that feedback that they get from the students is good - not really the how, but the content of the lessons. It touches a lot of things that are really important for the students and teachers, really relevant." (Más Allá).

However, perhaps due to its longevity, some of the examples and standards in PTS are based on outdated social norms, and do not reflect IYF's progressive identity

and core value of inclusion. Reworking the content for remote delivery has offered an important opportunity to update the terminology, imagery and scenarios used in the curriculum.

Case study examples:

- The creation of student-facing slides for PTS-V Youth Opportunity, provided an opportunity to take an intentional approach for engaging and inclusive imagery. A conscious effort was made to incorporate diverse and inclusive imagery into the slides, such as "various colours of latino audiences", transgender people and different body types.
- An intentional gender lens was also incorporated in the adaptation of PTS for Más Allá. Masculine versions of Spanish words were shifted to gender neutral versions to be more inclusive, and scenarios were evolved away from outdated gender norms (such as all managers being male, and all domestic caregivers being female).
- The innovative storytelling approach and youth-led content development used in Big 3 provided scope for contemporary norms to shape the narrative, while still communicating PTS core messages. This version was also hyper-localized according to standards acceptable for a Chinese audience.

Delivery

Lesson 4: Trainers are the lifeblood of PTS and MCMF, and must be given sufficient support to perform their role well.

IYF's traditional delivery model relies heavily on the skills of a network of trainers to implement the PTS and MCMF curricula, and has a tried and tested approach for training and coaching teachers and other professionals. While they are extremely experienced in classroom delivery, teaching via e-Learning requires a very different skillset, and there was a very steep learning curve. Trainers must be supported to gain the knowledge, skills and confidence they need to perform their role well.

Case study examples:

- Many of the teachers who delivered PTS-V Youth Opportunity were unfamiliar with digital tools, and lacked confidence. Although they were given resources and help sheets, these were so detailed that they may have been overwhelming. Teachers tended to default to what they knew, and the text-heavy slides gave them the opportunity to simply read the content to students. Pryco later delivered basic training on virtual facilitation.

- Significant effort was undertaken with Más Allá to create a facilitators' guide that would give teachers everything they needed to deliver the curriculum. They also ran multiple trainings and provided ad hoc support. Yet poor digital literacy and confidence of teachers remained a challenge. It affected their ability to address poor student engagement.
- Trainers also faced challenges with the Descubre tu Vocación asynchronous delivery. IYF had to provide a lot of technical troubleshooting support for teachers, including basic digital competencies such as logging into the LMS with a password. Teachers tended not to be able to support their students with any technical queries. IYF later added webinars to support teachers practically and emotionally.

Lesson 5: Students face a range of barriers to engaging with remote learning.

Participating in remote learning is a different experience for students than learning in a classroom. They have to address technical challenges and the complexities of participating from within a distracting environment. They benefit less from contact with their peers, and experience a teaching approach with less focus on interaction.

This links closely to Lesson 1 - as with more creative freedom around lesson design, there would be scope to explore more innovative approaches to learner engagement. It also relates to Lesson 4 - as teachers with more skill and confidence were less likely to resort to reading text-heavy slides, and were able to improvise and adapt in response to poor engagement.

Case study examples:

- Classes run through PTS-V Youth Opportunity tended to have 1 or 2 vocal students, with the rest remaining on mute, off camera. Many were on cell phones, which made it hard to see the slides and engage meaningfully with activities, and it was common for students to have a lot going on in the environment around them.
- Más Allá also faced a range of issues affecting student engagement and participation, including connectivity challenges and reluctance to discuss personal issues while in a crowded home environment. Low digital literacy amongst teachers reduced their ability to utilize some of the more interactive approaches suggested in the guide, or to find other creative solutions.
- "I love PTS. It makes you feel included in everything. If someone doesn't participate, you can try to make him or her participate and to feel more included. That is the magic of PTS. The magic is a little lost with this modality." (Más Allá)

- "Because PTS has this magic essence that in person you get to see the faces and reactions of the students, play games. Very active, involves movement with your body. Movement is very related to learning, especially for young people. That was the most difficult part for us in transitioning to digital. Being in front of a computer or your device is not the same. Only learn through eyes and ears and doesn't involve the whole body. This is not how young people learn. Not as interactive as we would like it to be." (Más Allá)
- Much of the natural interactivity had to be stripped out of the VTOT curriculum, and MTs ended up lecturing rather than facilitating interactive classes.
- In PTS-V Youth Opportunity, Más Allá and VTOT, it was incredibly difficult for teachers to get through the same amount of content in 1 hour as they would have in-person. This rush to get through the content restricted their ability to address poor engagement levels.
- On the asynchronous side, although the Nexper LMS was chosen for Descubre tu Vocación due to its offline access functionality, students still struggled with the large initial download, and faced issues with slow loading times, which hindered their progress through the learning journey. Some students also provided feedback that they found the lack of interaction with their peers demotivating.
- VTOT participants also faced technical challenges with the asynchronous learning on Cornerstone (see Lesson 6). There was also a heavy reliance on them reading independently, which many were not motivated to do.

Lesson 6: There is a steep learning curve when adapting to an unfamiliar technology - which takes time, support and resources.

- As described in Lesson 4, the majority of teachers were unfamiliar with the technology they were expected to use, and they struggled to adapt within the rapid timeframes. This affected PTS-V Youth Opportunity, Descubre tu Vocación, Más Allá and VTOT, across both synchronous and asynchronous delivery.
- The two delivery options available in Más Allá helped to mitigate this to some extent, but since teachers were often pushed by their school directors to deliver video-based lessons, in reality the choice of which option to use was often out of their hands.
- Where learners were expected to adopt a technology with which they were unfamiliar, they also faced difficulties. This tended to affect asynchronous learning - where there was more onus on students to actively interact with the technology.
- The Cornerstone LMS used for VTOT was particularly problematic. Navigation was extremely confusing for participants - for instance, they incorrectly expected that clicking on the course title would start the course.

User journeys were poorly designed, with learners being directed out of Cornerstone and struggling to find their way back. This caused a lot of issues, and required a significant level of effort for Producers to support participants in basic tasks.

- As well as being confusing for learners, the complexity and importance of managing and administering the Cornerstone LMS was severely understood. It was extremely resource intensive and a stressful experience for the IYF team, as well as causing issues for participants when their account was not correctly set up.
- The need to focus repeatedly on building capacity around basic technical competency meant that no attention was given to the more complex issue of digital safety and security.
- By contrast, the delivery model for Big 3 was chosen specifically based on the technology the target audience was understood to use regularly.
- There was a heavy reliance on WhatsApp in Descubre tu Vocación, Más Allá and VTOT across various modalities and contexts. Students and teachers tended to be much more comfortable using this technology.

MERL

Lesson 7: Direct feedback is not systematically gathered from young people.

The young people for whom the remote learning is designed do not routinely have the opportunity to provide feedback. This is a critical gap in the evidence around the quality of the e-Learning. There is opportunity to improve upon the understanding of student experience and perspectives on remote learning, as well as to assess the efficacy of their learning experience.

Case study examples:

- PTS-V Youth Opportunity runs focus groups with teachers, but not students.
- Más Allá also does not gather feedback from students, only from teachers
- Where feedback is being gathered from young people, it offers significant value. Descubre tu Vocación has gathered feedback from students, and this is being used for a critical reflection exercise. Feedback and comments on Big 3 from young women who had viewed the early episodes were reflected upon, and used to inform adaptation of later episodes.

Scale

Lesson 8: There is huge scope for cross-programme collaboration across IYF to scale the positive aspects of remote learning.

The e-Learning products were largely developed as rapid contingency mechanisms, and the complex context and extreme time pressures meant that opportunities for cross-organisational coordination were understandably missed. Nevertheless, there are many elements that have significant long-term value and potential to replicate and scale. There is a need for joined up thinking and central coordination to realize this potential.

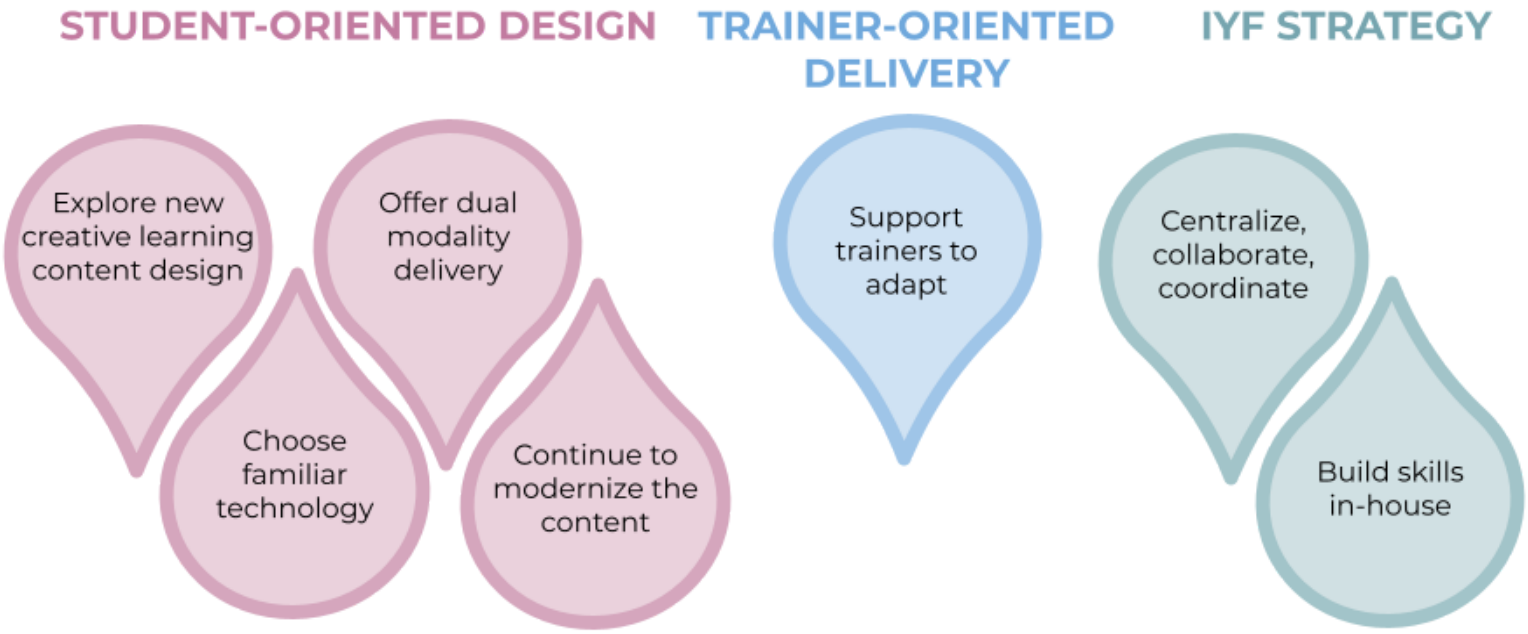
- The misalignment between Más Allá and VTOT was a missed opportunity. VTOT assumed that new trainers would implement within a classroom environment, but when they were about to begin their first PTS delivery, they were given Más Allá to implement remotely. This was only recognised in February 2021 when the consultant who had designed the Más Allá curriculum happened to be contracted to conduct a VTOT as a MT in Mexico. An additional workshop was quickly prepared to train them on how to implement Más Allá.
- This workshop ended up having a secondary benefit: as the wider IYF programme team had not previously been oriented on Más Allá, so they had not clearly understood the reason behind having 2 delivery options. After this workshop they found it easier to explain it to stakeholders at institutions.
- There is also much broader scope for Más Allá than had been initially anticipated by the programme team. Once other IYF stakeholders began to find out about it, there was significant interest. Other programmes contributed resources that facilitated scale both in terms of delivery geography, and in terms of the volume of PTS lessons that were included.

Recommendations

Overview

Inevitably, when faced with the time and resource pressures of maintaining commitments during COVID-19, there was not space to fully explore the range of approaches for delivering remote learning in the best way for students, teachers and IYF teams. The following interlinked recommendations are based on the 8 lessons above, and are designed to pave the way for IYF to become a sector leader in remote delivery of life skills learning.

The diagram below depicts the 7 recommendations:



Student-Oriented Design

Recommendation 1: Explore new creative approaches for learning content design.

There is now scope to do a full analysis of the content to design the most appropriate way to convert the core essence of the curriculum for remote delivery. This should include rethinking the rigidity of lesson structure to enable meaningful repurposing of the content.

The fact that Big 3 was conceived pre-COVID-19 to be a new approach to delivery of the PTS content, indicates that IYF is already open to exploring this avenue.

Recommendation 2: Choose technology that is as familiar as possible to participants.

Centering learning around technology with which students feel comfortable can help them feel included from the outset, and save IYF significant effort in building digital literacy and confidence. Using technology that is familiar to students can also help drive active participation and interaction, as seen by the common default back to WhatsApp.

Recommendation 3: Offer dual modality delivery to support different learner styles.

Select an appropriate user-friendly technology for the asynchronous delivery with opportunity to interact with the content, not simply read. Use synchronous sessions to convene a student community, build the teacher-student relationship and provide small group reflection in a more productive and engaging way.

Dual modality delivery is already used by IYF for some implementations of PTS Traveler - with asynchronous learning supplemented by hosted synchronous reflection sessions.

Recommendation 4: Continue to modernize the curriculum.

Great progress has been made in a short space of time in updating the curriculum content to make it more inclusive. This work should be continued and expanded across the remaining content, in order to keep IYF's content in line with its progressive values.

Trainer-Oriented Delivery

Recommendation 5: Develop a comprehensive approach for supporting trainers to adapt to remote delivery.

Include teachers from the outset of the design stage so that their needs and perspectives are incorporated.

In delivery, don't leave them feeling overwhelmed. Provide them with a capacity building journey that develops confidence alongside skills. Provide support in a variety of ways - such as written resources, video tutorials and ad hoc troubleshooting support.

Consider connecting trainers together in a supportive community of practice - with those newer to the content and delivery model able to gain insight from those more experienced.

IYF Strategy

Recommendation 6: Think big: centralize, collaborate, coordinate.

Remote delivery offers enormous potential for IYF to deliver quality programmes at scale, cost-effectively. A centralized asynchronous delivery model comparable to PTS Traveler could house a repository of user-friendly learning material, which would act as a virtual classroom, designed for scale. The content could be available in multiple languages.

Teacher capacity building for asynchronous delivery would only have to focus on this one platform. IYF staff could be properly trained on management and administration. Assessment data would all be standardized and centralized.

This would be managed by a centralized IYF team, who would have a “helicopter view” of all remote learning being delivered across IYF. They would be the single point of contact for all IYF programmes looking to deliver remote learning, and would facilitate coordination and collaboration across programmes.

This team would also provide guidance and best practice on delivery of the supplementary synchronous elements.

Recommendation 7: Build skills in-house.

In order to achieve the above sustainably and cost-effectively, IYF may consider bringing skills in-house on digital content design and delivery. This may include hires, or capacity building from external experts.

IYF should also build skills on the new approaches of impact measurement that are possible through digital implementation.

Appendices

Best Practice Analysis - the full analysis of each e-Learning product against the Best Practice Framework

Folder of Case Studies - the 5 case studies in separate documents, which can be used independently