FDFI: A Blended Learning Program

10TH MEETING OF THE AFRICA TRAINING INSTITUTE
KINSHASA, DRC
JUNE 15, 2023
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Prepared in collaboration with ICD-FP, IP, OM, & ATI
BLENDED LEARNING

Blended Learning

Face-to-face Training

Delivery by Instructors

Asynchronous

Synchronous

MOOCs

Delivery by Technology

BLENDED LEARNING
**WEEK 1**
Virtual Training: Both Asynchronous and Synchronous

- Asynchronous
- Synchronous

**Basic Concepts**

**WEEK 2**
In-person: Synchronous

- Synchronous

**Case-Study Based Hands-on Practice**

**THE DESIGN**
ORIENTATION

Pre-Course Test

WEEK 1
A typical day

~45 minutes
Self-Paced

~45 minutes
Virtual Instructor-Led

Sub-topic 1

Sub-topic 2

~45 minutes
Self-Paced

Virtual Instructor-Led

Daily Assessment

WEEK 2
A typical day

6 hours
Case-Study: Group Work

Presentation & Discussions

Post-Course Test

THE DESIGN
Case Study: Group Work Presentation & Discussions

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A typical day

~45 minutes
Self-Paced

~45 minutes
Virtual Instructor-Led

Sub-topic 1

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Sub-topic 1

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A typical day

6 hours
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Presentation & Discussions

Post-Course Test

THE DESIGN
**THE DESIGN**

**ORIENTATION**
- Pre-Course Test

**WEEK 1**
- A typical day
- **Sub-topic 1**
  - Self-Paced
  - Virtual Instructor-Led
- **Sub-topic 2**
  - Self-Paced
  - Virtual Instructor-Led

**WEEK 2**
- A typical day
- **Case-Study: Group Work**
- **Presentation & Discussions**

- ~45 minutes
- ~45 minutes
- 6 hours

**Post-Course Test**

- 3 hours

- Daily Assessment
# Day Plan

**Date:** 01-09-2023 (Monday)

<table>
<thead>
<tr>
<th>EST Times</th>
<th>Activity</th>
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<tbody>
<tr>
<td>07.00-07.20</td>
<td>Brief Opening Session (with instructors)</td>
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| 07.20-08.20 | Topics 1.1 and 1.2 Asynchronous (on your own):  
- Traditional Measures of Financial Development  
- Measuring Financial Inclusion |
| 08.20-09.10 | Topics 1.1 and 1.2 Synchronous (with instructors) |
| 09.10-09.30 | Topics 1.3 Asynchronous (on your own):  
- Composite Indicators and Benchmarking |
| 09.30-10.30 | Topic 1.3 Synchronous (with instructors) |
ORIENTATION

Pre-Course Test

WEEK 1
A typical day

~45 minutes
Self-Paced

~45 minutes
Virtual Instructor-Led

WEEK 2
A typical day

6 hours
Case-Study: Group Work

Post-Course Test

THE DESIGN

Daily Assessment

Presentation & Discussions

Self-Paced

Self-Paced

Virtual Instructor-Led

Virtual Instructor-Led
**ORIENTATION**

- Pre-Course Test

**WEEK 1**

A typical day

- Sub-topic 1: Self-Paced
- Sub-topic 2: Self-Paced

- ~45 minutes Self-Paced
- ~45 minutes Virtual Instructor-Led

**WEEK 2**

A typical day

- 6 hours Case-Study: Group Work
- Presentation & Discussions

**THE DESIGN**

- Daily Assessment

- Post-Course Test
FLIPPED THE CLASSROOM
Lecturing is not always the best use of in-person time. So we flipped the classroom: preparing participants on basic concepts through self-paced learning material, keeping instructor-led time exclusively for diving deeper.

PROVIDED ADDITIONAL SUPPORT
We supported self-paced learning with synchronous virtual instructor-led sessions, where we helped clarify the material, address participants’ questions, in particular on country-specific issues.

EXPERIENTIAL IN-PERSON TRAINING
Dedicated in-person training time solely to real-world case-studies and hands-on learning.
01. CARROT OR STICK?
Having successful completion of Week 1 as a pre-requisite for attending Week 2 may have provided incentive to engage more actively from the beginning.

02. MORE FREQUENT REINFORCEMENT
In addition to covering the material asynchronously in Week 1, participants received reinforcements (i) during synchronous/virtual interactions with instructors, (ii) through the assessments, and (iii) in the Week 2 discussions and final presentations.

03. MORE DYNAMIC CLASSROOM (V AND F2F)
Classroom time spent on any one activity was more limited than in traditional face-to-face or virtual settings. This helped to limit participant fatigue. In addition, the format required more active participation.

04. PREFERENCE FOR IN-PERSON PORTION
On several dimensions, face-to-face portion was preferred, as captured by the evaluation survey.

LESSONS (+)
GREATER FLEXIBILITY (I)
Week 2 discussions required greater flexibility from instructors, in turn requiring greater familiarity with the material, experience working on the course topics.

GREATER FLEXIBILITY (II)
Also implied tradeoff between this flexibility and the ability to provide all materials (in English and translated) in advance.

UPDATING/DEVELOPING ONLINE MATERIALS
FDFIx materials used in Week 1 proved very useful, but will need to be updated, and eventually more tailored material will need to be developed as well.

THE USUAL SUSPECTS OF VIRTUAL INSTRUCTION
Week 1 was not immune to the usual issues: time differences, connectivity issues, work demands encroaching on participants' time and focus.

LESSONS
(CHALLENGES/AREAS FOR IMPROVEMENT)
“I recommended that the country develop a system similar to INDIA-STACK. I have already spoken to my superiors and they have indicated that we will have to engage IMF for Technical Assistance and guidance to that end”.

*Participant from Zimbabwe*
Contributing Partners Phase I

- Mauritius
- Australia
- China
- Korea
- Angola
- Togo
- Seychelles

Contributing Partners Phase II

- Mauritius
- China
- European Investment Bank
- European Union
- Germany
- Ghana
- Kenya
- Madagascar
- Malawi
- Mozambique
- Nigeria
- South Africa
- Zambia
- Zimbabwe

Thank You – Merci – Obrigado