

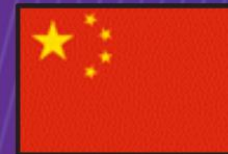
## ATI Phase I



Mauritius



Australia



China



Korea



Angola



Togo



Seychelles

## ATI Phase II



Mauritius



China



European Investment Bank



European Union



Germany



Ghana



Kenya



Madagascar



Malawi



Mozambique



Nigeria



South Africa



Zambia



Zimbabwe



# FDFI: A Blended Learning Program

## 10TH MEETING OF THE AFRICA TRAINING INSTITUTE

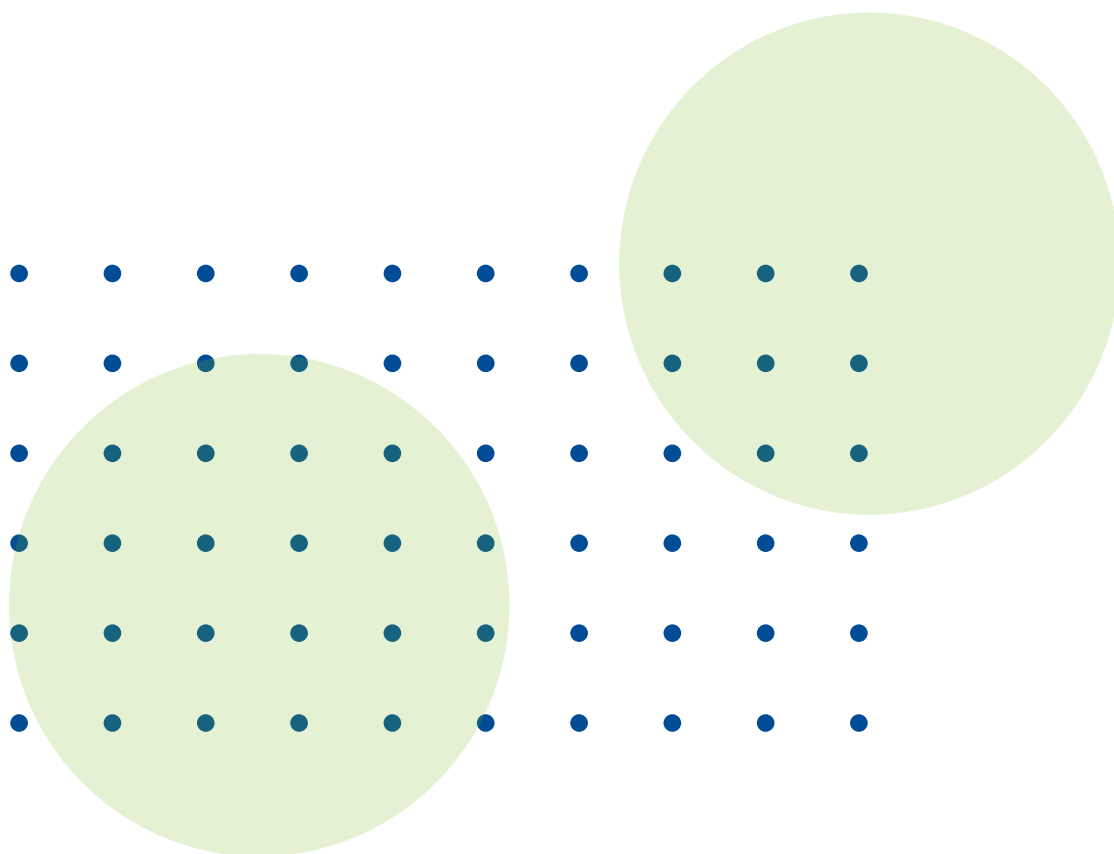
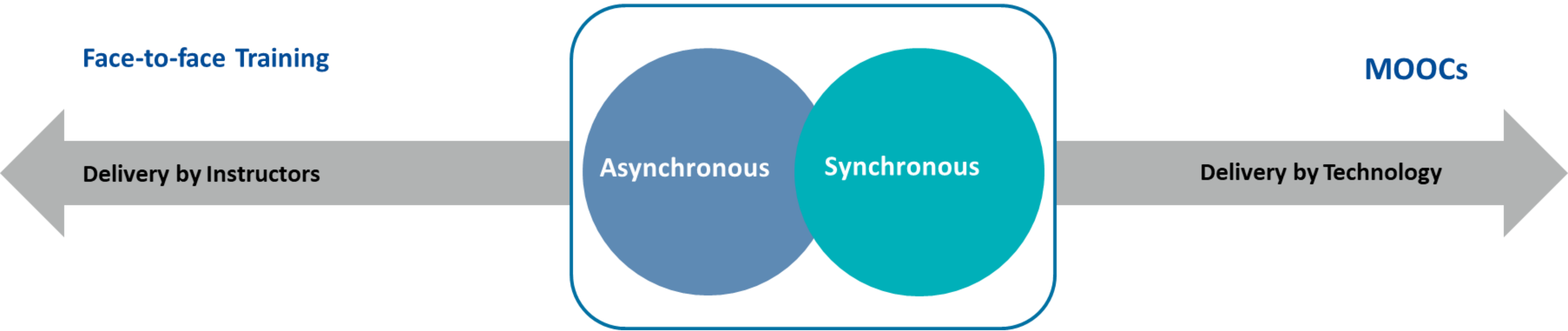
KINSHASA, DRC

JUNE 15, 2023

Adolfo Barajas

Senior Economist, IMF-ICDFP  
Prepared in collaboration with  
ICD-FP, IP, OM, & ATI

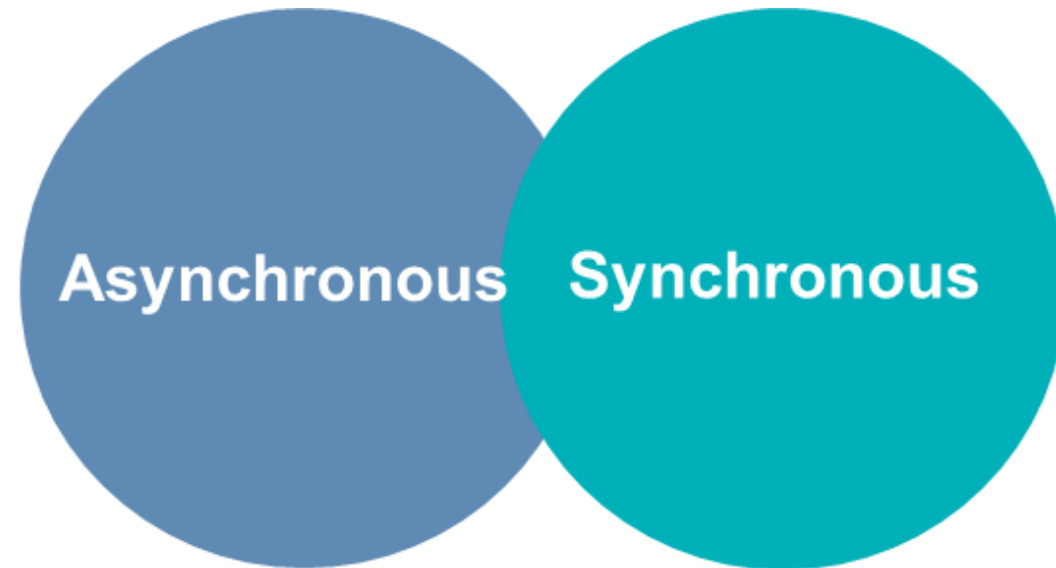
# Blended Learning



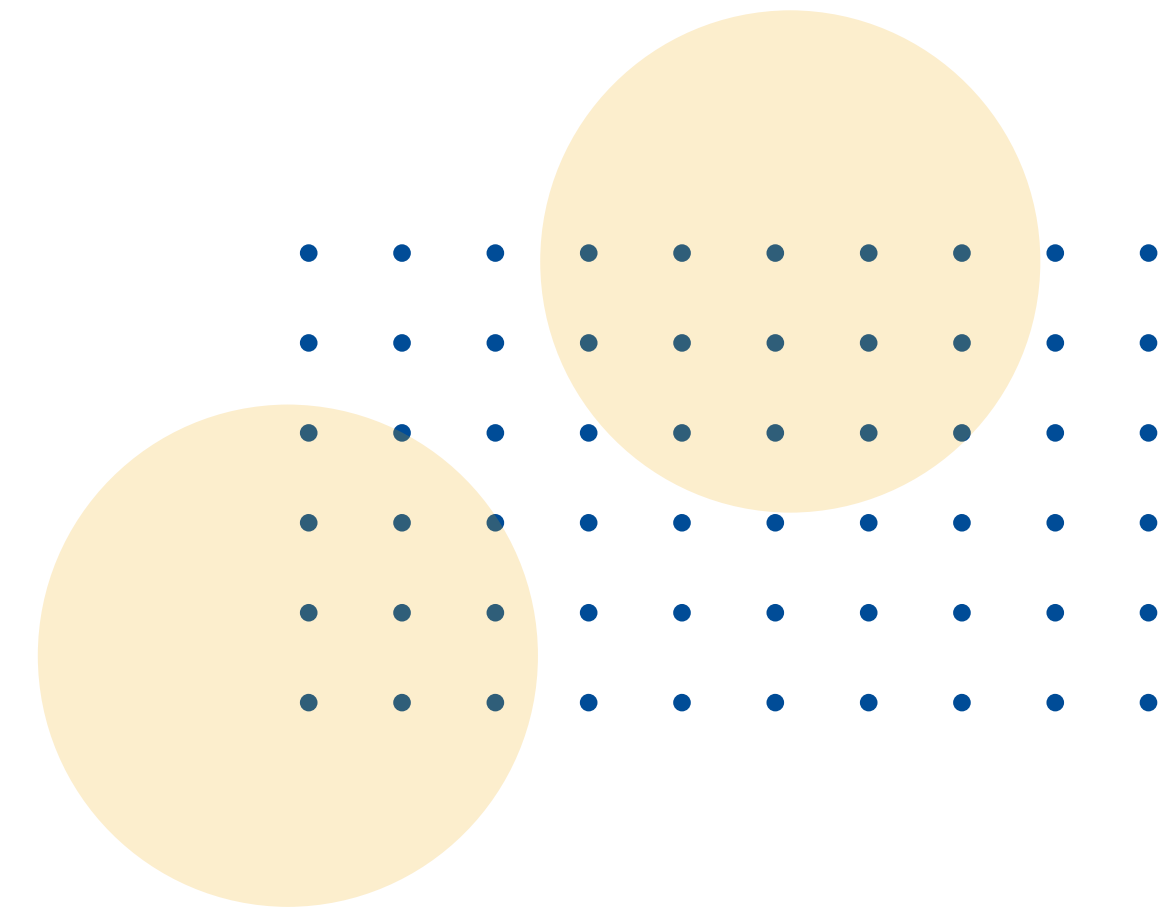
# BLENDED LEARNING

## WEEK 1

Virtual Training: Both Asynchronous and Synchronous



Basic Concepts



## WEEK 2

In-person: Synchronous



Case-Study Based  
Hands-on Practice

# 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



~45 minutes

~45 minutes

Daily Assessment

## WEEK 2

A typical day

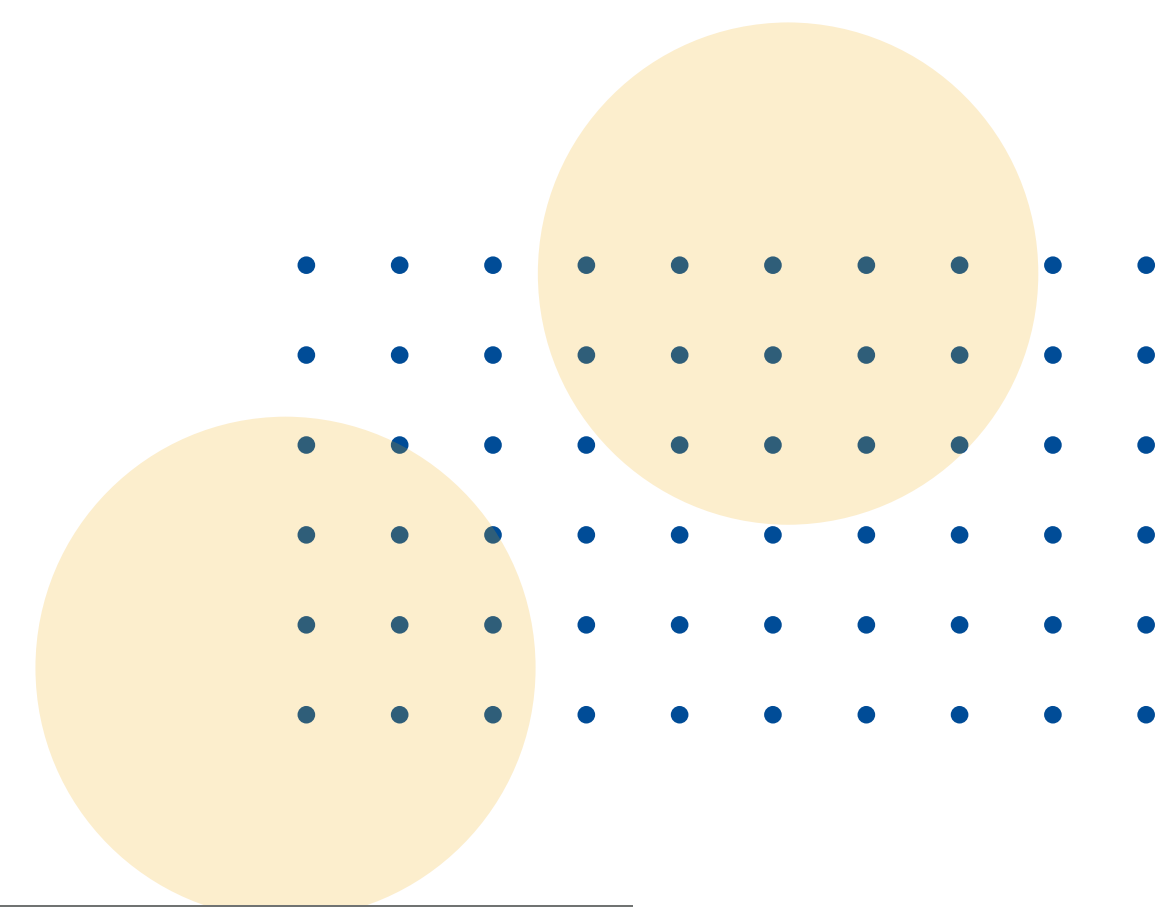
Case-Study: Group Work

Presentation & Discussions



6 hours

Post-Course Test



# THE DESIGN

# ORIENTATION

Pre-Course Test

## WEEK 1 A typical day



~45 minutes

~45 minutes

### Sub-topic 1

Self-Paced

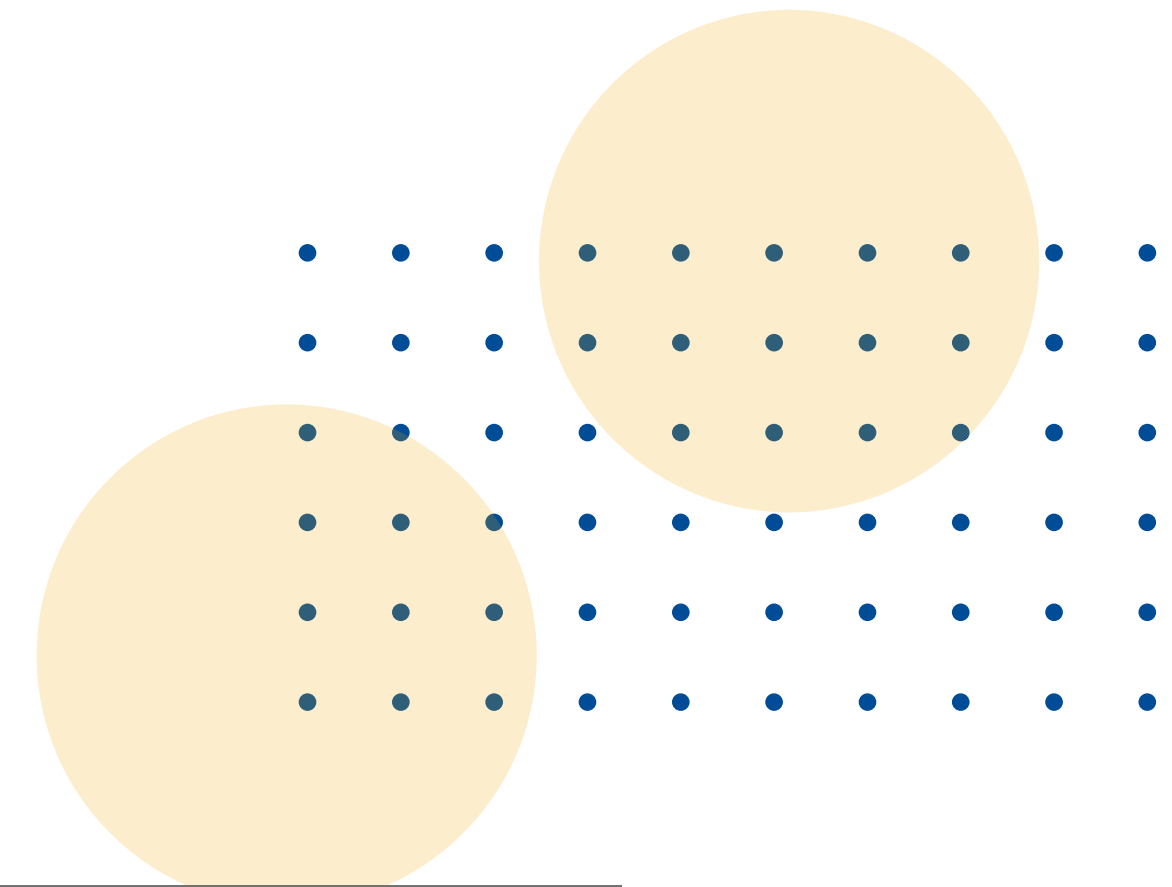
Virtual Instructor-Led

### Sub-topic 2

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

# ORIENTATION

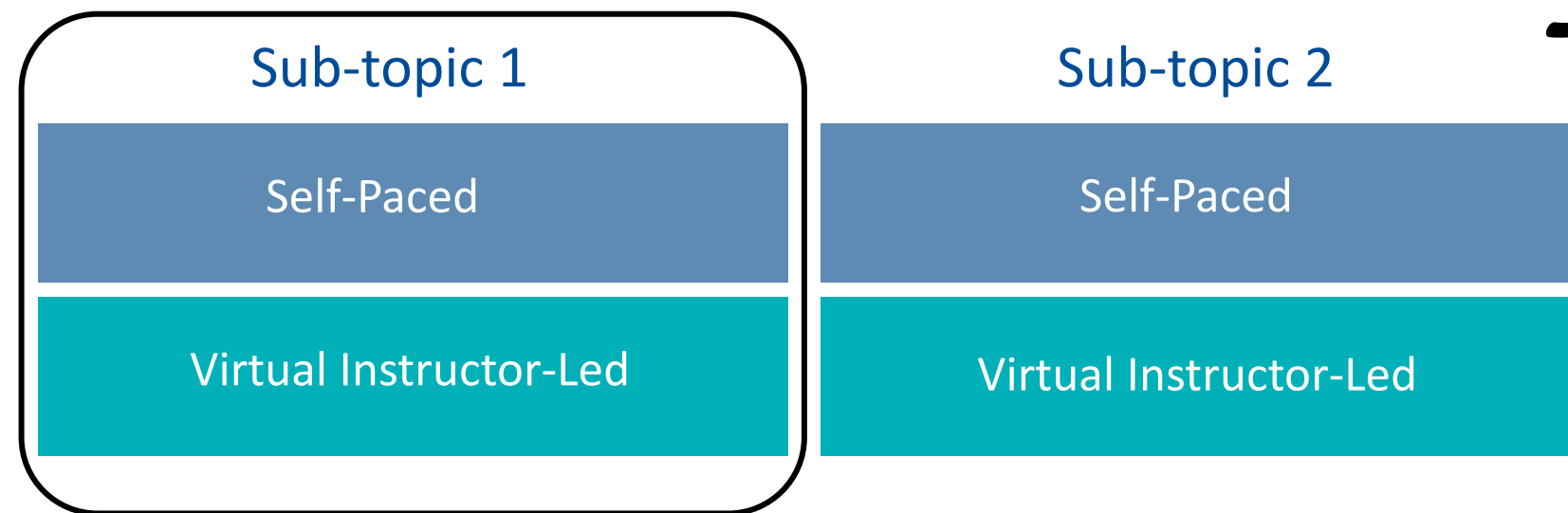
Pre-Course Test

## WEEK 1 A typical day

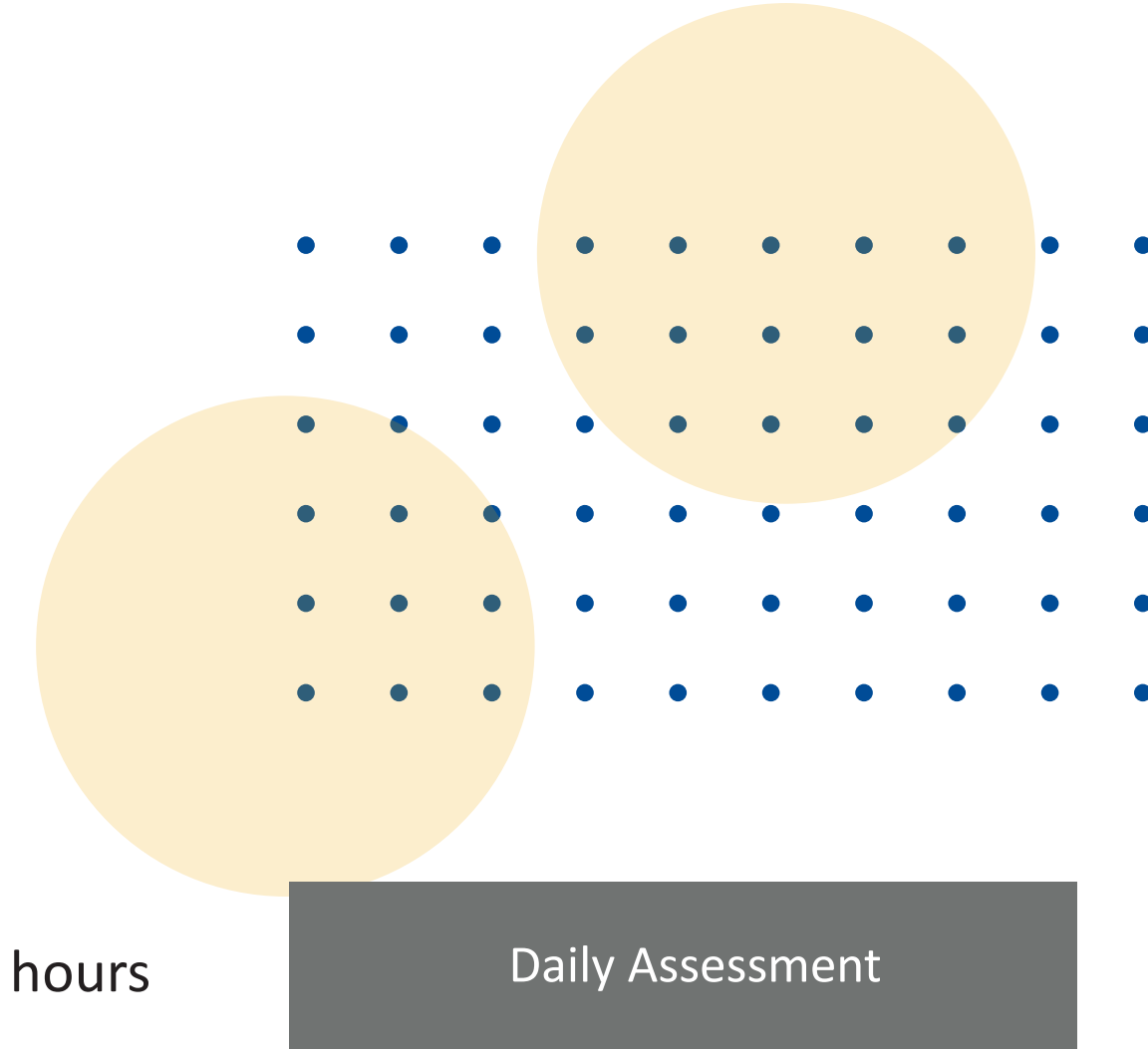


~45 minutes

~45 minutes



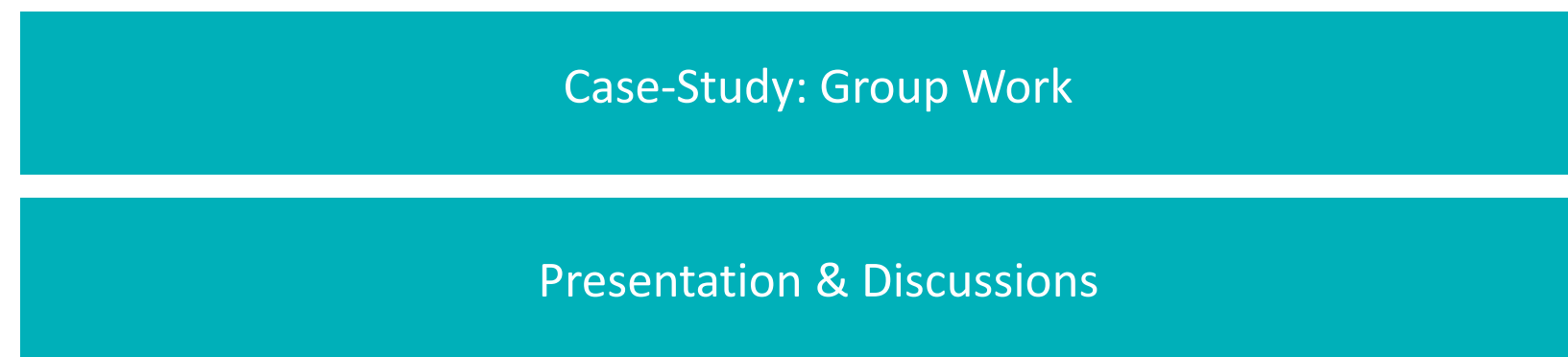
3 hours



## WEEK 2 A typical day



6 hours



Post-Course Test

# THE DESIGN

# DAY PLAN

---

DATE: 01-09-2023 (MONDAY)

---

(EST TIMES)

ACTIVITY

07.00-07.20

Brief Opening Session (with instructors)

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)

---



SAMPLE  
DAILY PLAN

# ORIENTATION

Pre-Course Test

## WEEK 1 A typical day



~45 minutes

~45 minutes

### Sub-topic 1

Self-Paced

Virtual Instructor-Led

### Sub-topic 2

Self-Paced

Virtual Instructor-Led

Daily Assessment

## WEEK 2 A typical day

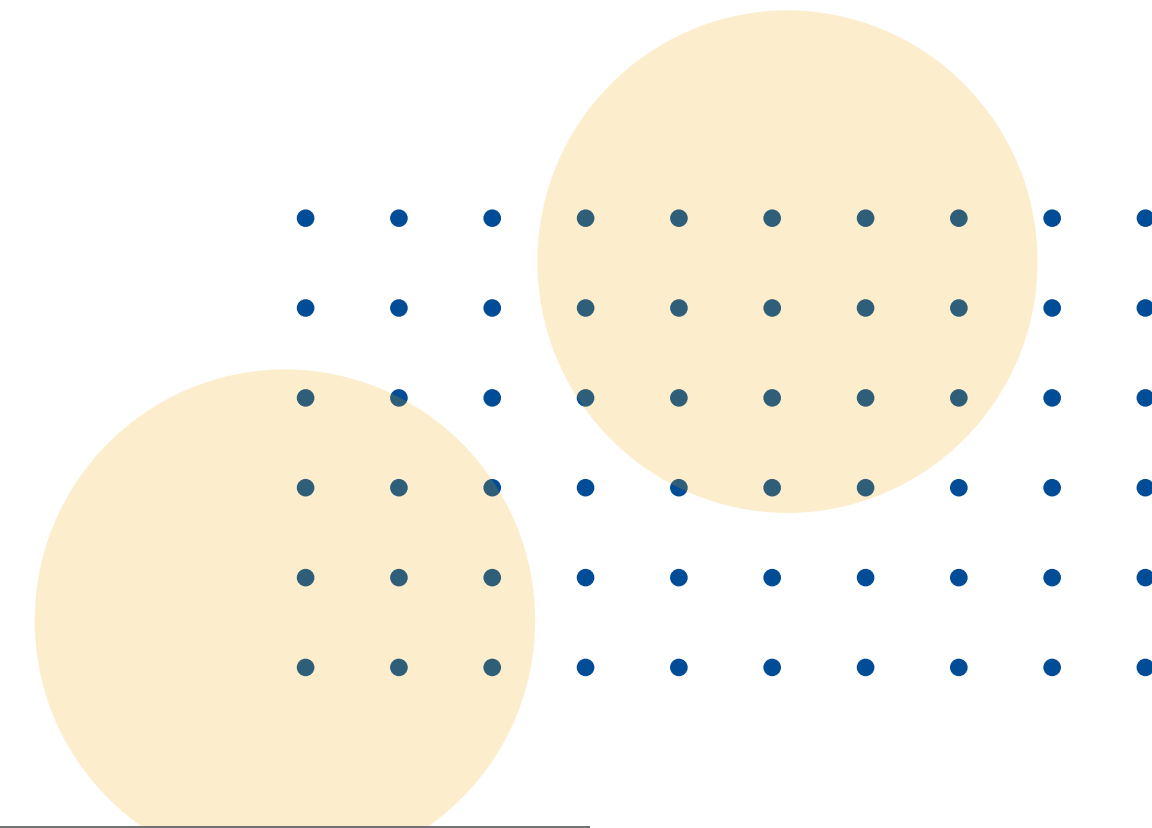


6 hours

Case-Study: Group Work

Presentation & Discussions

Post-Course Test



# THE DESIGN



# ORIENTATION

Pre-Course Test

## WEEK 1 A typical day



~45 minutes

~45 minutes

### Sub-topic 1

Self-Paced

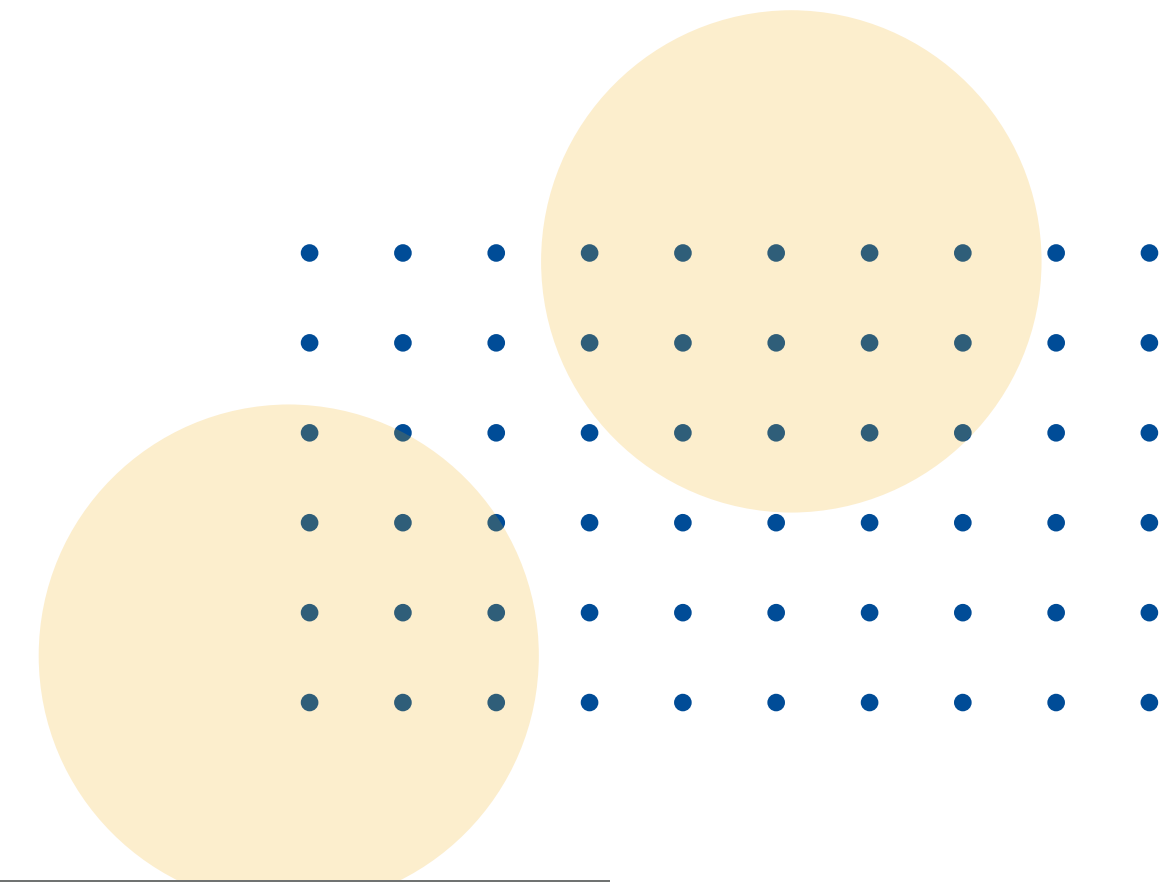
Virtual Instructor-Led

### Sub-topic 2

Self-Paced

Virtual Instructor-Led

Daily Assessment



## WEEK 2 A typical day



6 hours

Case-Study: Group Work

Presentation & Discussions

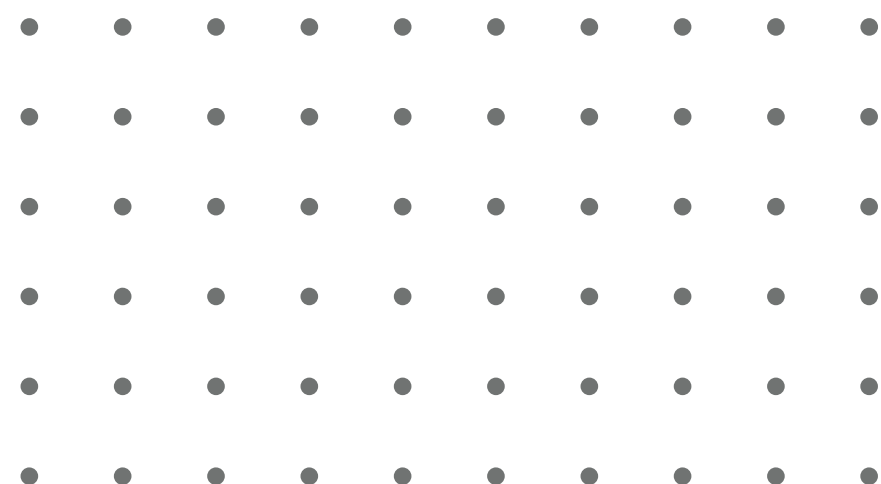
Post-Course Test

# THE DESIGN

**01.** 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.

**02.** 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.

**03.** EXPERIENTIAL IN-PERSON TRAINING  
Dedicated in-person training time solely to real-world case-studies and hands-on learning.



**KEY  
HIGHLIGHTS**

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.

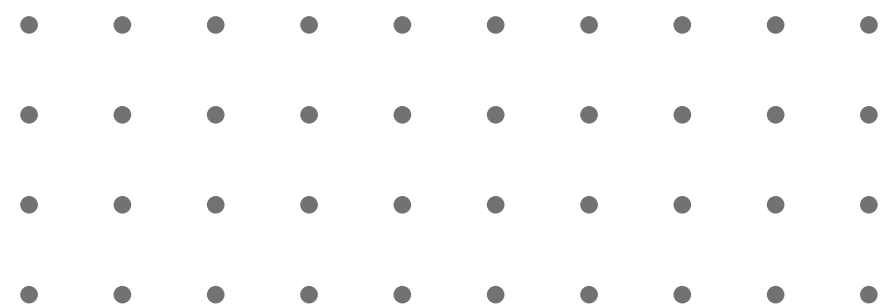
### MORE DYNAMIC CLASSROOM (V AND F2F)

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 (+)**

01.

### 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.

02.

### GREATER FLEXIBILITY (II)

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

03.

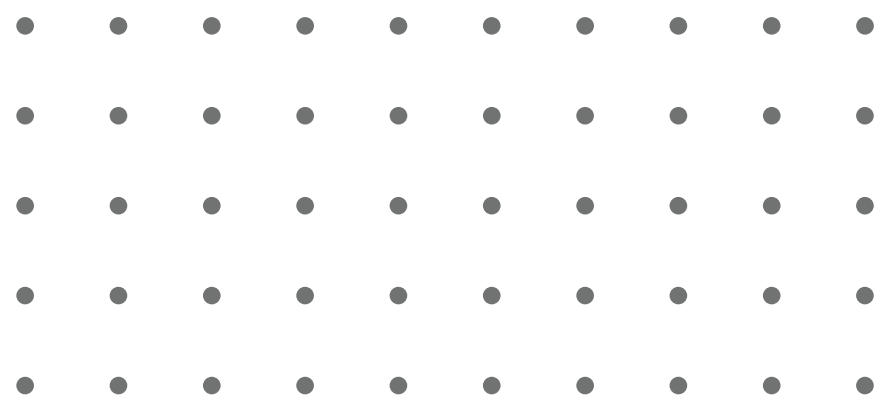
### UPDATING/DEVELOPING ONLINE MATERIALS

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.

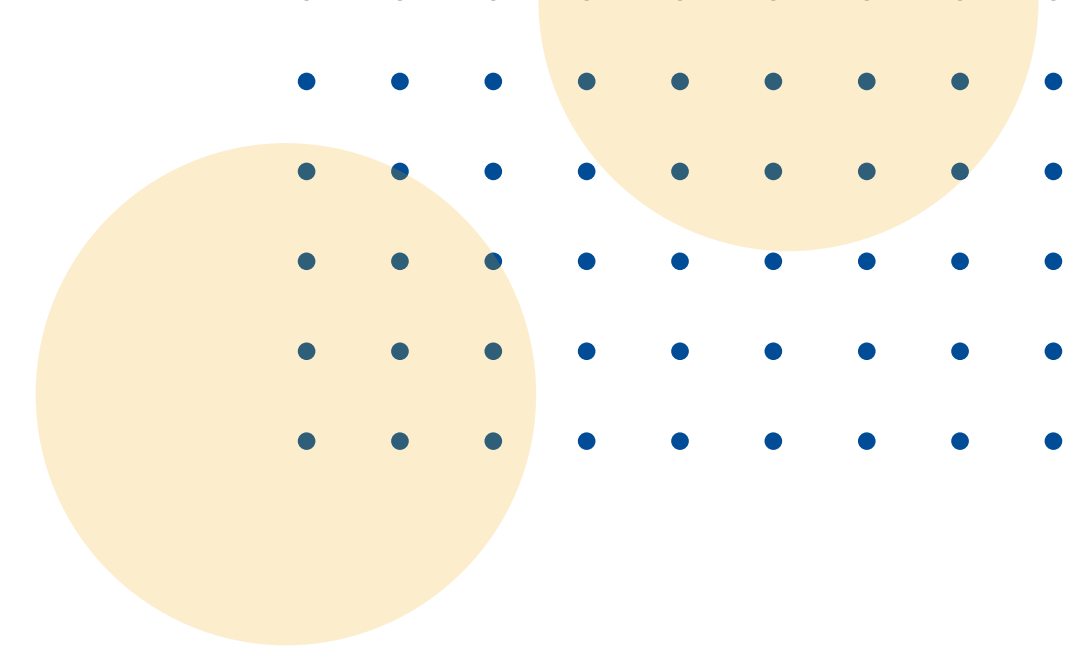
04.

### 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.

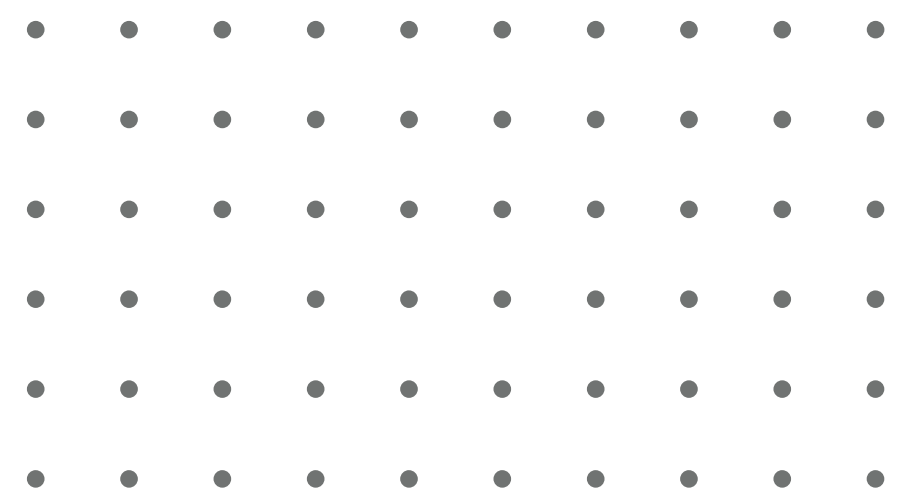


# LESSONS (CHALLENGES/AREAS FOR IMPROVEMENT)



“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*



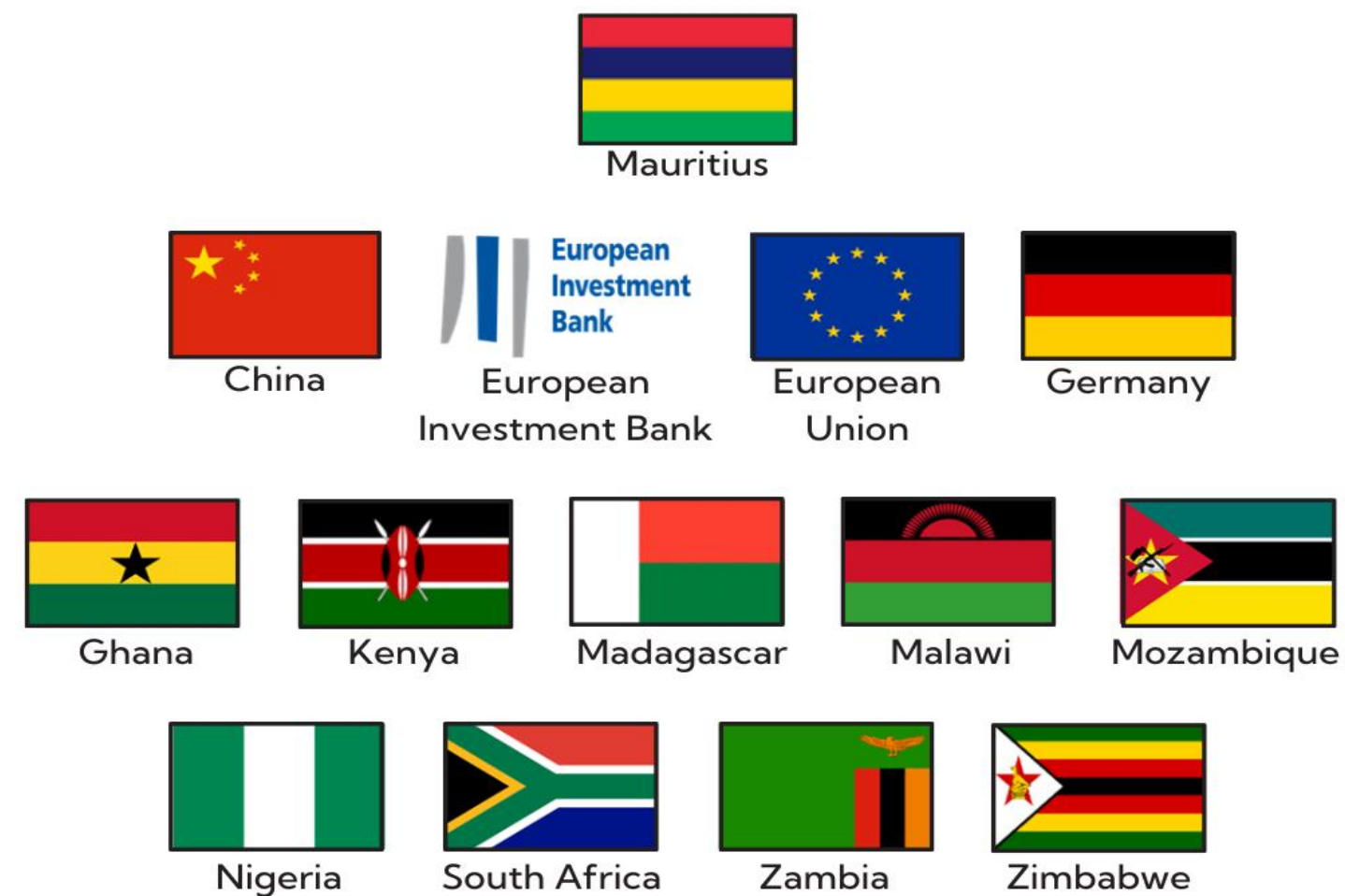
**AN ANECDOTE**



### Contributing Partners Phase I



### Contributing Partners Phase II



Thank You – Merci – Obrigado