

TC ABSTRACT

I. Basic project data

▪ Country/Region:	Regional
▪ TC Name:	Massive online educational technologies to leverage institutional capacities in LAC
▪ TC Number:	RG-T2510
▪ Team Leader/Members:	Xenia Coton (KNL/SDI) Team Leader; Edgar Gonzalez (KNL/SDI) Alternate TL; Juan Cristobal Bonnefoy (KNL/SDI); Monica Lugo (LEG/SGO) and Virginia Franzini (LEG/SGO).
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination	Research & Dissemination
▪ If Operational Support TC, give number and name of Operation Supported by the TC:	N/A
▪ Reference to Request: (IDB docs #)	N/A
▪ Date of TC Abstract:	06/05/2014
▪ Beneficiary (countries or entities which are the recipient of the technical assistance):	All IDB borrowing member countries
▪ Executing Agency and contact name (Organization or entity responsible for executing the TC Program) {If Bank: Contracting entity}	The IDB, through the Inter-American Institute for Economic and Social Development (KNL/SDI) in coordination with INE, IFD, SLC and RES
▪ IDB Funding Requested:	\$500,000
▪ Local counterpart funding, if any:	N/A
▪ Disbursement period (which includes execution period):	30 month (which includes Execution period of 24 months)
▪ Required start date:	September 1 st , 2014
▪ Types of consultants (firm or individual consultants):	Individual consultants and firms
▪ Prepared by Unit:	KNL/SDI
▪ Unit of Disbursement Responsibility:	KNL/SDI
▪ Included in Country Strategy (y/n); ▪ TC included in CPD (y/n):	N/A
▪ GCI-9 Sector Priority:	Social policy for equity, Infrastructure for competitiveness, and Institutions for growth and social welfare may be strengthened through different learning activities

II. Objective and Justification

- 2.1 The Bank's operational work repeatedly finds that insufficient institutional capacity produce major bottlenecks for efficient service delivery and effective project implementation. The shortcomings in institutional capacity become even more pronounced as a greater proportion of public resources are channeled to the sub-national level, in response to decentralization efforts.
- 2.2 Improvements in human resources by acquiring evidence-based and cutting-edge knowledge of policies and programs remains vitally necessary for most public sector organizations in LAC. However, due to budgetary constraints and a limited supply of continuous training opportunities, a very low proportion of these managers and professionals have access to continuous education, necessary to meet the region's new development challenges.

- 2.3 To address this problem at an appropriate scale¹, the IDB must leverage the potential offered by new information and communication technologies. The Massive Open Online Courses modality (MOOCs) provides an e-learning instrument that enables a greater coverage with a very low investment per participant trained.
- 2.4 The Bank is collaborating with the MIT-Harvard Consortium [edX](#) to develop MOOCs that will provide education on relevant development topics to a larger number of stakeholders in the region. In Q4/2014, the Bank will launch the first two of the said courses in a special dedicated platform that is part of edX: [IDBx](#).²
- 2.5 Providing access to these resources via any location with an Internet connection reduces the barriers to access that public sector employees in LAC typically face when it comes to learning and training. This capacity building effort will go a long way towards developing their knowledge and skills, and therefore influencing both the efficient delivery of public goods and services, as well as the effectiveness of development interventions in targeted sectors and ministries.
- 2.6 The main objective of this TC is to strengthen implementation capacities in the region through the dissemination of strategic knowledge products developed by the Bank. The TC will develop and deliver Massive Online Open Courses (MOOCs) to strengthen institutional capacities in LAC public sector key stakeholders.
- 2.7 The main objective of this TC is to strengthen capacity to implement programs, and improve service delivery in the region through the dissemination of strategic knowledge products developed by the Bank. The TC will develop and deliver Massive Online Open Courses to strengthen institutional capacities in key LAC public sector stakeholders as envisioned in within the Institutional Development Component (2) of the PID. In doing so, this TC will contribute to the identification of possible reform proposals in various countries and sectors, and thereby is aligned with the PID's Results Matrix Indicator on "Stepping up reforms to enhance internal management and quality of services to citizens".

III. Description of activities and outputs

- 3.1 **Component 1. Design of MOOCs:** The Bank's MOOCs are going to be developed by IDB Sector experts in the different thematic areas, in collaboration with universities from regional and non-regional member countries. Courses will be based in cutting edge knowledge products and/or courses that have been developed previously by IDB for smaller audiences.
- 3.2 Based on the inputs received from the VPS Front Offices, this TC will support the development of the following MOOCs: a) Management for Development Results; b) Urban Development and Housing in LAC; Project Management for Results (pm4R); and Public-Private Partnerships.³
- 3.3 These contents will be adapted and transformed into short course modules that can be assimilated by working adult audiences. This process includes the definition of the target audience of each course, and the learning needs, skills and knowledge to be taught.
- 3.4 **Component 2. Development and Implementation of MOOCs:** To build the course modules is necessary to adapt the contents and learning activities into MOOC-friendly formats and tools, such as video presentation by experts and practitioners, animated PowerPoints, and simulations aimed at achieving the capacity building objectives and closing learning gaps.

¹ National and subnational governments in LAC employ 28 million individuals, of these 9 million are managers or professionals (based on own data analysis for 14 countries within ILO www.ilo.org/ilostat).

² EdX is a not-for-profit online learning enterprise founded in 2012 by the MIT and Harvard University. In the first 18 months, more than two million people have accessed its courses online.

³ Further information on these proposals and target audience can be found in IDBDOCs [#38845175](#).

- 3.5 To deliver MOOCs, the IDB has signed an agreement with edX to host courses targeted at LAC public officials. Once the MOOC is developed, it will be delivered several times per year via the edX Platform, being accessible to any user with an internet connection, with minimum instructor-led support. Depending on the topic and specific audience, the courses produced could be certificated or non-certificated.
- 3.6 **Component 3: Delivery of Small private online courses (SPOCs):** Some key institutions, countries or strategic stakeholders may require a greater in-depth approach and specialization in the contents areas of the course. In those cases, it is recommended to have a smaller audience and provide some instructor-led support to participants. The MOOC content will be adapted to the SPOC structure through the addition of specific group activities, country approach, etc. SPOCs also require hiring tutors for regional or national targeted courses.
- 3.7 **Component 4: Development of Communities of Practices:** To increase the impact of training and achieve wider knowledge sharing, each MOOC will develop a Community of Practice (CoP) with the participants of the different editions. The CoPs contribute to disseminate knowledge and good practices in a larger timeframe than the delivery intervention.
- 3.8 **Main products:** the table below summarizes the expected outputs.

COMPONENT	INDICATOR	BASE LINE	GOAL
1 &2	MOOCs developed	0	4
2	Editions of the MOOCs delivered	0	8
3	SPOCs delivered	0	4
4	Communities of practice created	0	4

IV. Budget

Activity/ Component	Description	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1	Design of 4 MOOCs	\$80,000	\$0	\$80,000
Component 2	Production of 4 MOOCs; Delivery of 8 editions	\$320,000	\$0	\$320,000
Component 3	Delivery of 4 SPOCs	\$80,000	\$0	\$80,000
Component 4	Development of 4 CoPs	\$20,000	\$0	\$20,000
TOTAL		\$500,000		\$500,000

V. Executing agency and execution structure

- 5.1 The Bank, through INDES, will be the executing agency for this project, in partnership with specialists from IFD/ICS, IFD/FMM, VPC, INE, SCL/SPH, RES, and MIF. The applicable procurement policy is the Policy for the Selection and Contracting of Consulting Firms for Bank-Executed Operational Work (GN-2765-1).

VI. Project Risks and issues

- 6.1 The main risk is the high dropout rates observed in MOOCs. To mitigate this risk we will develop certificated courses that required a minimum payment and assure a higher commitment of the participant. Another strategy is developing SPOCs in the cases that topic is strategic for Bank objectives in the region; the support of tutors in SPOCs provides participant follow up and increased engagement.

VII. Environmental and Social Classification

- 7.1 According to the ESG classification, this operation entails no environmental and social risks, as it is only dealing with the development and delivery of online capacity-building activities. Based on the Safeguard Policy Filter Report and Safeguard Screening Form the TC was classified as category "C".