

LAUNCH OF THE PRINCIPLES FOR LEARNING & GUIDE TO TRAINING

THE NEW NORMAL FOR CAPACITY BUILDING IN EMERGING MARKETS



Wednesday, June 10, 2020 | 10–11:15 a.m. EDT

IN PARTNERSHIP WITH



THE GOVERNMENT
OF THE GRAND-DUCHY OF LUXEMBOURG
Ministry of Finance



Norwegian Ministry of
Foreign Affairs



LAUNCH OF THE PRINCIPLES FOR LEARNING & GUIDE TO TRAINING THE NEW NORMAL FOR CAPACITY BUILDING IN EMERGING MARKETS

Opening Remarks



PAULO DE BOLLE
Global Senior Director,
Financial Institutions
Group, IFC

Overview of the *Principles* and *Guide*



GRAEME HARRIS
Senior Operations Officer,
Financial Institutions Group
Advisory, IFC

Panelists



MARGARET JACKSON
Managing Partner at
Rainbow Consult, Ghana



RANDALL KEMPNER
Executive Director of
Aspen Network of
Development
Entrepreneurs (ANDE)



**ADNAN MOHAMMED
AL-SADA**
CEO of Capital
Management & Consulting
(CMC), Yemen

Moderator



HEATHER KIPNIS
Senior Operations Officer,
Gender and Economic
Inclusion Group, IFC

Closing Remarks



MARTIN HOLTSMANN
Manager, Financial
Institutions Group, IFC

Skills and Capacity Building is in significant demand

90% OF MSMEs surveyed rated training **STANDARDS** and **CERTIFICATION** for completing a training as greatest in demand

Almost **50%** of IFC clients identified skills as a priority need

\$33 billion in capacity building spending in 2017 (UN SDG)

PROJECTED IMPACT

Quality of Delivery



Consistency of Delivery



Reach & impact

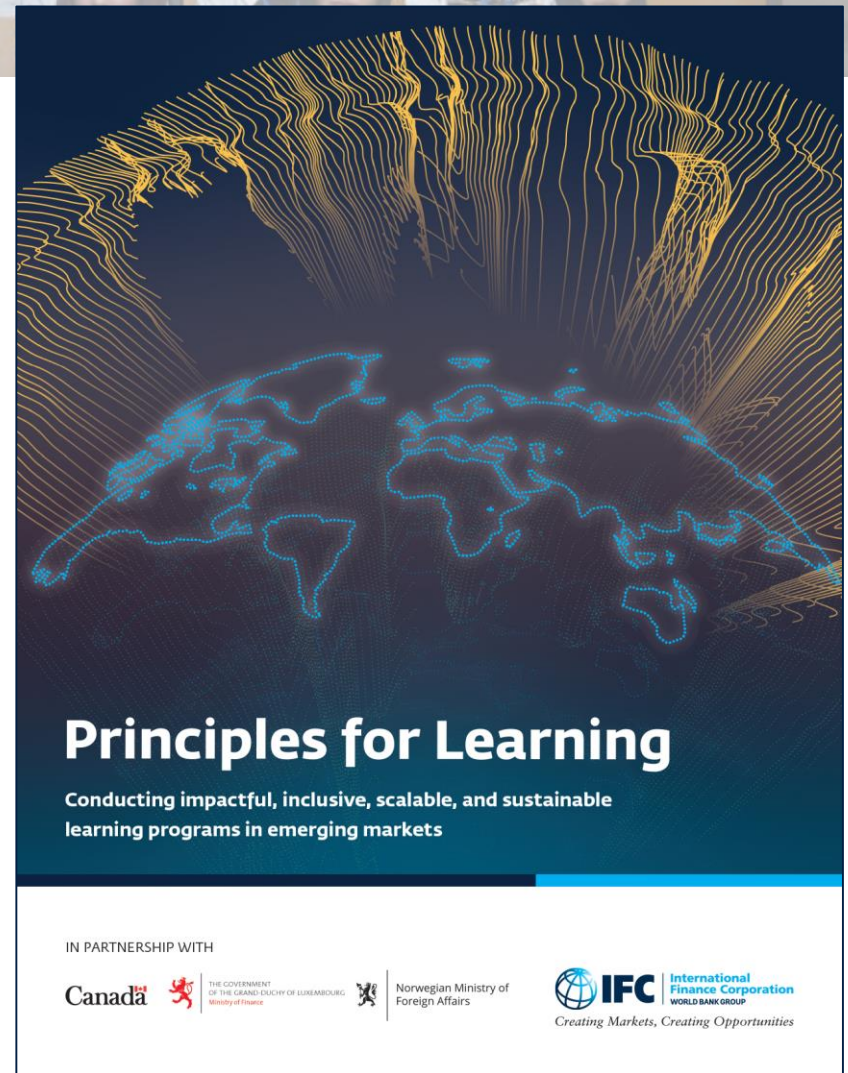


Local Expertise



Principles for Learning

Eight Principles that represent the **foundational qualities** that make capacity-building projects in emerging markets **impactful**, **inclusive**, **scalable**, and **sustainable**.



Principles for Learning



IMPACTFUL

- 1 **Align learning objectives and evaluation methods with the client's performance needs and business objectives.**
- 2 **Develop engaging learning programs that address the skills and knowledge gaps of participants and increase their resilience.**



INCLUSIVE

- 3 **Address performance gaps and challenges specific to emerging markets and fragile and conflict-affected situations.**
- 4 **Develop gender-inclusive learning solutions that promote equal access to skill-building programs and reduce barriers to participation.**



SCALABLE

- 5 **Leverage digital solutions and re-usable components to design interactive learning programs that are cost-effective and able to scale.**
- 6 **Apply a systematic, competency-based approach in the development and delivery of learning programs to ensure quality and consistency.**



SUSTAINABLE

- 7 **Use and assist in developing qualified local providers to deliver learning programs.**
- 8 **Effectively transition learning programs to the client to promote sustainability and long-term business resilience.**

Guide to Training – 7 competencies each representing a phase of a training project lifecycle

1. Partnering with Clients
2. Assessing Performance Needs
3. Designing Curricula
4. Designing Learning Experiences
5. Facilitating Learning
6. Supporting the Transfer of Learning
7. Evaluation of Learning



Guide to Training – gender inclusion

GENDER SUPPLEMENT



GUIDE TO TRAINING

Setting the standard for the design, delivery, and evaluation of learning programs in emerging markets

IN PARTNERSHIP WITH



THE GOVERNMENT OF THE GRAND-DUCHY OF LUXEMBOURG
Ministry of Finance



Norwegian Ministry of Foreign Affairs



International Finance Corporation
WORLD BANK GROUP

Creating Markets, Creating Opportunities

TABLE 1: Definitions of each consideration category for training programs in FCS

CONSIDERATIONS	KEY FACTORS	CONSIDERATIONS AND TASKS	QUESTIONS	TIPS AND APPROACHES	
Country External factors may influence development, implementation, and results of a performance improvement program. While these tend to be outside a training professional's direct control, they may still need to be addressed or considered in the design, implementation, and evaluation of learning programs.	Security safety	SOCIAL AND CULTURAL NORMS (cont.) Determine how women are perceived in the client's organization and communicate to clients and stakeholders how gender equality can benefit their organization.	3. How can you educate your client about the business case for gender-inclusive learning and training programs? 4. How can you educate clients on the issues that hinder women from participating in programs?	• Increase women's representation in project planning by inviting more women to participate as members of the project review committee/project management team. Strive for a minimum of 30% female representatives on such committees. ¹³ • Research the business case for gender-inclusive programs. Many international and non-governmental organizations provide white papers, books, videos, or other educational information on these topics. • Identify the priorities of business lines or work units, including gender-inclusive initiatives and priorities, if any.	
	Social and cultural				
	Economic stability				
	Legal environment				
	Technology				
	Infrastructure and logistics				
	Individual Personal factors, characteristics and circumstances of participants in a performance improvement program. A training professional may be able to influence several of these factors.				Confidence
					Resilience
					Educational skills
					Network
		TECHNOLOGY Explore viability of digital solutions	1. Can the client support digital learning? 2. How involved does the client want to be in operating, funding, or designing digital learning as part of the program? 3. Are high data costs of webinars, etc. going to be a barrier?	• Blending learning solutions, such as face-to-face sessions with online learning, can offer more flexibility and variety to the program. Women participants in some cases show preference for online learning. ¹⁴ • Determine cost of data when proposing digital solutions as part of the program.	
		INFRASTRUCTURE AND LOGISTICS Discuss communications requirements	1. What are the appropriate and available channels for communicating with participants?	• Agree with clients on appropriate communications channels for both men and women participants, for example, email, phone, WhatsApp for RSVPs and sign-up.	
		SECURITY AND SAFETY Discuss participant safety	1. Are there safe venues and transport options for participants, and women in particular? 2. Can the client or program sponsor provide transport, such as a minibus to offsite venues? 3. Is the client willing to pay for overnight accommodation?	• Discuss participants' mobility and safety constraints. ¹⁵ • Find a safe and convenient venue at the client's location or consult with local experts on alternatives. ¹⁶ • Discuss costs and safety of different options.	

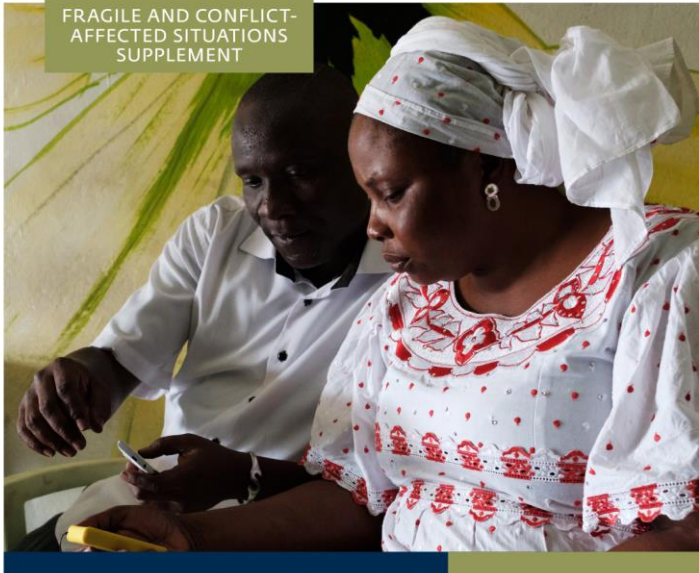
◀ BACK CONTENTS

PARTNERING WITH CLIENTS

GENDER-INCLUSIVE CONSIDERATIONS

Guide to Training – operating in fragile & conflict situations

FRAGILE AND CONFLICT-AFFECTED SITUATIONS SUPPLEMENT



GUIDE TO TRAINING

Setting the standard for the design, delivery, and evaluation of learning programs in emerging markets

IN PARTNERSHIP WITH



Creating Markets, Creating Opportunities

TABLE 1: Definitions of each consideration category for training programs in FCS

CONSIDERATIONS	KEY FACTORS	DEFINITION
Country External factors may influence development, implementation, and results of a performance improvement program. While these tend to be outside a training professional's direct control, they may still need to be addressed or considered in the design, implementation, and evaluation of learning programs.	Security and safety	Country SECURITY AND SAFETY Arrange for extra security precautions for facilitators and participants to take, prior to program delivery <ol style="list-style-type: none"> Do participants need safety and security training or briefings? Who can provide comprehensive security information, relevant to the local context? How much time should be allocated for such training? <ul style="list-style-type: none"> Budget time and resources for safety training. Do not advertise in public or social media unless it is safe to do so. Only provide training locations to registered participants. Share the phone numbers and contact information for key organizers and trainers with participants before the program or training, if appropriate. Collect emergency contacts from all participants. Share the contacts of relevant embassies and consulates if involving foreign providers or participants.
	Social and cultural norms	
	Economic stability	
	Legal environment	
	Technology	
	Infrastructure and logistics	
Individual Personal factors, characteristics and circumstances of participants in a performance improvement program. A training professional may be able to influence several of these factors.	Confidence	SOCIAL AND CULTURAL NORMS Align learning with social and cultural norms <ol style="list-style-type: none"> How can you adapt the curriculum and the program content for the local context and audience? Who can review the curriculum to make sure it is appropriate for the local context and for participants' skill and knowledge levels? Who should check the program content for contentious issues? Are there tensions among participants that need special attention? Have local leaders endorsed the activities included in the curriculum? <ul style="list-style-type: none"> Consult with local specialists to receive feedback and confirm that the curriculum maps well with the local culture, skills, knowledge, and needs of the participants. Customize program examples and case studies to reflect the special needs, cultural sensitivities, and conditions of participants in fragile and conflict-affected situations. Exercise care while selecting images for slides and handouts. Ask local subject matter experts to check your material. Determine whether it is possible to invite people from different regions or countries. Ensure participants are not from tribes, groups, or clans with a history of conflict. Use qualified local experts as trainers and prepare them for facilitation. Train trainers in how to address volatile topics (should they arise) and promote peaceful discussion. Determine who—if anyone—needs to endorse learning content. Endorsements from local leaders (business, religious, and others of influence in the community) can improve program acceptance.
	Resilience	
	Education and skills	
	Networks	
Economic Stability Consider financial constraints of the program		ECONOMIC STABILITY Consider financial constraints of the program <ol style="list-style-type: none"> How can you minimize costs for participants? How can you minimize costs for the client organization and sponsoring agencies to maintain the program after initial funding runs out? <ul style="list-style-type: none"> Consider distance education methods to reduce travel costs. Minimize handouts to offset printing costs. Consider using flip charts and posters instead of computers and projection equipment to reduce equipment costs and minimize dependence on unreliable internet or power supplies.

INTRODU

DESIGNING CURRICULA

DESIGNING LEARNING EXPERIENCES



FCS CONSIDERATIONS

< BACK CONTENTS

21

Where to find available resources



GrowLearnConnect.org

Bringing everything in one place:

Principles for Learning

Guide to Training

GrowLearnConnect digital platform

Online Capacity- building courses

Trainer Certifications

Directory of quality assured and certified local MSME advisory service providers



Creating Markets, Creating Opportunities

Capacity Building to support Financial Institutions and their MSME clients during COVID-19

WEBINARS

- ACCESSING FINANCE DURING CRISES
- SURVIVING TODAY TO THRIVE TOMORROW
- COMMUNICATING WITH STAKEHOLDERS
- ADJUSTING YOUR BUSINESS PLAN

The Business Plan

Continuity of Operations Plan
How will you keep your business running during a disaster?

Mission/Vision
• What do you want your business to be known for doing?
• What do you want to achieve?

Operations Plan
How will you make your product or service?

Marketing Plan
• What is your product or service?
• How will you promote it?

Information and Communications Technology Plan
How will your business communicate with everyone?

Human Resources Plan
How will you staff your business?

Financial Plan
How will money flow in and out of your business?

28 webinars
in **7** countries
with **11** Financial Institutions
led by **6** IFC - certified trainers
translated into **7** languages

ADJUSTING YOUR BUSINESS PLAN DURING CRISIS

Guest Speaker:
Mrs Sara Mbinji
Managing Director, Leverage
Project Consultants

What got you here
won't get you there

Key contacts

www.GrowLearnConnect.org

www.IFC.org/SMEFinance/LocalAdvisoryServices

growlearnconnect@ifc.org

ASIA - Graeme Harris - gharris@ifc.org

MEA - Khadiga Fahmy - kfahmy@ifc.org

GLOBAL - Reth Kim - skim5@ifc.org

LAUNCH OF THE PRINCIPLES FOR LEARNING & GUIDE TO TRAINING THE NEW NORMAL FOR CAPACITY BUILDING IN EMERGING MARKETS

Opening Remarks



PAULO DE BOLLE
Global Senior Director,
Financial Institutions
Group, IFC

Overview of the *Principles and Guide*



GRAEME HARRIS
Senior Operations Officer,
Financial Institutions Group
Advisory, IFC

Panelists



MARGARET JACKSON
Managing Partner at
Rainbow Consult, Ghana



RANDALL KEMPNER
Executive Director of
Aspen Network of
Development
Entrepreneurs (ANDE)



**ADNAN MOHAMMED
AL-SADA**
CEO of Capital
Management & Consulting
(CMC), Yemen

Moderator



HEATHER KIPNIS
Senior Operations Officer,
Gender and Economic
Inclusion Group, IFC

Closing Remarks



MARTIN HOLTSMANN
Manager, Financial
Institutions Group, IFC