Facilitating Partnerships with Financial Inclusion Training Providers: The Supply Side

8-9 a.m (U.S. Eastern)
20 November 2018
Logistics

1. This is an **audio broadcast**. Attendee microphones will remain muted during the entire webinar session.

2. To ask questions during the webinar, please use the **Chat box** on the right-hand side of the Webex session. Please submit your question at any time during the webinar presentation.

3. To ensure your question is seen by the moderator, select “**All Participants**” from the drop down menu when sending your question.

4. The webinar recording will be emailed to all attendees and registrants.
Webinar Speakers

**Martin Mbaya**  
Associate Director for Public Sector Programmes & Digital Learning at Strathmore University Business School

**Mukami Wanjoji**  
Head of Partnerships Development and Engagement

**Thom Sinclair**  
Senior Operations Officer, Gateway Academy, CGAP

**Eliud Chemweno, Moderator**  
Training Services Manager: Gateway Academy, CGAP
Webinar Overview

1. What is Gateway Academy?
2. Why Facilitate Partnerships?
3. Gateway’s TSP Partnership Criteria
4. Partners in Development: SBS Case
5. Context, Projects, Insights, Opportunities
6. Q & A
Planned Webinars in this Series: Partners in Development
What is CGAP?

Our vision
A world where everyone has access to and can use the financial services they need to improve their lives.

Our mission
To improve the lives of poor people by spurring innovations and advancing knowledge and solutions that promote responsible, sustainable, inclusive financial markets.
What is Gateway Academy?

A digital learning platform focused on financial inclusion

Improving staff performance in a rapidly changing financial inclusion industry by connecting financial institutions with leading training providers to offer cutting-edge learning solutions.
Where Do We Work?

Seven initial focus countries

- Ghana
- Kenya
- Malawi
- Rwanda
- Tanzania
- Uganda
- Zambia
The **capacity building market** is not working sufficiently to scale up proven financial inclusion practice. Partnerships and facilitation is needed.
Why Work with Partners?

Partners are essential to realize these goals:

**Impact**
- Create a transformative impact on financial inclusion by increasing the reach of high-quality training content.

**Reach**
- Capture a significant audience by offering a solution that meets the audience’s needs in terms of user experience.

**Sustainability**
- Create lasting impact for those working to advance financial inclusion.
Criteria for Choosing Training Service Providers

- Quality content aligned with Demand Study
- Industry reputation
- On the cutting edge
- Willingness to work and test with us
- Availability of content
- Regional reach
- Working relationship with FSP
Alpha Courses: Courses tested before final platform selection

Prototype testing of various technologies (platforms), modes of learning and content.

X ✔ ✔ ✔ X ✔ ✔ ✔

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Successes prototypes developed into full courses.

Platform Demo: Full courses delivered on new platform

Fully developed courses that were run with a selected group of users before Beta deployment.

Courses refined prior to Beta.

Beta: Full Courses delivered on fully functional platform

Selected learners taking courses that have been refined through feedback and tested prior to full deployment.
**Course/Content Development and Testing**

**Alpha: Courses tested before final platform selection**

Prototype testing of various technologies (platforms), modes of learning and content.

- Successful prototypes developed into full courses.

**Alpha Information:**

- Timeline from November 2016 – August 2017
- ~100 Learners from 5 financial service providers tested courses
Course/Content Development and Testing

**Demo:** Full courses delivered on new platform

- Fully developed courses that were run with a selected group of users before Beta deployment.

**Courses refined prior to Beta.**

**Demo Information**

- Tested from: June – July 2017 (Overlap with Alpha)
- ~100 users from 8 financial institutions in 5 countries testing content
Market Co-Creation and Co-Curation
Course/Content Development and Testing

Following the Demo phase, the platform moved into the Beta phase with fully built out functionality.

**Beta: Courses delivered on final platform**

Learners taking courses that were refined through feedback and tested prior to full deployment.

**Beta Information**

- Began November 2017
- +300 learners from 8 financial institutions taking 8 courses
- Began charging fees based on tiered packages in October 2018
Who are our Supply-Side Partners?
Working with SBS: Evolving Partnership

Alpha + Beta
Martin Mbaya
Associate Director Digital Learning, SBS

Mukami Wanjohi
Head of Partnerships, SBS
Outline

1: Context
2: Projects
3: Insights
4: Opportunities
CONTEXT

Strathmore University & Digital Learning Innovations
SBS: Over a decade of leadership development
Context

- Strathmore started in 1961 as a post high school college offering arts and sciences courses.

- Established in 2005, SBS is one of ten Schools and Faculties at Strathmore University.

- SBS endeavours to transform leadership in Africa in the 21st Century, by influencing leadership of public and private sectors in the continent.

- SBS’ overarching mission is Service to Society through the development of international executive business management and leadership programs.
Strathmore University Key Pillars of Collaboration

**An incubation ground:** for new entrepreneurs and new industries in the age of new economy

**A hub:** of business networks and knowledge exchange among stakeholders (information circulation)

**An enabler:** of knowledge and innovation in the age of knowledge economy

**Source of interdisciplinary knowledge creation** and regional economic development
Digital learning is a global innovation.
Digital Learning at SBS is a strategic priority

- From 2012, Strathmore has actively focused on establishing an eLearning Framework that spans online learning and blended learning.

- Digital Learning at SBS is systematic
  - Paradigm
  - Dimensions
  - Projects
**Context**

**Paradigm:** Guided by cascaded strategies and policies

VISION: “… To claim a significant stake in this new learning environment and to lead and own a part of this new environment with our principles and values …” (2014).

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**Paradigm**

<table>
<thead>
<tr>
<th>University Statute XLIII</th>
<th>eLearning Policy</th>
<th>SU School of Digital Learning Draft Framework</th>
<th>Online Distance and E-Learning (ODEL) standards by CUE</th>
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Context

**Dimensions** – Evaluated using clear indicators:

![Diagram showing Dimensions: Achievements, Plan, Execution, Lessons]
Projects: Executed through programmatic themes

**Academic:** Hewani SBS Pilot

**Executive Education:** Gateway Academy Project
PROJECTS

Executive Development: Gateway Academy
Projects

Achievements

• Developed and executed 1-15hr blended SBS Executive Leadership course deployed in:
  • Kenya, Malawi and Zambia (future targets - Uganda, Tanzania, Rwanda and Ghana)
• Impacted junior to senior financial services sector managers in five financial institutions.
Projects

Achievements

Alpha:
• June 2016 – June 2017
• USD50K grant

Beta:
• June 2017 to present
• USD 50K grant; over 20 participants
• @ USD 400-600
Projects

Plan

• Design and execute a proof of concept
• Scale globally
• Deepen offering
Projects

Execution

• Involved faculty and project team
• Strong project support
• Global best practice
• Organizational change management
Projects: Team and Partners

Project Director
Dr. George Njenga

Project Manager / Researcher
Mr. Martin Mbaya

Instructional Designer and Developer
Mr. Julius Bwibo

Subject Matter Experts
Dr. Patricia Murugami
Mr. Thomas Mundia

The Journey of Authentic Self-Awareness to Self-Mastery

Strathmore Business School
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Projects: Team and Partners

LEARNING MANAGEMENT SYSTEM

- Mark Infosys Ltd / Strathmore University - Hewani eLearning Platform
- Humentum - Gateway Academy eLearning Platform
Projects: Team and Partners

STRATHMORE UNIVERSITY INTERNAL PARTNERS

- Strathmore Research and Consultancy Company (SRCC)
- SBS Partnerships Office
- SBS Operations (Finance, HR and IT)
- SU Legal Office
Projects (Academics): SBS Hewani and eLearning

- **Achievements**
  - All MBA courses recorded
  - Pilot phase for Quantitative Analysis & Financial Management course
  - Developed capacity and capabilities to deliver

- **Plan**
  - Ultimately offer all SBS courses at the undergraduate and graduate levels using a blended learning format guided by regulator requirements

- **Execution**
  - Involved faculty and project teams
  - Strong project support

http://digital.strathmore.edu
http://elearning.strathmore.edu
INSIGHTS

Lessons Learned
Insights: Challenges in the Partnership Process

• There are **high costs** in conceptualizing, establishing, testing, implementing and evaluating eLearning efforts.
Insights: Challenges in the Partnership Process

• There is a **legal constraint** that all eLearning content developed by the University has to remain its property.
The absence of an enabling policy environment negatively impacts the sustainability of eLearning partnerships irrespective of feasibility and attractiveness.
Insights: Partnership Lessons from Gateway Academy

Continuous project review in partnerships is a great ingredient to success.
Continuous update of e-learning content is imperative (this informed the royalty fee model for content developers resulting in long life ownership of the content)
Insights: Partnership Lessons from Gateway Academy

**Triple Helix Model partnerships** are key to successful digital revolution due to coherence in policy development.
INSIGHTS

Lessons from a Project Design Perspective
Lessons from Project Design Perspective

A contractual relationship between CGAP and partners on both the supply (TSP) and demand (FSP) side ensures clarity & buy-in.
Insights: Lessons from Project Design Perspective

The course design process needs engagement with senior management and potential participants.
FSPs prefer an online learning format that allows for applied learning and participant interactions.
Insights: Lessons from Project Design Perspective

Technology cuts both ways – it eases learning but infrastructure may pose a challenge.
Instructional design is an iterative process.
Measuring impact is important.
INSIGHTS

Wins from a project execution perspective
FSP executive support was high and enabled quality visionary interviews and focus groups.
Insights: Wins from Project Execution Perspective

Design of the course content was customized to meet FSP client needs.
FSP executive sponsorship was key to ensure teams had dedicated time for learning.
Insights: Wins from Project Execution Perspective

Investment in systems and processes enabled the FSPs to maximize the learning experience.
Insights: Wins from Project Execution Perspective

Blended approach embracing digital aspects enabled deeper insights on degree of learning by FSP participants.
OPPORTUNITIES

Enabling Policy Environment for eLearning

Scale and Customization through eLearning
Opportunities: Enabling Policy Environment for eLearning

The entire ecosystem matters - Gateway Academy provides a great opportunity for governments globally to conceptualize and establish a policy on e-learning linked to development priorities and work in partnership with the private sector.
Opportunities: Scale and Customization through eLearning

Contact us to discuss how digital learning can solve your global learning needs across the African continent at scale or customized for a unique audience.

http://digital.strathmore.edu

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What’s Next?

You will receive an email with this webinar recording and related materials within the week.

You will receive an invitation to join CGAP’s future webinars, including Gateway Academy’s next webinar.
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Thank you

To learn more, please visit www.gateway.academy

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