



## Enhancing eLearning Capacity

### Background

The IDI has been experimenting with eLearning solutions since 2005. Over the years the IDI has tried web based training, computer based training, using authoring tools to create eLearning packages, self-running eLearning courses, mentor led eLearning courses and blended programmes. After a variety of experiences the IDI found blended solutions with mentor led eLearning and field audit components to be the best fit for IDI's users. The IDI has been using such blended solutions by hiring the UNITAR eLearning platform.

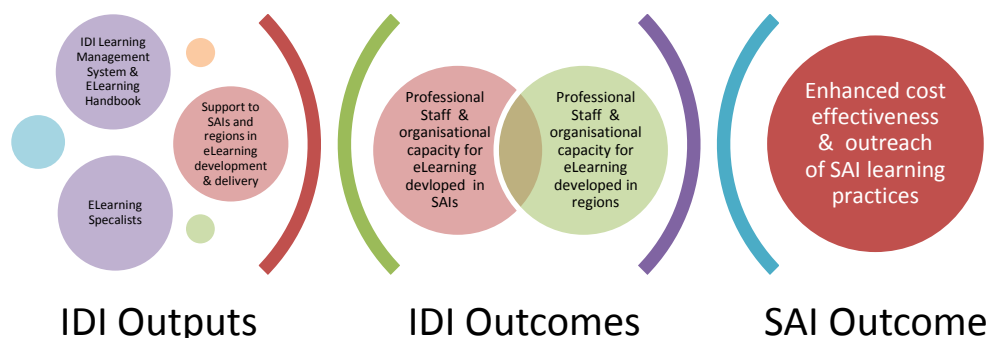
In 2015 the IDI launched this programme for enhancing eLearning not only at the IDI, but in INTOSAI regions and SAIs as well. This programme of enhancing eLearning capacity will focus on developing IDI's in house capacity for eLearning and facilitating the development of regional and SAI capacity by creating pools of eLearning and blended learning specialists, documenting eLearning methodology and providing guidance and support for regions and SAIs to develop their own eLearning mechanisms.

In 2015 IDI developed its own eLearning platform. This platform includes an eLearning portal and a Learning management System which allows IDI to deliver online courses as well as other interventions e.g. surveys, online tests, communities of practice. . A draft eLearning Handbook was developed to document methodology and a SAI pilot was also conducted.

### A. Programme Profile

Full Name & Duration	Enhancing eLearning Capacity - English speaking regions: 2015-2018 - ARABOSAI : 2016-2018 - OLACEFS : 2016-2018 - CREFIAF : 2016-2018
Programme Status	Implementation phase
Participating Group(s)	ASOSAI, AFROSAI-E, EUROSAI, CAROSAI, PASAI ARABOSAI, OLACEFS and CREFIAF
Participating SAIs	The programme will be offered to all eligible SAIs from INTOSAI regions over a planned period from 2015 to 2018.
Level of participating staff	Middle and operational managers
Cooperating Partners & SAI in-kind support	<u>Cooperation Partners:</u> INTOSAI regions, SAIs, other professional partnerships will be explored <u>In-kind support:</u> <b>Resource Persons 2015:</b> SAIs of Anguilla, Brazil, Costa Rica, India, Indonesia, Malaysia, Namibia, New Zealand, Philippines, Thailand, and Samoa <b>Hosts 2015:</b> SAI India
Funding Sources	IDI Basket funds NOK 1 218 744

## B. Programme Results Framework



Link to SP/OI	Indicator	Baseline (2014)	Milestones (2015-2017)	Targeted Achievement
SAI Outcomes				
	1. Number of SAIs that report enhanced cost effectiveness and outreach in their learning practices as a result of adopting eLearning.	To be assessed	N/A	30 SAIs (2018)
	Achieved:		Only at planning stage.	
	Source: IDI Programme Report 2018			
	Progress Assessment <sup>1</sup> :Not due			
IDI Outcomes				
I.O1.1	1.Programme delivered as per the IDI Service Delivery Model a) Programme is selected on the basis of criteria defined by the IDI b) Beneficiary SAI leadership is actively involved in programme selection and design and beneficiary SAIs resource persons participate in design, development and delivery of the programme c) The programme has a results framework that integrates at least two of the three aspects of capacity development i.e. institutional capacity,	N/A	N/A	Programme delivered as per IDI Service Delivery Model (2018)

<sup>1</sup> Use traffic lights. Green: on target. Orange: some progress, but may miss target. Red: off target. Grey: Not due.

Link to SP/OI	Indicator	Baseline (2014)	Milestones (2015-2017)	Targeted Achievement
	organisational capacity and professional staff capacity. d) IDI core values and principles are respected e) IDI partners with relevant INTOSAI Committees, Working Groups and/ or regions			
	Achieved:		Programme design and delivery so far meets IDI service delivery criteria	
	Source: IDI Programme Report 2018, Programme Evaluation 2019			
	Progress Assessment: On target			
I.O1.2	2.Programme delivered to time and budget a)Programme expenditure did not exceed the final budget by more than 10% b) Programme was completed no more than three months after the planned/revised completion date	N/A	N/A	Programme completed by 2018, with programme expenditure not exceeding the final budget by more than 10%
	Achieved:		All planned activities have been completed on schedule. Actual expenses are – 10% vs the budget	
	Source: Programme Evaluation 2019			
	Progress Assessment:			
IO 1.1, 3.1	3.Number of participating SAI staff who develop professional capacity as eLearning specialists a)Successful completion of eLearning certification programme b)Deployment in future eLearning by their SAIs, region and IDI	None	SAI staff certified as eLearning specialists 100 ( English) 2016 50 ( Spanish) 2016 20 ( French) 2017 20 ( Arabic) 2018	50 SAI staff met both a) and b) by 2019
	Achieved:		As per current plans the English pool would be developed in early 2017 instead of 2016	
	Source: IDI Programme Report 2018, IDI Programme Monitoring Reports, Programme Evaluation 2019			
	Progress Assessment: Not due			
IO 1.1	4.Number of supported SAIs that report that they have in place organisational system to implement eLearning	None	N/A	10 SAIs (2018 )
	Achieved:			
	Source: Programme Evaluation 2019			
	Progress Assessment: Not due			



Link to SP/OI	Indicator	Baseline (2014)	Milestones (2015-2017)	Targeted Achievement
IO 2.1	5. % participating SAls that report use of IDI eLearning handbook	None	N/A	50% by 2017
	Achieved:			
	Source: IDI Programme Monitoring Reports, IDI Global Survey 2017			
	Progress Assessment: Not due			
IO 3.2	6. Number of supported INTOSAI regions that use eLearning as a learning mechanism	None	N/A	4 INTOSAI regions by 2018
	Achieved:			
	Source: IDI Programme Monitoring Reports, IDI Programme Report 2018			
	Progress Assessment: Not due			
Programme Outputs				
	1.IDI eLearning platform developed	None	Developed by 2015	Developed by 2015
	Achieved:		IDI Learning Management System (LMS) developed and updated. The LMS has 1650 users as on date	
	Source : IDI Project Report, IDI ELearning Platform			
	Progress Assessment: On Target			
	2. eLearning Certification Programme designed, developed and delivered in English, Spanish, French and Arabic	None	English and Spanish ( 2016) French ( 2017) Arabic ( 2018)	eLearning Certification Programme available in four languages by 2018
	Achieved:			
	Source: IDI Programme Report 2018			
	Progress Assessment: Not due			
	3. Number of persons trained in LMS support	None	25 ( English) 2016 20 ( Spanish) 2016 10 ( French) 2017 10 ( Arabic) 2018	65 persons trained in LMS support in four languages by 2018
	Achieved:		27 persons from SAI of India were trained in LMS Course Administration using Moodle.3 persons of SAI of India were trained in Moodle installation, configuration and Administration.	
	Source: IDI Project Reports and IDI Programme Report 2018			
	Progress Assessment: On target			
	4.No. of regions and SAls supported in piloting eLearning	None	4 INTOSAI regions based on requests by 2017	4 INTOSAI regions based on requests by 2017 10 SAls based on requests by 2018

Link to SP/OI	Indicator	Baseline (2014)	Milestones (2015-2017)	Targeted Achievement
	Achieved:		In 2015, SAI India supported in piloting eLearning through support for LMS development, training of LMs administrators and eLearning mentors.	
	Source: IDI Project Reports and IDI Programme Report 2018			
	Progress Assessment: On target			
	5. eLearning Handbook published in English, Spanish, French and Arabic	None	English and Spanish 2016 French 2017 Arabic 2018	eLearning Handbook available in four languages by 2018
	Achieved:		Draft handbook developed in English in 2015 to be finalised in 2016.	
	Source: IDI Project Reports and IDI Programme Report 2018, IDI Community Portal			
	Progress Assessment <sup>2</sup> : On target			
	6. Portfolio of IDI eLearning courses in English, French, Spanish and Arabic available on IDI eLearning platform	None	English and Spanish courses by 2016 French courses by 2017 Arabic courses by 2018	English and Spanish courses by 2016 French courses by 2017 Arabic courses by 2018
	Achieved:		During the year 2015 IDI developed two new eLearning courses in-house: -Audit of Disaster Management (English-ASOSAI) - Poverty Reduction (Spanish –OLACEFS)	
	Source : IDI ELearning Platform, IDI Programme Report 2018			
	Progress Assessment: On target			
	7. eLearning community of practice available on IDI Community Portal	None	Community of practice available by 2015	Community of practice available by 2015
	Achieved:		eLearning CoP currently available on eLearning platform.	
	Source: IDI Community Portal			
	Progress Assessment: Some progress			

### C. Project Status

Language	No.	Project	Status
		<b>2015</b>	
English	1	Development and maintenance of IDI eLearning Platform	Completed
	2	Translation eLearning Materials (Thesis)	Completed
English	3	Product Development Meeting 1 - eLearning Handbook	Completed

<sup>2</sup> Use traffic lights. Green: on target. Orange: some progress, but may miss target. Red: off target. Grey: Not due

Language	No.	Project	Status
English	4	Development of LMS Adm. courseware	Completed
English	5	Support for Regional pilot	Postponed for 2016
English	6	Development of eLearning mentors courseware	Completed
English	7	IT Core Team Meeting	Completed
English	8	Support for SAI pilot (SAI of India)	Ongoing

## D. Programme Budget Monitoring

Budget 2015 (NOK)	Expense (NOK)	Variance (NOK)	Explanation
1 218 744	1 102 200	-10%	Local participants did not stay at the hotel during the SAI pilot. It was planned for 13 and only 4 stayed during the second week. One resource person also left early due to illness.

## E. Key Lessons Learnt (Transferable to other Programmes)

- A detailed check of SAI preparedness both in terms of technology and management commitment is necessary before engaging at SAI level. The ability of the SAI to use open sourced software should be particularly examined.
- eLearning teams put together for writing products must have necessary language competencies to make meaningful contributions. A common understanding of the subject matter is also necessary.
- IDI LMS can be used in all four languages for different purposes besides eLearning courses . e.g. communities of practice, online testing, registration, development of courseware and products etc.
- More people in the IDI, especially the programme coordinators, need to be trained in LMS administration so that they can independently support programmes and all burden does not fall on the eLearning manager.
- IDI must be careful when committing support to other pilots. Such support is very resource intensive and it may be better to transfer knowledge and skills in administrating the platform to other bodies.
- It is necessary to develop and implement a comprehensive procurement system for all regular services related to eLearning in the IDI.
- It is better to streamline communities of practice, integrate them with blended learning programmes and provide for the management of these communities.
- IDI needs to standardize the process of online participants registration linked with the LMS.
- **Continuous improvement:** Constant research about eLearning tools and best practices is very important to ensure quality eLearning experiences to our participants.

## F. Stakeholder Communication Plan

## Progress Assessment

<b>Communication with the INTOSAI regions</b> IDI E learning team will report at regional meetings i.e. Governing Boards, Assemblies and other relevant meetings of regional committees.	Completed
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Maintain a regular communication and cooperation with regional partners	
<b>Communication with other partners</b> IDI E learning team will actively seek other technical partners within and outside the INTOSAI community and communicate with them on a regular basis.	In progress
<b>Communication with the donors</b> IDI ELearning team will coordinate with Manager Strategy and Knowledge for communication with donors and other stakeholders	Not applicable (basket funds used)
<b>Communication with IDI Board</b> IDI Operational Plan and Annual Performance & Accountability Report	Completed

### G. Programme Monitoring Plan

Monitoring Tool	Frequency	Responsible	Expected data	Progress Assessment
Project Reports	To be filed within 15 days of the end of each project.	eLearning Manager	Activity related outputs achieved, actual v/s budgeted expenses, key lessons learned	Completed for 2015
Programme Monitoring Reports	Annual Progress and Financial Reports	IDI eLearning and web solution manager with the support of every Regional IDI Programme Manager	Outputs delivered, deviations if any, possible impact on target group, risks identified, implementation plan for next period, total expenses, approved budget and deviations, proposed budget for next period	Not completed. Will be discussed as part of new monitoring and follow-up system.

### H. Programme Evaluation Plan

### Progress Assessment

The IDI will arrange for an external evaluation of the programme in 2019.	Not due
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### I. Contribution to IDI Gender Goal

### Progress Assessment

SAI Outcome	Blended learning solutions will provide greater opportunities for participation of women	
IDI Outcome	IDI will put in place processes to ensure gender balance in all projects under the eLearning programme. ( This is subject to availability of resource persons and SAI staff with appropriate technical skills)	Among the 51 participants 13 are women (25%). Among the 12 resource persons used, 7 are women (58%)

### J. Risk Management (Within the control of those managing the programme)

Key Risks to Programme Success & Sustainability	Risk Response	Residual Risk	Risk Owner
INTOSAI Regions and SAIs may not be interested in eLearning or understand how to use it.	Communication and advocacy to explain the benefits of eLearning	Different understanding of eLearning.	IDI



Key Risks to Programme Success & Sustainability		Risk Response	Residual Risk	Risk Owner
INTOSAI Regions and SAIs could have different technological capabilities to participate in the Programme		Ascertain technical preparedness before engaging	In adequate information received from SAIs. Emergent technical and security issues due to use of open source software	IDI
IDI's in house capacity to support eLearning on a global scale		Creating a multi lingual eLearning team with an eLearning manager as the team leader Training for IDI staff	Dispersed eLearning team with other responsibilities Growing demand for technical support	IDI
Finding a core team of SAI resource persons with necessary technical and training skills in eLearning may be difficult		Create a resource profile and invite resource persons as per profile. Core team training	Availability of appropriate and trained resource persons throughout the programme	IDI
SAIs do not nominate suitable participants for certification programme		IDI will develop a competency framework and criteria for nomination. All nominations will be reviewed against criteria and a selection test will be conducted.	Availability of candidates that meet selection criteria	IDI
Use of certified eLearning specialists by SAIs and region		Signing of statement of commitments with participating SAIs. Providing support for SAIs to implement eLearning	SAIs and regions may not have technical resources to implement eLearning	SAIs and region
New Risks	N/A	N/A	N/A	N/A

