

## SUPPORT FOR PARTICIPATION IN INDES TRAINING COURSES

(TC-01-07-00-0-RG)

### EXECUTIVE SUMMARY

<b>Requester:</b>	The borrowing member countries
<b>Beneficiaries:</b>	Professionals from Latin America and the Caribbean (LAC) involved in social policy and program design, management, and formulation.
<b>Executing agency:</b>	The Bank through INDES
<b>Financing:</b>	IDB (net income from FSO): US\$2,500,000 Total: US\$2,500,000
<b>Terms:</b>	Execution period: 24 months Disbursement period 36 months
<b>Objectives:</b>	The purpose of the project is to increase the understanding and effective use of best practices in policy and program management and design in social sector organizations in Latin America and the Caribbean (LAC).
<b>Description:</b>	<p>The project is divided into four components:</p> <p><b>Component I:</b> financing for participation in live courses and distance learning for at least 1,304 professionals from LAC (senior management, technical experts, and trainers involved in social policy and program formulation and management). <b>Component II:</b> financing for participation by instructors in INDES training activities. <b>Component III:</b> preparation of training materials, particularly for distance-learning courses. <b>Component IV:</b> developing and implementing a strategy for an ongoing evaluation of INDES initiatives including an outside evaluation of the present project.</p>
<b>Environmental and social review:</b>	On the basis of the social and environmental review (TRG 42-01 of 2 November 2001), it was recommended that a module or course on gender analysis be incorporated into the project. This recommendation is reflected in paragraph 2.4.

<b>Benefits:</b>	Direct benefits of the regional courses are: (a) delivery of tools for design and implementation of social programs and policies that will help to foster changes in the analytical approach to social reform; (b) strengthening of organizations whose professional staff takes part in the training; (c) opportunities for exchanges and establishment of regional networks of professionals; and (d) promotion of better communications with the economic sectors. An indirect benefit for IDB projects will be training for organizations involved in IDB programs, thus increasing the likelihood of a project being carried out successfully and having a sustainable impact.
<b>Risks:</b>	Two main risks have been identified in connection with the impact of the training. The first has to do with the possibility that the effects of training may be diluted given the magnitude of the social sectors, and the second concerns whether the graduates will stay on with the beneficiary organizations. The first risk will be assuaged through (a) strategic selection of participants; (b) relevance of training content; and (c) the creation of a critical mass of graduates in a given country by means of national programs and a strong emphasis on the multiplier effects of training. The second risk will be offset by identifying organizations that are actively committed to institutional strengthening through the assimilation of new knowledge and ideas and their interest in INDES courses. Also, organizations that put forward candidates for training will sign a commitment to retain the graduate in his/her present position (or one with similar responsibilities) for at least one year after completion of the training.
<b>The Bank's country strategy:</b>	INDES was created to enhance the efficiency, effectiveness, equity, and sustainability of social services in Latin America and the Caribbean. Given this mandate, its activities are intimately linked to the Bank's strategies for the social sectors.
<b>Special contractual clauses:</b>	N/A
<b>Exceptions to Bank policy:</b>	N/A

## **I. FRAME OF REFERENCE**

### **A. Social Management in Latin America and the Caribbean**

- 1.1 During the 1990s, the countries of Latin America and the Caribbean (LAC) devoted considerable time and attention to consolidating economic reform and redefining strategies to promote efficient and equitable social development as part of efforts to deepen the democratic process. Social programs and policies in the region were oriented towards creating opportunities for all members of society, and in particular reducing poverty, exclusion, and inequity. This in turn has made it necessary to coordinate economic and social policies more closely so that social initiatives could respond to a clear and integrated vision of social and economic development.
- 1.2 With the passage of time, the public agenda in the region has held true to, and even deepened, its social objective, thus making it necessary to come to grips with new challenges in designing and managing social programs and policies. These challenges have brought about a need to rethink the process of policy formulation in order to make it more strategic, more democratic, and more participatory. The traditional view of a technocratic program and policy design process has given way to a more interactive one based on idea development and consensus building. Although technical content continues to be a key component, also essential are strategies on consultation, dialogue, negotiation, and feedback that bring into play all of the actors concerned.
- 1.3 The search for efficient, equitable, and sustainable social development is compelling countries to restore an earlier dimension of social programs and policies that has been overlooked: social management. It has been, and continues to be, necessary to promote a modern management culture that is adaptive, participatory, strategic, and committed to producing genuine social change. Such a culture calls for modernizing institutions and organizations, overcoming bureaucratic conflict, and managing interagency and intersector networks.
- 1.4 A qualified and committed human capital base is needed to accomplish this aim. The key actors in social program and policy formulation and management need to be skilled in handling complex, unforeseeable situations, have extensive experience with social reform, have a strategic vision and a firm belief in the immediate need to surmount the limitations of society, be able to engage in rigorous dialogue with the social and economic sectors, and have the appropriate modern management skills. They must also act as social leaders.

### **B. Inter-American Institute for Social Development (INDES)**

- 1.5 Established in 1994 by the IDB, the Inter-American Institute for Social Development assists the Bank's borrowing member countries in training a critical mass of professionals charged with designing and managing social initiatives. INDES's mission is to use training as a means of enhancing the organizational

performance of the social sectors in Latin America. In this capacity, it is one of the Bank units supporting the strategic agenda of the Bank and the governments of beneficiary countries in pursuing equitable and sustainable social development.

- 1.6 INDES devised a training curriculum for middle and senior management in the social sectors that is intended to instill in the participants a series of concepts, convictions, and tools that could help Latin America and the Caribbean to address the main challenges surrounding the formulation and implementation of social programs and policies. Issuing from the curriculum was an intensive four-week course for professionals from the Bank's borrowing countries who are responsible for social policy and program design and management. This course is referred to informally as the "INDES basic course", not because the level of its content and approach is basic, but because it incorporates all of the essential elements of the challenges to social program and policy formulation and management that INDES has identified. The course content is divided into the following four modules: (i) analytical context and framework of social reform; (ii) the process of social management and policy formulation; (iii) tools of social management and policy formulation; and (iv) current trends in social reform in Latin America. This course has been evolving in terms of its focus and content to incorporate new learning processes, experiences, and reflection on the changes occurring in the economic, social, institutional, and political landscape. From time to time, issues that the Bank has considered of priority have been added such as social exclusion, ethics, and citizenship.
- 1.7 Another line of activity that INDES has pursued since its inception is to organize in conjunction with trainers and instructors from the region courses and seminars that offer or prepare formal post-secondary training courses and/or programs on topics relating to social program and policy management and design. The exchanges that take place in these courses seek to support the creation of new programs or courses and to strengthen existing programs or train teachers and coordinators for future national programs.
- 1.8 Since the basic course was first offered, demand for training in social management has burgeoned and INDES has been asked to design special programs in different countries across the region. Since 1996, national programs have been carried out in Argentina, Bolivia, Brazil, the Dominican Republic, Nicaragua, and Paraguay, new ones are about to get under way in Honduras and Venezuela, and another program, for Guatemala, is on the drawing board. In its national programs, INDES works closely with the requesting government to design a training program that meets the country's particular needs. In some programs, INDES and the government bring together a team of instructors, mainly consultants selected by INDES, and it sets up a headquarters in the country to handle an ambitious training program of fixed duration. In other cases, INDES works with national organizations in designing and directing a curriculum and various courses and pursues a training strategy for trainers who will be carrying out the national training programs.

- 1.9 Other units within the Bank as well as different groups in the region have also expressed interest in having INDES offer training to different target populations and/or on specialized topics. In addition to its basic course, INDES has been organizing seminars on public hospital financing, management, and performance; performance measurement and the use of management contracts in the social sectors; rural poverty; development and equity; social program evaluation; and leadership. Courses have also been held on social policy and program management and design for the following specialized groups: indigenous community leaders, professionals from youth organizations, communications professionals, managers of nongovernmental organizations, and lawmakers. A course for leaders of Afro-Latin-American communities or organizations is in preparation. These specialized courses and seminars are especially designed to address the priorities of the target populations.
- 1.10 Since its inception in 1995, INDES has offered 65 regional courses, providing training to a total of 1,721 professionals. Of this number, 787 (46%) were women, 934 (54%) were men, 796 (46%) were from A and B countries, and 879 (51%) from C and D countries. Participants from nongovernmental organizations and universities accounted for 29% of the total. Also taking part in INDES regional programs were 64 professionals from the Bank with funding from the administrative budget of their respective departments. Of these IDB professionals, 53 were sector specialists from the Bank's Country Offices who attended the basic course. It is estimated that some 6,000 professionals have taken part in initiatives spawned under national programs.
- 1.11 Since 1999, INDES has been exploring and testing distance education strategies in a move to supplement and expand its training initiatives. A course available on CD-ROM and on the Internet contains the main elements of the basic course. In the last year, INDES has set up and begun using multi-site videoconferencing equipment to facilitate this medium for conferences and meetings. Looking ahead, INDES plans to move forward with creative strategy mixes that include printed texts, videoconferencing, videotransmission, and electronic learning to expand the coverage of its initiatives and to enrich the learning process and exchanges between professionals in the region.
- 1.12 Once they have completed the courses, the participants will become part of an exchange network whereby the course is the focal point of a broader learning approach. A pivotal feature of this exchange is the INDES website where participants can obtain information and keep abreast of the Institute's latest initiatives as well as take part in electronic forums and chats on social management issues, participate in conferences by videostreaming on the Internet, join in multi-user simulation games on social management issues, have on-line access to INDES publications and to sites with information on worldwide social issues, and to keep in constant touch with the INDES community. This website (<http://www.indes.org>)

will in turn make it possible to engage in monitoring with graduates as a means of supplementing other consultative and evaluation mechanisms.

- 1.13 INDES has compiled an extensive body of materials to assist with training and has translated and reproduced these materials for different mediums. Also, it has prepared texts, case-studies, and simulations to accompany the texts compiled and provide examples. INDES materials now make up a vast body of learning and experiences that facilitate learning for the social sectors in LAC.
- 1.14 As an integral part of the Bank, INDES benefits from the wide-ranging experience its social divisions and sector specialists have acquired in the region. Many Bank professionals have attended INDES regional and national courses as instructors or speakers. The participation of IDB counterpart teams in INDES training activities has enriched dialogue with the Bank and strengthened the teams carrying out IDB-financed projects.
- 1.15 The training for INDES has been funded from various sources, the main ones being:
  - a. The Bank's administrative budget, which covers premises, salaries and benefits of the team of instructors and the administrative team in Washington D.C., missions, to support regional programs that may be implemented away from Washington, and preparation of materials.
  - b. Regional technical-cooperation funding for "Training and instruction of social managers in Latin America" (ATN/CI-5002-RG), in the amount of US\$6.7 million from the Fund for Special Operations (FSO). This operation, approved on 6 September 1995, covers the cost of travel and per diems for different INDES training courses.<sup>1</sup>
- 1.16 Other sources of funding that INDES draws on to defray the cost of specialized regional training are the Japan Special Fund and support from the governments of Norway, Spain, and Sweden. In some cases the organizations that send professional staff to the training courses fund their participation expenses. Costs of national programs have been covered by beneficiary governments as well as by the governments of Norway and the United Kingdom. Canada and the European Union have provided resources to bring INDES guest instructors who can contribute with their experience and expertise in certain courses and particularly with materials they prepare for the Institute.
- 1.17 In special workshops and seminars on specialized topics, the organizations that sponsor attendance by their staff have defrayed part of the costs entailed. The Bank

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<sup>1</sup> Participants in basic courses and courses for trainers and seminars on specialized topics.

and other multilateral agencies that have sent participants to INDES courses have covered the costs of their participation.

**C. Evaluation of INDES training**

- 1.18 INDES has performed and commissioned assessments of its regional and national programs. Such assessments have confirmed that training is considered highly relevant and on a level that challenges the participants and motivates them to learn. These evaluations have shown that regularly updating the content and materials makes it easier to maintain their quality and relevance. They have also shown that participants are able to apply broadly the skills and tools promoted in the course. Testimonials from graduates and their supervisors shed light on specific changes in work processes, management styles, leadership behaviour, and tangible proposals for new programs or changes in existing ones. The evaluations have recommended new challenges for INDES such as strengthening exchanges and ongoing learning between networks of graduates that spring up in the region, making less use of teachers conferences in regional programs, devoting even more course time to sharing and analysis of experiences, and establishing strategies and providing incentives to promote more sustainable national programs.
- 1.19 INDES has commissioned an external assessment of the regional technical-cooperation project. The evaluators performed an analysis of training requirements that focused on identifying management skills that key actors within the Bank and the region consider to be qualities that distinguish the highly successful social managers from the less successful ones and the factors that need to be improved through training initiatives. It found a high degree of compatibility between the content of the INDES training courses and the requirements mentioned, and that it was therefore highly relevant. The evaluation recommends that a greater proportion of the INDES training courses be devoted to mechanisms that support the social program and policy design and management, including an analysis of the situation and the actors involved, strategic planning, scenario analysis, the defining of manageable objectives, strategies to promote participation, logical framework, and monitoring and evaluation strategies. Initially, the evaluation is already showing the effects of training and its impact on certain social programs and more often on specific the efficiency, effectiveness, equity, and sustainability of social services in Latin America management processes. The evaluators are in the process of developing a phase to survey and interview graduates and their organizations to validate these effects and impacts and determine their magnitude.

**D. The Bank's strategy for the sector**

- 1.20 INDES was created for the purpose of reinforcing institutions and organizations in the social sectors and improving the effectiveness, efficiency, equity, and sustainability of social services in Latin America and the Caribbean. In light of this mandate, its activities are intimately related to the Bank's strategies for the social sectors.

**II. THE PROJECT**

**A. Objectives**

- 2.1 The purpose of the project is to increase the understanding and effective use of best practices in policy and program management and design in social sector organizations in Latin America and the Caribbean. This project will provide institutional strengthening to organizations that promote social development, many of which act as counterparts in the IDB operations for the social sectors. It will also help to change the management culture in the social sectors and promote sustainable reforms in social service delivery so that such services are provided efficiently and equitably in Latin America and the Caribbean.

**B. Components**

- 2.2 This objective will be achieved by having professionals from LAC countries participate in INDES regional training programs. Accordingly, the project has been divided up into the following components:

**1. Component I: Regional courses in distance learning and classroom instruction (US\$2.09 million)**

- 2.3 The project will finance attendance at live instructional courses provided by INDES for at least 504 participants from government, nongovernmental organizations, and civil society, and post-secondary or vocational training institutions in the Bank's 26 borrowing member countries. Also included will be distance training for at least a further 800 participants.
- 2.4 The regional training course will consist of classroom instruction, seminars, and workshops (in Washington, D.C., or some other center in the region) and distance learning (using different mediums). It will include four-week courses devoted to the broad topic of social program and policy management and design, with content that will be updated and modified to suit the dynamics of development in the region. These courses will be modified over time as technology is added during the initial preparatory phase and in the face-to-face stage. Also included will be courses for trainers and specialized seminars on specific topics that are high on the social policy agenda in the region. Amongst the topics that may be considered for



specialized seminars are policies to alleviate rural poverty, social program evaluation, social program performance measurement, education reform policy, health services reform policy, gender analysis in social policy and program management and design, and social program and policy management and design for indigenous community leaders.

- 2.5 The proceeds of the present operation will cover the cost of the courses and the participants' expenses as shown in the table below:

<b>Project-financed courses and participants</b>								
<b>Classroom instruction</b>	<b>ANNUAL PROGRAM<sup>2</sup></b>				<b>TWO-YEAR TOTAL</b>			
	Courses programmed	Courses financed under present project	Total participants	Participants financed under present project	Courses programmed	Courses financed under present project	Total programmed	Participants financed under present project
Specialized seminars (1 week)	14	2	504	72	28	4	1,008	144
Specialized seminars (2 weeks)	1		36		2		72	
Trainers course (3 weeks)	2	2	72	72	4	4	144	144
Basic course (4 weeks)	3	3	108	108	6	6	216	216
Subtotal	20	7	720	252	40	14	1,440	504
<b>Distance learning</b>	<b>ANNUAL PROGRAM</b>				<b>TWO-YEAR TOTAL</b>			
40 hours duration	16	10	640	400	32	20	1,280	800
Subtotal	16	10	640	400	32	20	1,280	800
<b>TOTAL</b>	<b>36</b>	<b>17</b>	<b>1,360</b>	<b>652</b>	<b>72</b>	<b>34</b>	<b>2,720</b>	<b>1,304</b>

## 2. Component II: Guest instructors (US\$57,120)

- 2.6 To infuse the training initiatives with innovative experiences and topics on the cutting edge of exploration and experimentation, the program will include a modest amount for guest instructors to complement the INDES teaching team. Such professionals will share their expertise with participants in courses, seminars, and workshops and also leave INDES with material so that others, too, can benefit from the INDES sessions. These instructors will be invited to attend for periods of up to one month.

<sup>2</sup> The annual program includes activities financed from the present project and other sources in the form of regional technical-cooperation funding from the Bank's Trust Funds (ATN/JF-5187-RG, ATN/SI-6414-RG, ATN/EI-6068-RG, and ATN/JF-6528-RG-15) and from special contributions from the Canadian government's Trust Funds (CANTAP-2 and IDRC).

### **3. Component III: Preparation of materials (US\$210,000)**

- 2.7 The project will include funding for text materials, case studies, and simulations to support live courses, and in particular materials to supplement distance education through mediums that include printed texts, but may also consist of videos and courses or learning sessions supported by the Internet, CD-ROM, and other different media. These activities will make it possible for INDES training courses to transcend the constraints of time and space, supplying certain kinds of learning support 24 hours a day/7 days a week in remote locations. The technical-cooperation funding will cover consultants' fees and any expenses incurred to help the INDES team to prepare materials as well as the cost of reproducing and distributing materials. In addition, financing will be provided to establish and administer a case-study bank documenting best practices in social programs and policies.

### **4. Component IV: Evaluation strategy (US\$50,000)**

- 2.8 Under the project, an aggressive ongoing strategy will be implemented to monitor and evaluate INDES initiatives, including the development, application, and analysis of instruments to evaluate knowledge, values, or attitudes and skills (with before and after training versions); the analysis of changes in processes and outcomes of work-related training; and other analytical strategies. These activities will enable INDES to foster an evaluation process that can serve as a tool that provides timely and relevant support for decisions on training content, methods, and approaches.
- 2.9 Employing the proceeds of a technical-cooperation project (ATN/CI-5002-RG) and resources from the administrative budget, INDES has embarked on the task of designing an evaluation strategy that generates learning and data to support and strengthen INDES management and supports the learning process itself of participants in INDES training courses through mechanisms that measure knowledge, attitudes, skills, and other factors to determine the effect and impact of training. The proceeds allocated to this component will make it possible to design and apply the necessary instruments for evaluating learning in project-financed training. It will also cover the cost of an external mid-term evaluation of the project.

### **C. The beneficiaries**

- 2.10 The participants in INDES live and distance regional training courses will be (a) senior management and technical experts from the public sector that design and help formulate and manage social policies and programs; (b) senior management and technical experts from agencies that design and implement economic policy and participate in the allocation of public resources; (c) social managers from government, nongovernmental, and civil society organizations in charge of broad-based social programs; (d) leaders of organizations taking part in the formulation,

negotiation, management, and/or evaluation of social policies and programs, including businessmen, professional associations, youth or cultural organizations, ethnic or religious communities, etc.; and (e) trainers and teachers. The technical and management personnel linked to social sector initiatives of the Bank and other international agencies may also attend regional courses although this will not be financed under the present operation.

- 2.11 Participation in INDES courses will be promoted through a campaign to disseminate information to the public through various media including INDES's website. Its website was recently redesigned to facilitate access to continuously updated information and electronic bulletins and printed materials distributed to the Bank's Country Offices and Regional Operations Departments, and to a wide range of organizations and agencies in the Bank's borrowing countries.
- 2.12 The beneficiaries will be selected from applicants meeting the necessary conditions by an Interdepartmental Committee. The Committee will receive recommendations on the candidates from the Bank's Country Offices and evaluate each application according to the following criteria:
- importance of the applicant's organization in formulating and managing social policies and programs or in allocating resources to such policies and programs;
  - the extent to which the applicant satisfies the basic conditions (country of origin, fluency in the course language, and education);
  - position and duties of the applicant; and
  - the applicant's commitment and interest.

#### **D. Cost and financing**

- 2.13 The total cost of the project will be US\$2.5 million, which will be financed by the Bank on a nonreimbursable basis from the net income of the Fund for Special Operations, as shown in the table below:

**In US\$**

<b>DESCRIPTION</b>	<b>IDB (FSO)</b>
<b>Component I:</b>	<b>2,091,064</b>
▪ Support for participants in regional live courses	1,799,764
▪ Support for regional distance-learning initiatives	291,300
<b>Component II:</b> Guest instructors	57,120
<b>Component III:</b> Preparation of materials	210,000
<b>Component IV:</b> Evaluation strategy	50,000
<b>Contingencies</b>	91,816
<b>TOTAL</b>	<b>2,500,000</b>

- 2.14 The project funding will be used to defray the following variable direct costs incurred by participants in regional courses from the Bank's borrowing countries and from the organizations mentioned in paragraph 2.10: (i) return air fare from the place of work to the course site; (ii) lodging, which is paid by INDES in a single place to facilitate interaction and team work between participants and to obtain better prices; (iii) a small allowance for food, transportation, communications, and other expenses for the duration of the course; (iv) medical and life insurance for the participant while away from country of origin to attend the INDES course; (v) electronic and/or printed course material; and (vi) communications costs for distance courses, as appropriate. Also covered will be (i) logistical support for courses through outsourcing; (ii) live and distance course material; (iii) attendance by guest instructors and speakers invited to diversify the course content; (iv) the purchase, replacement, and maintenance of distance education equipment; and (v) the implementation of INDES comprehensive evaluation strategy.
- 2.15 The Bank will draw on the INDES administrative budget to fund all expenses incurred to procure teaching staff, physical facilities, and operating funds to make it easier to implement the present operation.

### **III. EXECUTION OF THE PROJECT**

#### **A. Execution and administration**

- 3.1 Technical responsibility for the operation will fall to the INDES unit within the Integration and Regional Programs Department (INT/SDI). Basic responsibility will be assigned to the Department's Regional Technical Cooperation Division (INT/RTC).
- 3.2 The program courses will be designed and offered by INDES in or from facilities it maintains at the Bank's Headquarters. The operational aspects of the program and its logistics will be the responsibility of the INDES Operations Coordinator, and the INDES Academic Coordinator will be responsible for all academic aspects of the courses.
- 3.3 The Bank's Country Offices in the member countries will assist INDES with (i) dissemination, (ii) logistical support in providing air fares to participants attending live courses, (iii) infrastructure support, wherever possible, for the distance education courses, and (iv) receipt of applications.
- 3.4 The live and distance courses provided under the operation call for a basic level of logistical support so that the courses can be offered in a timely manner. To this end, INDES has outsourced services to a company that will (i) input and maintain data on applicants, (ii) administer databases, (iii) develop and maintain the INDES website, (iv) input and maintain the INDES document data base, (v) provide

audiovisual support for the preparation and delivery of distance education materials, (vi) provide direct support to participants, and (vii) provide logistical support for preparation of courses and educational materials. The company was hired under an open bidding process in accordance with the guidelines of the Bank's Procurement Section (ITS/PRC). The company was hired under a one-year contract, which may be renewed subject to an evaluation of the services provided.

- 3.5 The members of the Interdepartmental Selection Committee (paragraph 2.12) will be the Manager of the Regional Programs and Integration Department, the Chiefs of the Social Divisions of the three Regional Departments (or such individuals as may be designated), the Academic Coordinator, and an instructor from INDES. For programs or courses to be carried out in conjunction with other units within the Bank, the Chief of the respective unit (or such individual as may be designated) will also sit on the Committee. This Committee has been selecting participants for another regional project (ATN/CI-5002-RG).

**B. Execution and disbursement periods**

- 3.6 The program will be carried out in 24 months from the start-up date of the first annual program under the INDES course cycle. The disbursement period will be 36 months.

**C. Procurement**

- 3.7 The Bank's standard procedures will be used for all procurement.

## **IV. BENEFITS AND RISKS**

**A. Benefits**

- 4.1 The project will make it possible to train social managers in the public and private sectors and those in charge of social programs and policy formulation in the region to strengthen the organizations in which they are employed and thus to contribute to the process of efficient, effective, and sustainable policy reform. The increasing use of distance education will extend the program's geographic coverage.
- 4.2 In addition to a wide array of different training courses, the regional programs present invaluable opportunities for exchanges, discussion, and debate to enhance the knowledge of the participants based on experiences and lessons learned from the social sectors in many countries across the region and the world. In this way a spirit of integration and solidarity will be promoted in seeking a model of social development that helps to generate a firm belief in and a commitment to social reform.
- 4.3 The regional courses and workshops will also provide opportunities for setting up networks of professionals, that can stimulate discussion and future exchanges, thus

endowing participants with new resources and inputs for analyzing problems that may arise in the course of their work.

- 4.4 INDES regional training seeks to generate knowledge and provide participants with new tools for designing and implementing social programs and policies. It will seek to bring about changes in the analytical structures of the participants so that their approach to policy analysis and potential alternatives for social reform can be modified. Moreover, it will develop learning, beliefs, and skills for enhanced state-of-the-art management methods, interagency coordination, and network building.
- 4.5 INDES regional training seeks to add technical and analytical rigor to social policy dialogue. It proposes a language that facilitates more effective communication with the various economic sectors.
- 4.6 The Bank's loans and operations will benefit indirectly from the training provided in the regional courses and workshops through the diverse training to professionals serving as counterparts and executing agencies for Bank programs under way or in preparation.

**B. Risks**

- 4.7 The risks associated with training of this nature have to do with the fact that the social sectors in the beneficiary countries are so broad that the impact of the program may be diluted. INDES therefore proposes to use three strategies to avoid this risk:
  - a. Participants in its regional programs will be chosen strategically to ensure that those selected are professionals who effectively discharge important roles in social management and social policy design in their countries.
  - b. The content of the training courses will be carefully designed to ensure that it is highly relevant and therefore immediately applicable. Each participant must graduate from the courses or workshops with tangible added value in terms of expertise, which will enable the individual to deal with key problems in his surroundings. The content will continue to be adapted to those topics placed high on the strategic agenda of decision-makers and social managers in the region.
  - c. Multiplier efforts of INDES regional initiatives will be strongly emphasized, particularly training for trainers and exchanges with university centers and/or vocational training under social management programs.
- 4.8 INDES will continue promoting national training programs whereby training can be provided to a critical mass of professionals in any given country.
- 4.9 Another risk resides in the possibility that the graduates may not remain long enough with their organizations when the training is over for it to have an impact.

To minimize this risk, organizations that are actively committed to institutional strengthening through the use of new skills and ideas and interest in the INDES courses will be identified and selected. Organizations that put forward candidates for training will sign a commitment to keep the trainee in his present position (or one with similar responsibilities) for at least one year.

## **V. EVALUATION**

- 5.1 The evaluation of the outcomes and impact of this project will be based mainly on the evaluation of each course/workshop, the participants' pre-course and post course evaluations, and a strategy to monitor participants and their supervisors (paragraph 2.8). INDES will be responsible for designing and applying the evaluation and monitoring tools. The evaluation strategy entails evaluation mechanisms and strategies that INDES itself will apply and analyze.
- 5.2 The project funding will be used to commission an outside midterm evaluation when one half of the planned courses have been completed.

## LOGICAL FRAMEWORK

### PROJECT TO SUPPORT PARTICIPATION IN INDES COURSES

**Aim: Help improve the efficiency, effectiveness, equity, and sustainability of social services in Latin America and the Caribbean thus contribute to more equitable and sustainable social development**

Objectives	Verifiable indicators	Source of information	Assumptions
<p>Changes in the working methods, the design and management of programs of government and non-governmental organizations active in the social sectors in LAC.</p>	<p>One year after completion of INDES training, 60% of graduates apply new social management tools to their respective programs.</p>	<p>Surveys to monitor graduates and their supervisors.</p>	<p>Social and economic policies are coordinated to complement ongoing efforts to bring about sustainable socioeconomic development.</p>
	<p>One year after completion of INDES training, 50% of graduates are making better use of criteria of efficiency, effectiveness, equity, and sustainability in designing and managing some policies, programs, or projects.</p>	<p>Interviews with graduates.</p>	<p>Economic and social policies of the State not just government policies.</p>
	<p>One year after completion of INDES training, 60% of graduates acknowledge that participation in INDES course has led to changes in the work process or the design of a program or project.</p>		<p>Budgetary allocations and disbursements are enough to ensure proper delivery of social services.</p>
	<p>One year after completion of INDES training, participatory methods in program design, management, and evaluation have been applied to at least one program in each organization.</p>		
	<p>At least 35% of graduates' supervisors recognize changes in the graduates' performance as a result of participation in INDES course.</p>		



Objectives	Verifiable indicators	Source of information	Assumptions
<p>Increase the understanding and of best practices in policy management and design in organizations in LAC.</p>	<p>At least 90% of graduates of INDES regional courses demonstrate greater understanding or sensitivity to some of the priority issues covered in INDES training.</p> <p>At least 70% of graduates modify or strengthen their commitment to values associated with equitable and sustainable social development.</p> <p>At least 70% of graduates improve their ability to manage certain social management tools.</p> <p>At least 70% of graduates demonstrate greater understanding or sensitivity to the economic, social, and political context of their programs and projects.</p>	<p>Pre-course and post course evaluations of knowledge, attitudes, and skills.</p>	<p>Organization are prepared to a changes proposed by graduate</p>
<p>INDES regional live courses.</p> <p>INDES regional distance es.</p>	<p>At least 502 participants, brought together from the Bank's 26 borrowing member countries with project financial support, complete the INDES regional course.</p> <p>At least 800 individuals from the Bank's borrowing countries complete within two years an INDES course offered through the medium of distance learning.</p> <p>At least 90% of graduates of INDES regional courses recognize that what was learned in the course is highly relevant to the challenges of the workplace.</p> <p>At least 90% of graduates recognize the high quality of the INDES course.</p>	<p>INDES administrative requirements.</p>	<ul style="list-style-type: none"> <li>• Bureaucratic redtape or respond to efforts for cha make it feasible to enhance services design and mana</li> <li>• Organizations fulfill com with Bank to keep gradu positions (or in a similar hierarchically higher posi year after completion of t</li> </ul>

Objectives	Verifiable indicators	Source of information	Assumptions
<p>of guest speakers n topics of INDES initiatives.</p> <p>modules for the design and of social programs and buted in major LAC social zations.</p> <p>training initiatives through anges in performance, ies, knowledge, and skills of n training initiatives.</p>	<p>Guest specialists give at least 10 conferences at INDES courses. Conferences are taped and edited for subsequent use in other live and distance learning courses.</p> <p>Texts, case studies, and new simulations are prepared for use in INDES courses with full or partial project financing.</p> <p>A comprehensive evaluation and feedback strategy for INDES initiatives is designed, implemented, and maintained.</p>		

es that will be financed with project resources are shown in the logical framework. These will be supplemented with initiatives for analysis of req  
preparation of courses, preparation of materials, instruction, and monitoring to be carried out by the permanent INDES team. The costs (salaries  
and facilities) are covered under the Bank's administrative budget.

**PROPOSED RESOLUTION**

**REGIONAL. NONREIMBURSABLE TECHNICAL COOPERATION FOR A PROJECT  
TO SUPPORT PARTICIPANTS IN THE TRAINING OF THE INTER-AMERICAN  
INSTITUTE FOR SOCIAL DEVELOPMENT (INDES)**

**The Board of Executive Directors**

**RESOLVES:**

1. That the President of the Inter-American Development Bank or such representative as he shall designate is authorized, in the name and on behalf of the Bank, to adopt such measures as may be pertinent for the execution of the plan of operations referred to in Document AT-\_\_\_\_\_ with respect to a nonreimbursable regional technical cooperation for a project to Support Participants in the Training of the Inter-American Institute for Social Development (INDES).

2. That up to the amount of two million five hundred thousand dollars of the United States of America (US\$2,500,000), is authorized for the purpose of this resolution, chargeable to the net income of the Fund for Special Operations.

3. That the above-mentioned sum is to be provided on a nonreimbursable basis.