Capacity building and knowledge Exchange in Latin America

Sustainable Development through “Quality Infrastructure Investment”
Tecnológico de Monterrey

VISION
To educate leaders with an entrepreneurial spirit, human sense and internationally competitive.

31 Campuses in Mexico

16 sites and international liaison offices in 13 countries
I. 1989: Satellite technology for course delivery and Internet for student interaction.

II. 1999: Blended learning

III. 2000: Online and blended learning

Institution's e-learning capacity

25 years of experience

63 countries

Synchronous and asynchronous distance education

2000
Urban agglomerations

Most of the world’s population will become urbanized with the largest urban centers being in the Global South. The challenge is larger when we consider that a high percentage of poor live in urban areas.
New challenges of city management

Cities lack the ability to fully respond to new challenges

• Changing the culture and the way we look at city management
• Enhancing the competencies in the urban sector where a large number of urban officials need to be trained
• Innovating in capacity building models through online learning environments
• Using ICT platforms to scale up capacity development
• Finding new ways of managing urban growth
• Developing systems for knowledge exchange and social and collaborative learning
• Creating a massive processes for innovation and knowledge exchange
• Building accountability
Continuous in-service education for the public sector

As the qualifications of the public servants become more relevant, *continuous in-service education* also becomes more important for the public sector.

**Challenges:**

- **a)** Capacity development is not totally available to all staff
- **b)** Training is of low quality and not focusing on priority areas
- **c)** Training providers are insufficiently qualified
- **d)** Trainers cannot guarantee long-term sustainability in the provision of programs

Source: (Council of Europe, 2005).
Distance learning capacity building programs for subnational governments in Latin America

- The educational programs have been delivered online, and face to face through Internet and networks located all over Latin America.
Capacity building
blend of instruments, activities, and delivery modes

Technology and resources
- Digital library
- Video resources
- Web conference
- Mobile devices
- Podcast
- E-books
- Remote labs
- Simulators

Learning environment
- Capacity Building
- Knowledge Exchange

Teaching and learning strategies
- Problem based learning (PBL)
- Project oriented learning (POL)
- Collaborative learning
- Case method

Delivery Modes
- Face-to-face
- Virtual
- Blended

Learning resources and knowledge exchange activities
Learning by doing
Tailor made assistance and training
Strategic areas to empower public sector

- Sustainable Land Use Planning
- Public-private partnerships
- Safe cities and crime prevention
- City management
- Public and participatory governments
- Public finance
- Climate change
- E-government

**Toward the future:**
Work towards programs that certify core and specialized competencies in a cost effective manner in partnership with national and local institutions
Capacity building
For agents of change

Public officials
38,530 participants
25 countries

Principals and teachers
179,001 participants
21 countries

SMEs
5,574 participants
21 countries

Communicators
3,981 participants
18 countries

Community
424,551 participants
8 countries

Non Governmental Organizations
21,627 participants
25 countries

673,264 participants from 31 countries
Learning communities for knowledge exchange

Educational Ecosystem
On line community of practice

ACCESS
- Moocs
- Educational resources:
  - Different tools
  - E-consulting

SHARE
- Best practices

PRACTICE
- Transfer knowledge to action

LEARN
- Courses
- Capacity development programs
- Learn to Learn
- Transferring knowledge to action

COLLABORATE
- Living labs
- Peer to peer

ENGAGE
- Design Thinking
- Collaborative learning
- Learning by doing
- Problem based learning
- Project based learning
- Social Learning
- Gamification

Learning options:
- Distance / Online Learning
- Mobile Learning
- Hybrid / Blended Learning
- Self-paced instruction

Multi-stakeholder network:
Universities, local governments, Ngos, society, practitioners,

Capacity development is a continuous process.
Learning Communities

• Promote reflection of learning experiences, sharing of best practices and innovation.

• Create database of projects that can be used as knowledge repositories; open and available beyond spatial and time boundaries.

• Citizens and organizations interact in projects design and implementation to increase the quality of life and the development of their communities.

• ICT aid virtual environments to enhance cooperation and collective construction of knowledge.
Online learning communities

Public Administration
www.emprendegestionpublica.org.mx

PPP
www.muniapp.org.mx

NGO’s
www.massociedad.org.mx

SME’s
www.pymetecvirtual.mx

Virtual Community Center
www.cca.org.mx

Teachers
www.formandoformadores.org.mx

7,616,059 visits
Who is involved?

As participants:
- State governments
- Local government employees
- Non governmental organizations (NGOs)
- Civil society
- Mass media
- Private sector
- Politicians
- Academics

As Practitioners and Instructors:
- Former participants sharing experiences
- Area specialists
- Members of international organizations (TI, WB, UNDP, IDB)
- TTLs
Quality Infrastructure Investment

Public infrastructure investment has been declining and we need alternative procurement methods.

Small and medium sized cities in Latin America have an inadequate institutional capacity for sustainable development.

The professionals that take part in infrastructure projects, in both the public and private sectors, require an adequate training in order to manage the responsibilities and risks involved and good technical assistance.

• To address these needs, and with the support of the IDB and the WB, the Tecnológico de Monterrey developed an e-learning program for capacity development in Public Private Partnerships (1500 participants, 16 countries)

• A learning community was developed for knowledge exchange

• And e-consulting platform was also developed in order to provide local governments and stakeholders, technical assistance and training for projects in PPP, that allows to meet various needs and maintain ongoing communication and consulting anywhere.

• Tailor made assistance and training. Online and on-site
Quality Infrastructure Investment

The infrastructure investment needs of Latin America are very high and beyond the means of most governments.

Small and medium sized cities in Latin America have an inadequate institutional capacity for sustainable development.

The professionals that take part in infrastructure projects, in both the public and private sectors, require an adequate training in order to manage the responsibilities and risks involved.
Public Private Partnership at the local level

Objective:
To promote a PPP culture and
Increase the quality of projects

Module 1: Conceptual aspects and modalities of a Public-Private Partnerships (PPP).

Module 2: PPP legal frameworks: responsibilities and risks

Module 3: Technical, legal, economic and financial skills.

Module 4: Methodology for the evaluation of the PPP project.

Module 5: Strategic Planning and Implementation of the PPP project.
OTROS SERVICIOS

Experiencias y buenas prácticas

- Colombia
- Chile
- Spain
- Mexico
- Paraguay
- Peru
- United Kingdom
Participants
2011-2015
1,409
from 15 countries

Argentina
Colombia
Costa Rica
Ecuador
El Salvador
España
Estados Unidos
Guatemala

Honduras
México
Panamá
Paraguay
Perú
Uruguay
Venezuela
Lessons learned

• Information and communication technologies are a powerful tool for delivering training programs, but by themselves cannot provide an effective learning experience. Pedagogical approaches and good learning virtual environments are required for effective capacity building and to enhance cooperation and collective construction of knowledge.

• If the objective is capacity development, online programs must be balanced between theory and practice and transfer knowledge into action.

• Developing alliances with other universities or institutions enables providing contents that are relevant to a wider audience.

• Developing and fostering a community of practitioners provides an environment for valuable exchanges of information and practices.

• Distance learning capacity buildings programs are great means for social inclusion and development for subnational governments, they help to expand capacity opportunities, especially to isolated regions.