



CENTRAL BANK OF EGYPT
Egyptian Banking Institute



Modes of Learning

Post the Pandemic

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Abstract

This study examines the changes and innovations implemented by training institutions, in the banking and finance sectors, after the COVID-19 pandemic to understand the implications of such measures on the modes of learning in the future. The study discusses a number of case studies using desk research and questionnaires applied to international and regional training institutions via the Egyptian Banking Institute. The study also explores the different opinions regarding preferred future training modalities in Egypt, through a survey applied to heads of training and trainees at the Egyptian Banking Institute's partner banks.

The Introduction section discusses the impact of social distancing on training institutions worldwide. Chapter1 explores case studies of training institutions and their adaptations and innovations. Chapter2 sheds the light on Egypt, sharing the results of two surveys applied by the Egyptian Banking Institute. The concluding remarks try to understand the impacts of such developments on the future usage of the modes of learning.

Introduction

The COVID-19 pandemic has disrupted everyday activities at many educational and training centers. Hoping to slow the spread of COVID-19, many national, state, and local governments closed workplaces in March 2020 and imposed social distancing measures within countries, limiting in-person gatherings for non-essential activities; others also banned inter-country and cross border movements. As a result, training was suspended, postponed, or shifted to distance learning.



Worldwide training institutions witnessed an overall shift to distance learning. The magnitude and the speed of adapting to online learning differed across institutions, and adaptation measures and innovations varied in each setting. As countries eased social distancing and national health guidelines started allowing some in-person activities, returning to normal activities often referred to as “the new normal” also varied across institutions and regions.

According to ATD research (2021), in 2020, in-person training dropped significantly in favor of distance learning options compared to the year 2019⁽¹⁾. It is important to distinguish between different types of online training before delving into case studies in Chapter 1.

(1) “2021 State of the Industry: , Talent Development Benchmarks and Trends”, ATD Research, Association for Talent Development (ATD), December, 2021.

While different types of online learning involve the sharing of training material electronically; there are different training modalities under online learning:

Asynchronous learning or self-paced learning is a type of training where participants learn independently using an electronic device such as a laptop or mobile phone at their own pace. The training often includes prerecorded content including video and images, reading material and slides. Knowledge quizzes, simulations, games, and other interactive features are part of the learning experience.

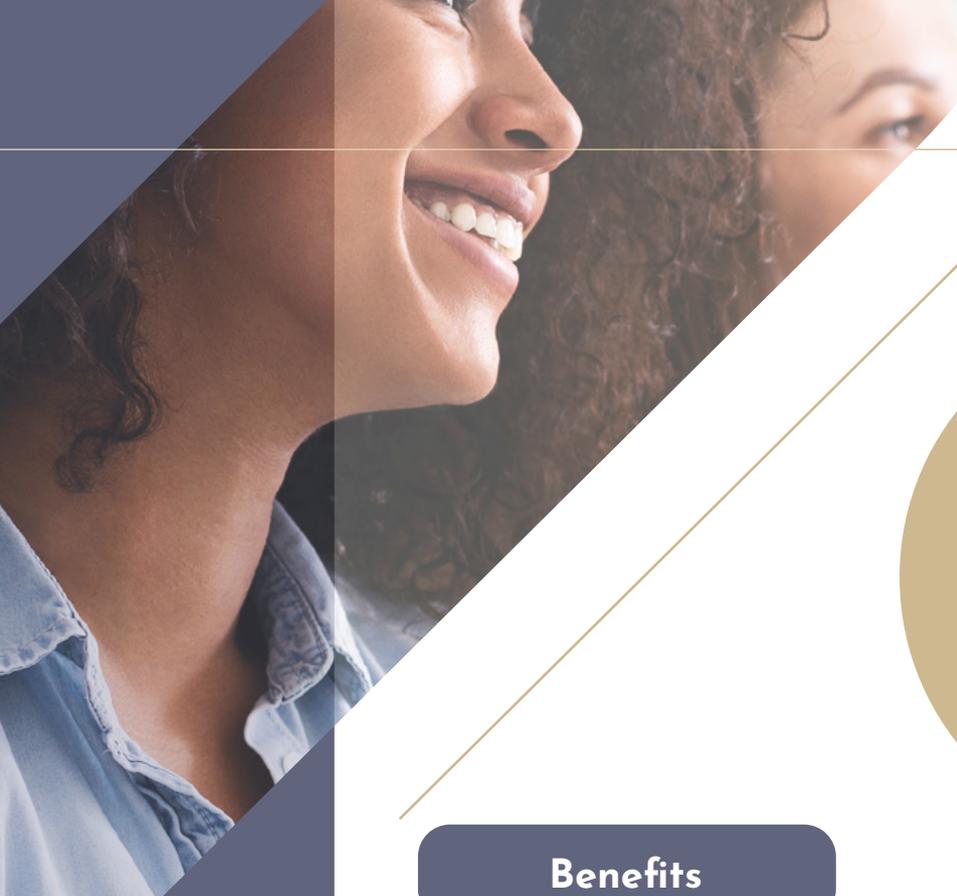
Synchronous learning, online training, or virtual classroom training is an instructor-led training that takes place simultaneously for all the trainees, each in their location. The training often uses web-conferencing or virtual classroom platforms, incorporating slide or screen sharing and interactive tools like chat windows and polls⁽²⁾.

Blended learning method mixing in-person training with synchronous learning or asynchronous learning components⁽³⁾.

Online learning has been gaining ground for its efficiency and cost savings (transportation, printouts, time off work) while maintaining trainee engagement. While asynchronous learning offers flexible and customized learning experiences, it can also limit the attention provided to individual trainees due to the higher number of participants and the limited interaction between trainees and instructors. In contrast, synchronous learning allows trainees to reflect on course content and engage with instructors as well as other trainees, it requires committing to a specific schedule and is perhaps less flexible than asynchronous learning.

(2) "What is E-learning?", Talent Development Glossary Terms, Association for Talent Development, 2021, <https://www.td.org/talent-development-glossary-terms/what-is-e-learning>, Accessed November 2021

(3) Dziubun, Charles, Shea, Peter, and Moskal, Patsy." A Question of Blended Learning: Treatment Effect or Boundary Object?", EDUCASE, <https://er.educause.edu/articles/2020/4/a-question-of-blended-learning-treatment-effect-or-boundary-object>, Accessed December 2021.



Each of the online learning modalities has its benefits and limitations, as explained below:

Benefits

Asynchronous training

- It offers flexibility as participants work at their own pace.
- It is easy to scale as it can reach thousands of participants.

Synchronous training

- It offers opportunities for interaction with instructors and other participants.
- It supports applied learning as participants obtain feedback on their progress and have their questions answered immediately.

Limitations

Asynchronous training

- It has limited contact and interaction with instructors and other participants.
- It could result in some learners feeling isolated.
- It requires self-discipline and motivation on the participants' end.

Synchronous training

- It requires participants to adhere to a specific training schedule, which could limit their participation.

Source: Quigley Eoghan, "What is Blended Learning?", Learnupon, 17th January 2019):<https://www.learnupon.com/blog/what-is-blended-learning/>

Chapter 1: The adaptation of training institutions

The below case studies explore how different training institutions in the banking and finance sectors have adapted to social-distancing measures. After sharing background information about each training institution, the training courses it offers and its areas of expertise, the chapter will explore the effect of the COVID-19 pandemic on training delivery methods and the return (or not) to the new normal, as detailed in Figure 1: Case studies' timeline.

Figure 1: Case studies timeline



Pre-pandemic training refers to the time before March 2020, the spread of COVID-19, and the imposition of lockdowns and social distancing measures in a number of countries. Bearing in mind that the World Health Organization Director-General announced the co-chairs of the Independent Panel for Pandemic Preparedness and Response (IPPPR) on the 9th of January 2020, with a mandate to evaluate the world's response to the COVID-19 pandemic⁽⁴⁾.

Adaptation to social distancing refers to the period after March 2020 when national health guidelines regulated in-person interactions and gatherings for non-essential activities, often leading to the postponement, modification, or cancellation of certain activities, including training activities in many sectors.

(4) World Health Organization: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/interactive-timeline>



New normal refers to the period where national health guidelines started easing social distancing measures and restrictions on in-person activities, as infection rates fell, vaccination rates rose, and physical activities represented less risk for those taking part.

A. International Institutions:

New York Institute of Finance (NYIF)

The New York Institute of Finance (NYIF) was founded by the New York Stock Exchange (NYSE) in 1922 as the New York Stock Exchange Institute. Today NYIF is an independently held business headquartered in New York, providing world-class training to professionals in the financial services and related industries.

Each year the institute delivers professional development training to more than 50,000 individuals in over 125 countries⁽⁵⁾. The programs are endorsed by the New York State Board for Public Accountancy and the New York State Education Department and follow the Quality Assurance Standards for professional in-person, virtual, and online training.

Pre-pandemic training

NYIF offered 115 in-person instructor-led training courses (ILT) at its headquarters and in other capital cities.

NYIF offered 88 virtual instructor-led training courses (VILT).

NYIF offered 206 on-demand self-paced online training courses delivered through its learning portal.

Adaptation to social distancing

All in-person classes were switched to a virtual format and delivered via Zoom.

Training methodologies did not require significant adaptation as NYIF already offered online/virtual training options.

NYIF witnessed a significant increase in online and virtual enrollments.

New normal

In-person training resumed in May - 2021, with a gradual return to pre-pandemic registration levels for in-person training. In-person training follows the health and safety guidelines provided by NY State and the CDC⁽⁶⁾.

(5) New York Institute of Finance (NYIF): <https://www.nyif.com/about-us>

(6) The standards of the operating procedure can be screened via the link: <https://info.nyif.com/nyif-reopening-classrooms-in-person/>

Moody's Analytics

Moody's Analytics began in 2008 as a commercial licensee of ratings, content, and research. Moody's Analytics provides financial intelligence and analytical tools (such as analysis, data, and software) to help business leaders make better and faster decisions. Moody's Analytics offers a wide range of immersive training programs for retail and commercial bankers. Moody's Analytics is an independent entity from Moody's Investors Service⁽⁷⁾.

Pre-pandemic training

Moody's Analytics offered in-person instructor-led training (ILT).

Moody's Analytics offered Virtual instructor-led training (VILT) for over ten years, incorporating platforms such as Zoom, Microsoft Teams, Webex, or Adobe Connect.

Blended training.

Single training courses, modular learning pathways, and complete training curriculums were offered using the above modalities.

Adaptation to social distancing

Moody's Analytics moved in-person activities to a virtual format, but training methodologies remained unchanged and to training quality was maintained thanks to Moody's virtual training experience.

Throughout 2020 and 2021, VILT has accounted for over 95% of the training that Moody's delivered.

New normal

Clients prefer virtual instructor-led training (VILT) to in-person training. While in-person training has decreased, it will still be part of the training offering, as it remains the preferred modality for specific audiences and is more suited to certain topics.

An uptake in in-person training is expected in 2022, depending on the geographic region.

(7) Moody's Analytics: <https://www.moodyanalytics.com/about-us>



International Monetary Fund (IMF)

The IMF Institute for Capacity Development (ICD) was established in 1964 to train officials of the International Monetary Fund's member countries. IMF courses are centered around the following categories: financial sector policies, fiscal policies, general macroeconomic analysis, macroeconomics statistics, in addition to monetary, exchange rate, and capital account policies, and finally, inclusive growth and structural policies⁽⁸⁾.

Pre-pandemic

In-person training at the IMF headquarters: the curriculum targets a global audience, and training is offered in Arabic, English, French, and Spanish.

In-person training at the regional training centers in Austria, Brazil, China, Côte d'Ivoire, Georgia, India, Kuwait, Mauritius, and Singapore. Courses target eligible officials and are offered in English and the country or region's primary language(s).

ICD offered in-person and virtual training at the Center for Economics and Finance in English and Arabic, focused on macroeconomic, fiscal, financial and monetary, and legal issues.

Adaptation to social distancing

Training was suspended at IMF headquarters and regional training centers.

ICD virtual training courses offered by the Center for Economics and Finance were updated with content related to the macroeconomic impacts and policy implications of COVID-19.⁽⁹⁾

New normal

All courses are offered only online and in partnership with edX and through the IMF Institute's YouTube Learning Channel.



(8) International Monetary Fund: <https://www.imf.org/external/np/ins/english/training.htm>

(9) Kanaan, Oussama, CEF Director IMF-MIDDLE EAST CENTER FOR ECONOMICS AND FINANCE, 2021, Issue of 2021 CEF newsletter No 6.



Graduate School of Banking (GSB)

The Graduate School of Banking at the University of Wisconsin-Madison (GSB) was established in 1945 in the United States of America; through the efforts of Dr. Herbert V. Preshow. The Graduate School of Banking is governed and managed by the Central States Conference of Bankers Associations in partnership with the University of Wisconsin-Madison(10).

Pre-pandemic

In-person courses and seminars under specialized schools, including:

- the program of advanced management education for banking professionals and industry regulators (completed by over 20,000 participants),
- the advanced Management Forum for senior banking professionals,
- the Human Resource Management School and advanced human resource management seminar,
- the Financial Managers School,
- the Bank Technology Management School targeting international bankers.

GSB also offered online seminars targeting banking professionals and using the Microsoft Live Meeting platform.

(10) Graduate School of Banking , University of Madison; <https://www.gsb.org/about-gsb/gsb-history.php>

Adaptation to social distancing

GSB quickly switched to blended-learning before social distancing measures were imposed. Participants at the Spring Specialty Schools could attend the live-streamed training if they preferred not to travel.

When health authorities maintained social distancing measures, other schools shifted to virtual training while others postponed training to the fall semester of 2020.

New normal

GSB also launched the Digital Banking School, dedicated to online training.

Some schools have resumed in-person classes since September 2021. In-person training follows the guidelines provided by the local Department of Public Health⁽¹¹⁾.

GSB plans to return to in-person instruction in all its schools in 2022.

While there is a shift to virtual training, there's a commitment to returning to in-person training, as GSB sees value in the in-person networking that the schools provide.

ATTF - House of Training (HoT)

The House of Training was established in 2015, specializing in vocational training in Luxembourg. It is the result of the merging of the Luxembourg School for Commerce (the training institute of the Chamber of Commerce) and the Institut de Formation Bancaire, Luxembourg" (the training institute of the Luxembourg Bankers Association)⁽¹²⁾.

The House of Training provides training and technical assistance in specific technical knowledge in banking, capital markets, and other vocational training both in Luxembourg and abroad.

(11) GSB is also following the policies set forth by the University of Wisconsin, where its programs are held. GSB's representative added that while GSB is not mandating vaccinations, Covid-19 vaccines are free and readily available in the United States, hence, The vaccination rate on the UW campus is currently very high at 95% of students and staff fully vaccinated.

(12) ATTF, House of Training: http://www.attf.lu/about_attf_who_are_we.php

Pre-pandemic

In-person seminars and trainings

Adaptation to social distancing

HoT postponed in-person seminars and creating online training alternatives. Online courses were adapted to overall shorter durations and were split into modules, and the training was offered using Webex.

While more than half of the HoT partner countries embraced online courses, the adaptation process burdened the HoT team, given the diversity of country-specific courses to be adapted to an online format.

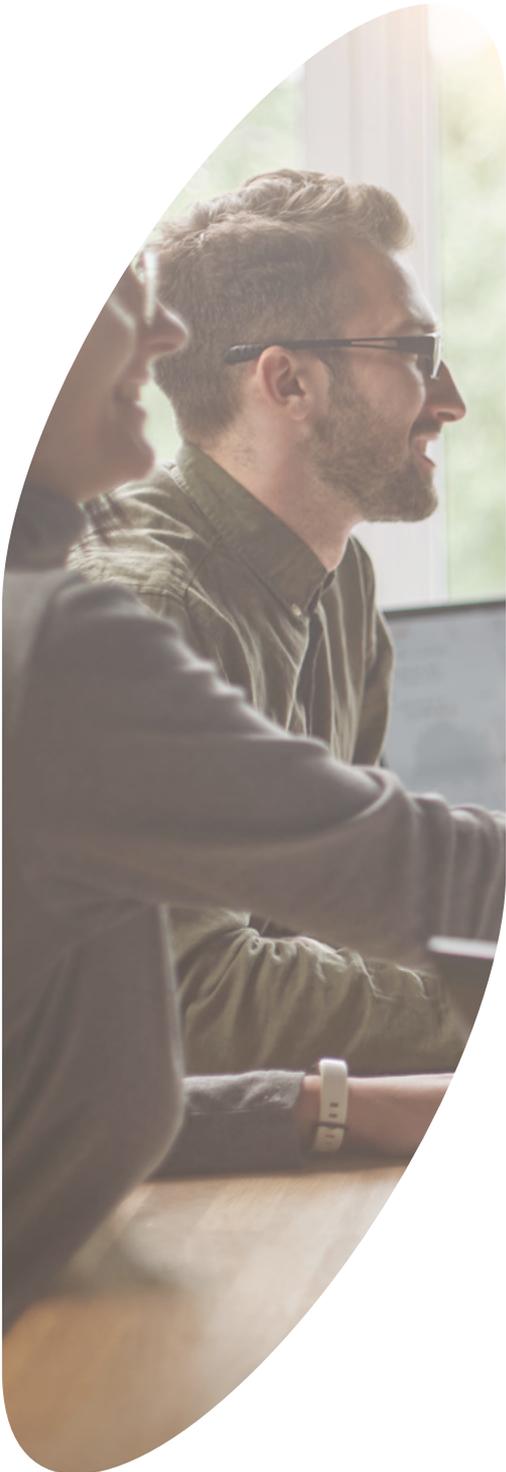
Cost savings (primarily due to fewer travel expenses) allowed HoT to re-allocate the funding to offer new training activities (digitalization, project management).

New normal

HoT is planning to continue online training until the first semester of 2022. Blended learning will be offered in the second semester of 2022.

Online training will still account for 30% of total training during 2023, even as in-person training resumes. As for In-person training, it will be focused on applied learning.

HoT will continue to embrace online learning while progressively improving the learning experience; this will be possible as HoT offers new shorter courses and complements the training with online coaching.



Euromoney Learning

Located in London and founded in 1969, Euromoney offers tailormade courses co-designed with its stakeholders to address their specific needs⁽¹³⁾.

Pre-pandemic

Euromoney offered in-person applied training through customized case studies, role-plays, simulations, exercises, discussion groups, and quizzes.

It also offered virtual applied training using simulations, polls, quizzes, and breakout discussions. The platforms used included Klaxoon and Padlet.

Euro Money also offered blended learning, including access to its social learning platform, allows trainees to share experiences, collaborate and network.

Euro Money's social learning platforms are sometimes incorporated with the stakeholders' learning management systems.

Adaptation to social distancing

Blended learning methods allowed for a smooth transition during the pandemic.

New normal

In-person classes have resumed since December 2021. Programs can be attended either virtually or in-person.



(13) Euro Money Learning: <https://www.euromoney.com/learning>

Risk Reward LTD (RRL)

Risk Reward is a supplier of tailored training services to the banking, financial and corporate sectors, founded in 2002 and with headquarters in London. RRL offer consulting and training services directly to banks and financial institution via intermediaries in Africa, Europe, the Middle East, Asia, and the Americas.

Risk Reward offers over 60 accredited and certified programs and qualifications, and over 800 courses. It has supported over 1000 banks and financial institutions, including central banks, and helped them improve staff performance.

Pre-pandemic

RRL offered:

In-person training.

1:1 virtual training.

Blended learning programs for small and large groups.

Adaptation to social distancing

RRL was able to adapt quickly and avoid training disruption.

New normal

The organization has witnessed more demand in most training areas and is ready to return to in-person training as soon as health protocols allow it.





SANS Institute

SANS Institute was launched in 1989, Colorado, USA, as a cooperative for information security thought leadership. It is now the world's largest cybersecurity research and training organization, training more than 40,000 cybersecurity practitioners each year. The academy offers high-quality training, certifications, scholarship academies, degree programs, and hands-on practice for cyber professionals⁽¹⁴⁾.

Pre-pandemic

SANS offered in-person applied training, using real case studies and offering participants the opportunity to network with other cybersecurity practitioners.

The institute also offered on demand self-paced online training. The online training offers access to prerecorded instructions, course material, and exercises.

Adaptation to social distancing

SANS offered virtual instructor-led training allowing participants' interaction during the live sessions. Recordings could also be accessed after classes.

Blended learning was also offered where local regulations allow it, with participants attending the class in-person and the instructor participating virtually/live-streamed, assisted by in-person teaching assistants.

New normal

In-person training has resumed in most locations, except for countries where infection rates are still high.

(14) Sans institute: <https://www.sans.org/about/?msc=main-nav>

B. Regional institutions (Africa)

Kenya Institute of Bankers

The Kenya Institute of Bankers was established in 1979 and registered under the Societies Act as the “Professional umbrella body” for the Banking and Finance sector in Kenya. It has 42 member banks and financial institutions⁽¹⁵⁾. The institute offers professional education courses, training, consultancy, membership engagement, and banking sector events.

Pre-pandemic

Kenya Institute of Bankers offered In-person training and courses.

Adaptation to social distancing

The institute initially paused all in-person training and then moved to virtual learning using platforms like Zoom, Google Meet, Teams, and Glue Up.

It also offered hybrid learning, combining in-person and virtual classes depending on the subject matter, the number of students attending a class, and distance from the learning facility. In-person classes followed standard health protocols.

New normal

Anticipating the easing of social distancing measures, the Institute plans to increase the number of students attending in-person classes.

(15) Kenya Institute of Bankers: <https://www.kib.co.ke/>

Uganda Institute of Banking and Financial Services (UIBFS)

The Uganda Institute of Banking and Financial Services (UIBFS) was established in 1990 as the training and certification body for Uganda's banking and financial services industry⁽¹⁶⁾. It offers teaching, learning, and research for the banking sector, in addition to developing bankers and financial analysts' capacity

Pre-pandemic

UIBFS offered in-person training.

It also offered self-paced online training through a dedicated platform reaching 10,000 learners. The platform is interactive, integrating a student dashboard where students can track their progress, watch class videos, submit assignments, chat with instructors, and take quizzes.

Adaptation to social distancing

The transition to online learning was smooth as the Institute had an existing infrastructure.

New normal

The following three modes of learning are offered:

Instructor-led in-person training following health protocols.

Virtual instructor-led training.

Self-paced online training.



(16) Uganda Institute of Banking: <https://www.uibfs.or.ug/>

Africa Training Institute (ATI) - International Monetary Fund (IMF)

The Africa Training Institute (ATI) of the International Monetary Fund (IMF) was established six years ago in Ebene, Mauritius, and serves 45 member countries in Sub-Saharan Africa. It is part of a network of IMF regional training centers worldwide that aim to enhance policymakers' capacity by developing their economic skills and introducing them to best practices⁽¹⁷⁾.

The courses cover fiscal, monetary, and exchange rate policies, debt sustainability, financial sector supervision, and macroeconomic management in resource-rich countries. The curriculum also covers inclusive growth and regional integration.

Pre-pandemic

ATI offered in-person training.

Adaptation to social distancing

ATI canceled and postponed in-person training for 11 courses during six months. ATI opened registration for online courses during the last quarter of 2020 and 2021.

New normal

All courses are offered only online and in partnership with edX and through IMF Institute YouTube Learning Channel.



(17) Africa Training Institute: <https://www.imfati.org/>

Association of African Development Finance Institutions (AADFI)

The Association of African Development Finance Institutions (AADFI) was established in March 1975 under the auspices of the African Development Bank, with headquarters in Abidjan, Côte d'Ivoire. AADFI has over 80 member institutions, including National, Regional, and Multilateral development finance institutions; the member institutions are either based in Africa or are institutions from other continents undertaking development finance in Africa.

The capacity development activities include workshops, seminars, conferences, and study tours. Some of the activities are organized in collaboration with partners in the region and internationally⁽¹⁸⁾.

Pre-pandemic

AADFI offered in-person workshops, seminars, and conferences.

Adaptation to social distancing

AADFI witnessed an increase in virtual training.

In 2021, around 40% of courses were offered in a blended format.

New normal

There is a gradual return to in-person classes.

The training modalities (virtual, in-person, or blended) will be confirmed based on national health guidelines in the member countries⁽¹⁹⁾.



(18) Association of African Development Finance Institutions(AADFI): <https://adfi-ci.org/>

(19) The journey of going through modes of training is based on calculations from: <http://adfi-ci.org/2021-capacity-building-program/> and <https://adfi-ci.org/wp-content/uploads/2022/02/2022-AADFI-Capacity-Building-Program-3.pdf>

C. Regional Institutions (the Middle East)

Economic Policy Institute (EPI) - Arab Monetary Fund

The Economic Policy Institute (EPI) was established in 1988 in Abu Dhabi, United Arab Emirates, to provide training to member countries as per the Arab Monetary Fund's mandate to assist member countries in correcting economic disequilibria through technical and financial assistance. EPI aims to enhance policymakers' capacity for economic policy formulation and implementation and contribute to developing economic and financial thought in the region⁽²⁰⁾. It is worth mentioning that some of the programs are delivered in coordination with other international institutions such as the Bank of International Settlements, Deutsche Bundesbank, and the International Monetary Fund.

Pre-pandemic

EPI mainly offered in-person training.

Adaptation to social distancing

Most of the courses were offered in-person in Abu Dhabi, with some virtual training.⁽²¹⁾

New normal

Over 80% of programs are offered in person.

(20) Arab Monetary Fund: <https://www.amf.org.ae/en/page/about-training-and-capacity-institute>

(21) Arab Monetary Fund, "Training catalogue", 2021: https://www.amf.org.ae/sites/default/files/research_and_publications/Publications%20On%20AMF/2019/en/Last%20version%20of%202021%20book.pdf

Emirates Institute for Banking and Financial Studies (EIBFS)

Established in 1983, the Emirates Institute for Banking and Financial Studies (EIBFS) offers training in banking and finance at its campuses located in Sharjah, Abu Dhabi, and Dubai. Committed to the Emiratization initiative, EIBFS supports UAE nationals in pursuing careers in the banking and financial services sector⁽²²⁾. In addition to offering its own training programs, the institute also provides training in partnership with international institutions.

Pre-pandemic

Training was offered in-person.

Adaptation to social distancing

EIBFS launched an e-learning platform (Insight platform), offering the following training options⁽²³⁾:

Virtual instructor-led training (interactive).

Self-paced learning courses (micro-learning, massive open online courses, or MOOCs).

Self-paced learning courses (more extended than micro-learning, topic-focused, comprehensive).

Gamified courses.

The platform offers learners access to videos, downloadable resources, assessments, and simulations.

New normal

Academic programs have resumed in-person starting September 2021. Currently most of the academic programs are available in-person. EIBFS aims to have most of the course offerings online.



(22) Emirates Institute for Banking and Financial Studies (EIBFS): <https://eibfs.ae/about-us/>

(23) Emirates Institute for Banking and Financial Studies (2022), ATP, Annual Training Plan: <https://eibfs.ae/wp-content/uploads/2018/08/ATP-2022-Annual-Training-plan-2022.pdf>, P:13

Institute of Banking Studies- Jordan

The Institute of Banking Studies (IBS) was founded in 1971. The IBS has been accredited by the Accrediting Council for Continuing Education and Training (ACCET) and is the second banking institute in the Arab world to obtain this accreditation⁽²⁴⁾.

Pre-pandemic

Only in-person training was offered, including:

Short-term training courses.

Seminars and workshops in cooperation with regional and international institutions.

Professional diploma programs in banking and finance.

Training programs in banking and finance.

International professional certifications.

Adaptation to social distancing

IBS shifted to synchronous distance learning as a temporary solution.

New normal

IBS has returned to in-person activities in addition to offering distance learning solutions.

(24) Institute of Banking Studies -Jordan (2021), RFP_IBS: http://www.ibs.edu.jo/upload/files/RFP_IBS-UPDATED%20COPY%20FINAL%20_new%2010_11_2021.pdf



Institute of Banking Studies (Kuwait)

The Institute of Banking Studies (IBS) is a non-profit semi-governmental organization initially established in 1970 under the Central Bank of Kuwait. The IBS offers technical training, research programs, and English language programs to serve the needs of the Kuwaiti banking and finance sector⁽²⁵⁾.

The Institute of Banking Studies has supported Kuwait's banking and financial sector for over 50 years. IBS offers professional certification programs, executive development programs, training and development courses, and English language training. The institute issues business and finance publications.

Pre-pandemic

In-person training and online training were offered.

Adaptation to social distancing

In-person training was suspended and substituted by virtual training using platforms such as Zoom and Microsoft Teams.

Professional certificate accreditations were also resumed online.

New normal

The institute plans to resume in-person training previously suspended; however, it will continue to implement virtual workshops and webinars.

The institute has developed an Online Examination and Evaluation System to implement tests, evaluations, and questionnaires online.

The institute will continue to develop its infrastructure to adapt to virtual learning.

(25)Institute of Banking Studies (Kuwait): <https://www.kcouk.org/>

The Egyptian Banking Institute (Egypt)

The Egyptian Banking Institute was established in 1991 by the Central Bank of Egypt as its official training arm, aiming to develop the technical and managerial skills of the banking and financial sector professionals. The institute also spreads financial literacy and offers integrated knowledge services for the financial sector in Egypt. Training topics include banking and finance, small and medium enterprises, information technology, corporate governance, and performance and management development.

Pre-pandemic

In-person training was offered.

E-learning programs were launched in 2018 (a total of 15 programs)

Adaptation to social distancing

In-person training was suspended.

EBI offered virtual/distance learning programs, including alternatives to suspended training and new training programs.

EBI certified 22 in-house instructors with the "ATD - Virtual Training Certificate."⁽²⁶⁾

The Institute developed standard operating procedures for its distance learning program and cooperated with international e-learning providers SANS⁽²⁷⁾, Intuition⁽²⁸⁾, and "Go1"⁽²⁹⁾ to enhance its e-learning programs.

New normal

EBI will continue to offer in-person, virtual, and blended training. In-person training follows recommended health guidelines.



(26) Two of EBI internal trainers attended the ATD - Virtual Training Certificate to transfer the knowledge to about 303 other instructors to facilitate the virtual training.

(27) (<https://www.sans.org/>); one of the most renowned training institutes in the world in the field of information security. Founded in UK, SANS recognizes itself as "the most trusted and by far the largest source for information security training and security certification in the world."

(28) Intuition recognizes itself as "a leading global knowledge solutions company."

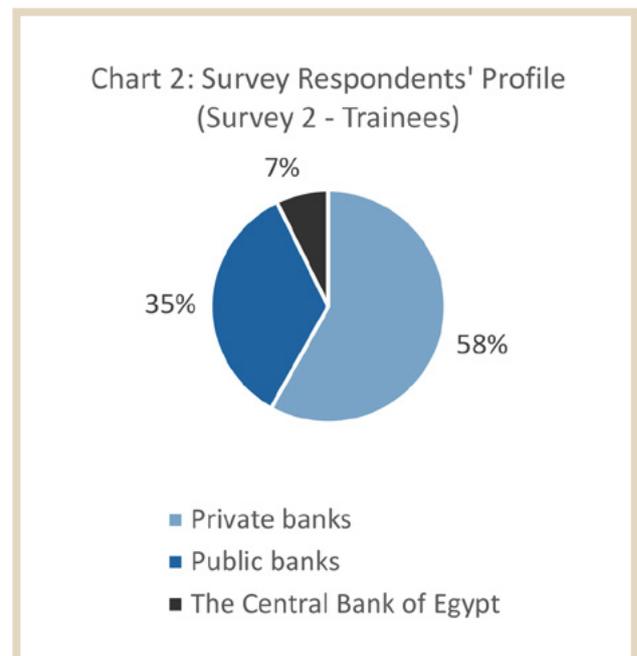
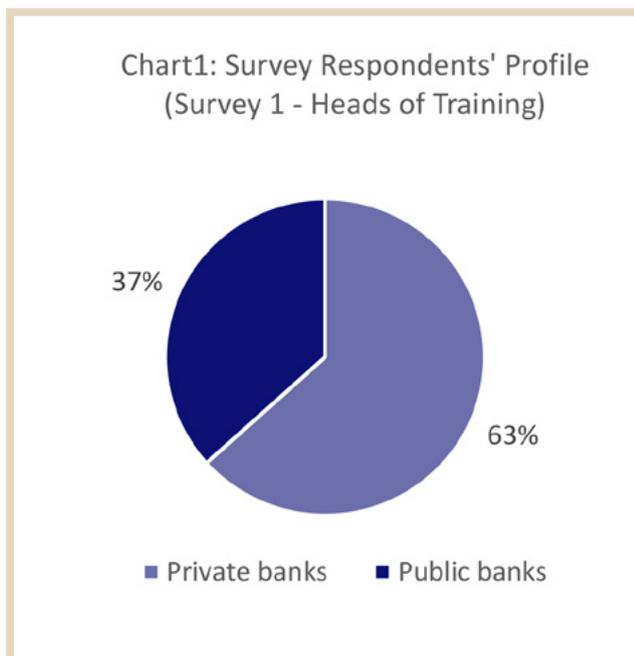
(29) Go1 platform (<https://www.go1.com/>) is an eLearning library from the world's top training providers, available for a single subscription within the existing learning platform. The platform has over 78,000 learning items. Go1



Chapter 2: Spotlight on Egypt

In November 2021, two surveys were conducted to analyze Egyptian Banking Institute's partner banks' preferences during the pandemic and their training vision for the future in light of recent adaptations and innovations. The surveys consisted of around three multiple-choice questions, one to two questions to profile respondents and two to assess their preferred training modalities during and after the pandemic. The first survey was applied to a sample of 30 heads of training at Egyptian Banking Institute's partner banks; the second was applied to 627 trainees of the Egyptian Banking Institute's training programs. The surveys are annexed to this study.

For both surveys, most respondents, approximately 60%, are from private sector banks (63% for heads of training, 58% for trainees), with the remaining percentage working at public sector banks (37% for heads of training, 35% for trainees), and only 7% of trainees working at the Central Bank of Egypt as detailed in Charts 1 and 2 below. Around 58% of trainees received training at EBI during the pandemic, as shown in Chart 3 below.



Go1 platform (<https://www.go1.com/>) is an eLearning library from the world's top training providers, available for a single subscription within the existing learning platform. The platform has over 78,000 learning items. Go1 Content Hub is available on hundreds of existing systems, from unified communication like Microsoft Teams, to a wide variety of Learning Management systems (LMS). The Go1 Platform offers an intuitive SCORM-compatible solution for any organization. By virtue of this agreement, EBI has purchased 2,500 licenses to be offered to the Egyptian banking and financial sectors.

The two surveys had high response rates (reaching 75% of those invited to respond) and a high level of completion (particularly for heads of training).

The surveys focused on assessing both training modalities experienced during the pandemic (social distancing) and preferred training modalities in the future differentiating between 4 main categories:

1. **Virtual training:** synchronous instructor-led training.
2. **Online training:** asynchronous, self-paced training.
3. **In-person training:** training in a physical classroom guided by an instructor.
4. **Blended learning:** combining in-person training and one or several types of remote training (virtual, online).

Chart3: Survey Respondents' Training Experience during the Pandemic (Survey 2 - Trainees)

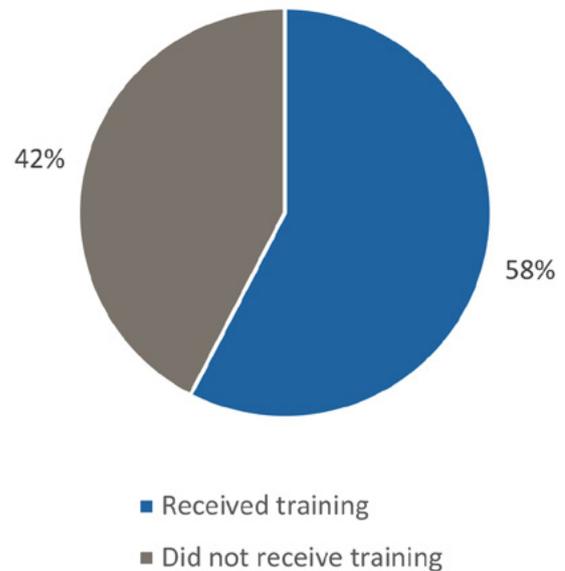
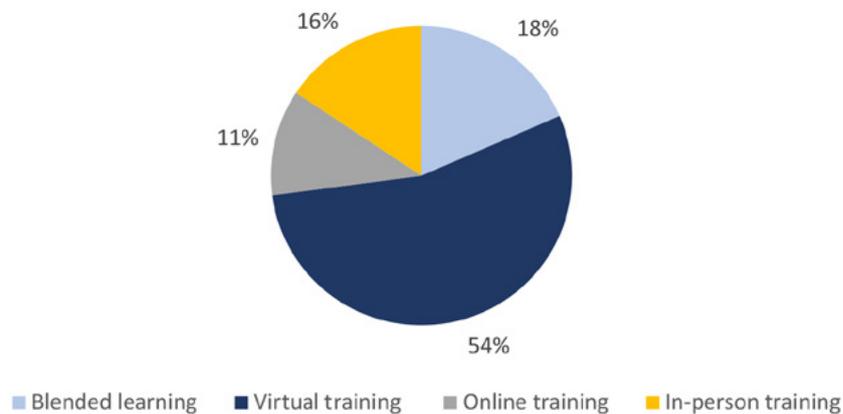
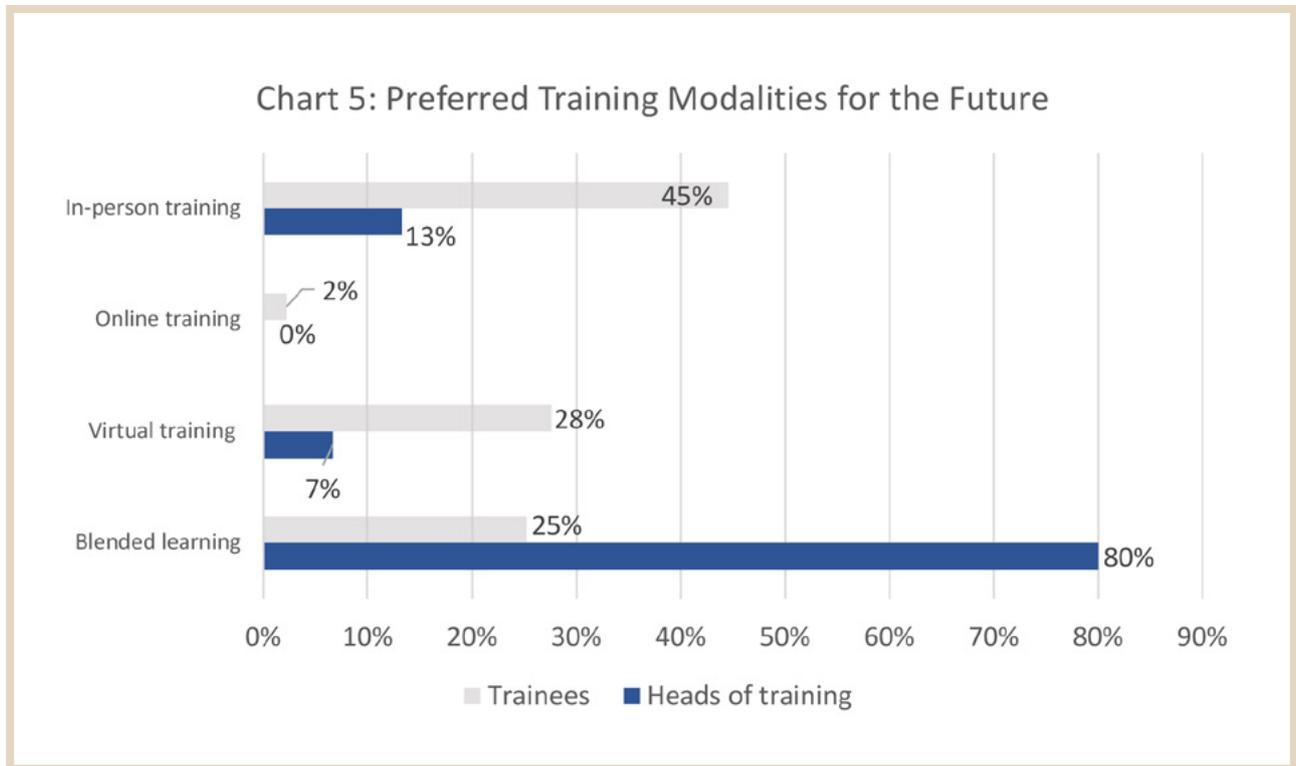


Chart 4: Training Modalities Experienced by EBI's Trainees during Social Distancing (Pandemic)



During the pandemic, virtual training was the most commonly experienced training modality, followed by blended learning, in- person training and online learning.

The data shows that the role of the instructor, whether in an in-person or virtual setting, is valued by the trainees; it is possible that having an instructor is more conducive to reflection and applied learning.



As for future training preferences, as evident in Chart 5, blended learning is the first choice for heads of training (for almost 80% of respondents). In comparison, in-person training is the first choice for trainees (for nearly 45% of respondents). Views are aligned on online training being the least preferred option, and virtual training a preferable option to online training for both groups (with 28% of the trainee's respondents and 7% of the heads of training respondents approximately opting for it).

The differences observed could perhaps reflect more familiarity with blended training modality on heads of training's end compared to trainees. It is also possible that heads of training perceive blended learning as a more flexible option that is easy to combine with employees' working hours, and that they remain unaffected by further development in the COVID-19 pandemic. On the other hand, the trainees are giving more weight to the personal interaction with the instructor, preferring mainly in-person training, and preferring virtual training to online training.

More research needs to be conducted to test the above assumptions and to assess whether preferred training modalities depend on gender, age, geographic location, training objectives, or other variables.

Concluding remarks

This section will divide reflections into four subsections: adaptation to social distancing, the new normal, spotlight on Egypt, and the future usage of modes of learning.

Adaptation to social distancing

The pandemic has disrupted business as usual in the banking and finance sector, including training activities in those sectors. The pandemic's sudden onset forced institutions to make immediate decisions without a clear vision or clear timelines. We can observe two different courses of action: the first, switching immediately to online learning in anticipation of extended social distancing measures; the second, postponing in-person training from spring 2020 to fall 2020, hoping to resume classes then under normal circumstances.

When switching to online learning, some training institutions undertook basic measures to adapt the in-person training to a virtual setting. In contrast, others initiated specific adaptive efforts and established specific learning management systems for virtual and online learning.

Many saw the online experience as an opportunity, gathering momentum to move more training online, enhance their online learning platforms or launch new training divisions altogether. Some organizations even established new online platforms and schools, such as the Digital Banking School of the Graduate School of Banking (GBS), which focuses on digital banking. The Emirates Institute for Banking and Financial Studies (EIBFS) and the Institute of Banking Studies in Jordan also launched online learning platforms. The Institute of Banking Studies in Kuwait also developed its online examination and evaluation systems.

Another means of adaptation observed is cooperation with international training institutions to accelerate the transition or expansion of their virtual learning and e-learning programs; for example, the Egyptian Banking Institute's (EBI) collaboration with SANS and Intuition. EBI also had its instructors certified under the Virtual Training Certificate of the Association for Talent Development (ATD). Additionally, the Institute of Banking Studies in Kuwait continued to obtain professional accreditation from international bodies and signed partnership agreements to provide special training programs. Other organizations opted for co-creation with their clients to deliver a better training experience.

Institutions already offering online training (whether virtual instructor-led training or self-paced e-learning) found it easier to adapt. They did not need to implement significant changes to their training strategies or methodologies at the start of the pandemic; those include Euro money Learning, the New York Institute of Finance, Moody's, the Uganda Institute of Banking and Financial Services, among others.

Other institutions opted for postponing their classes until fall of 2020, and by that time they were more capable of developing their virtual training, examples include the Kenya Institute of Bankers and Institute of Banking Studies (IBS) in Jordan. Other organizations that previously offered e-learning courses, found no need to postpone courses before shifting to virtual training.

While eventually transitioning to virtual training, some organizations found the transition quite taxing to their teams. A creative solution by ATTF House of Training to ease the transition was offering shorter duration virtual courses and eLearning modules instead of the in-person courses. ATTF has also reallocated funds dedicated to travel expenses to design the online training modules.

New normal

As social distancing measures were eased, most of the training institutes in the research sample returned to in-person training, while offering virtual and online training as well. Where in-person training was resumed, organizations adhered to national health guidelines and developed their own guidelines, specifying room capacity, requiring mask-wearing, sanitization, or proof of vaccination, among other requirements. Several organizations took different courses of action depending on national health guidelines in each member country; an example is the Association of African Development Finance Institutions (AADFI).

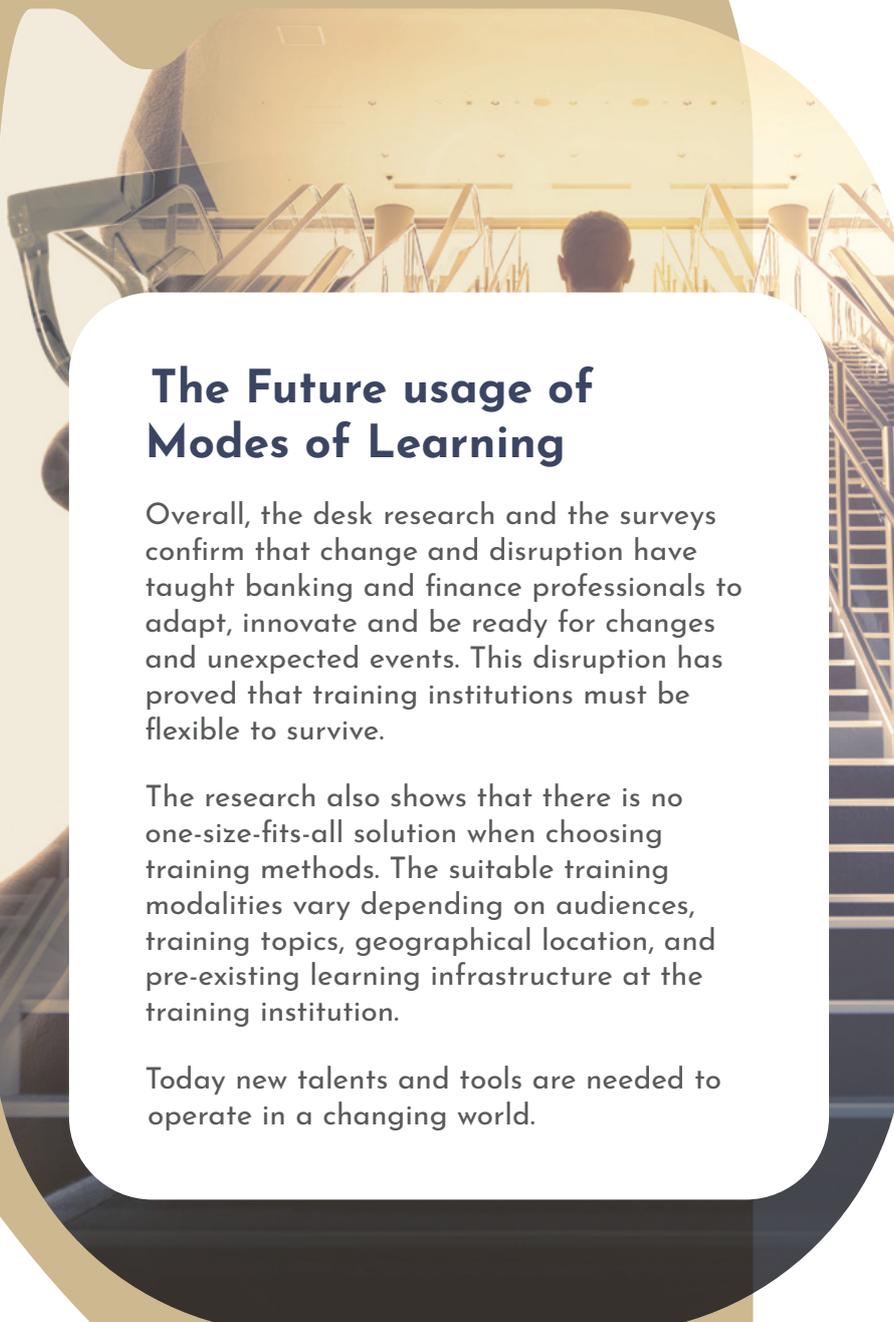
Organizations opting for flexibility and delivering training in different modalities include the Graduate School of Banking, Euro money, the Emirates Institute for Banking and Financial Studies, Risk Reward LTD, The Institute of Banking Studies in Jordan, the Egyptian Banking Institute, and the Arab Monetary fund.

Some institutions have opted to keep their training solely online. For example, the Africa Training Institute (ATI) and Institute for Capacity Development (ICD) (both operating under the IMF).

Despite the adaptation and multiple innovations to shift to virtual training and e-learning, in-person or face-to-face training is still a vital training modality for many. Institutions perceive face-to-face training as the most efficient modality for specific topics and audiences. In-person training is still necessary for applied learning and is more conducive to networking among trainees. It is worth noting that the transition back to in-person activities was more difficult for organizations whose trainees were geographically dispersed and had to undertake international travel, like the IMF's ICD.

Spotlight on Egypt

The research findings of the surveys conducted by the Egyptian Banking Institute are in-line with the desk research findings. While the transition to virtual learning was an essential adaptation during the pandemic, the surveys confirm that blended learning is the desirable option for heads of training while the in-person is the preferred option for the trainees under the new normal. In-person learning might be the preferable option for many trainees to capitalize on in-person networking or get over online burnout. Virtual training is still a preferred option for many, possibly for the flexibility it offers. Further research needs to be conducted to identify tendencies by age, gender, geographic location, training type, and other variables.



The Future usage of Modes of Learning

Overall, the desk research and the surveys confirm that change and disruption have taught banking and finance professionals to adapt, innovate and be ready for changes and unexpected events. This disruption has proved that training institutions must be flexible to survive.

The research also shows that there is no one-size-fits-all solution when choosing training methods. The suitable training modalities vary depending on audiences, training topics, geographical location, and pre-existing learning infrastructure at the training institution.

Today new talents and tools are needed to operate in a changing world.

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Annex: 1

The background information of the training institutions and the courses provided by it were conducted by desk research then some of the institutions were contacted via email to share their stories of providing their training by answering the addressed questions.

Addressed questions were designed regarding:

- The institution's specialized courses, or the main categories of courses provided by it (were conducted mainly through both desk research and in some cases the information provided by the institution's representative).
- The mode of training for the courses provided before and after the outbreak (storytelling about their response amid the Pandemic)
- The institutions' vision about the future learning mode (In class, virtual, e-learning, or blended)

Annex 2

استبيان موجه لمديري التدريب حول الأسلوب المستقبلي لتقديم الدورات التدريبية
للمعهد المصرفي المصري

Survey Targeting the Head of Training about the Future Mode of Training at EBI

١- ما هو نوع أو طبيعة نشاط بنككم الموقر؟

- حكومي
- استثماري/تجاري خاص

What is the nature of your bank?

- Public Bank
- Private / investment bank

٢- بناءً على خبراتكم ، أثناء أزمة كورونا، ما هي طريقته التدريب التي وجدتموها أكثر
فاعلية

- تدريب في غرف التدريب
- تَعَلَّم الإلكتروني (بدون محاضر)
- تَعَلَّم افتراضي على شبكة الانترنت (بوجود محاضر)
- تَعَلَّم هجين (يتمج أكثر من اختيار مما سبق)

Based on your experience, during the pandemic, which is the most effective modality of training:

- In-class training (face-to-face).
- Online training (asynchronous self-paced learning, without an instructor).
- Virtual training (synchronous learning, instructor-led)
- Blended (mixing more than one of the previous options)

٣- بنظرة مستقبلية للتدريب والتعليم، ما هي الطريقه التي تجدونها أكثر فاعلية مستقبلاً

- تدريب في غرف التدريب
- تَعَلَّم الإلكتروني (بدون محاضر)
- تَعَلَّم افتراضي على شبكة الانترنت (بوجود محاضر)
- تَعَلَّم هجين (يتمج أكثر من اختيار مما سبق)

Regarding your future vision of training, what is your preferred mode of training in the future?

- In-class training (face-to-face).
- Online training (asynchronous self-paced learning, without an instructor).
- Virtual training (synchronous learning, instructor-led)
- Blended (mixing more than one of the previous options)

Annex :3

استبيان موجه للعملاء من المتدربين حول الأسلوب المستقبلي لتقديم الدورات التدريبية للمعهد المصرفي المصري
Survey Targeting EBI's Trainees about the Future Mode of Training at EBI

١- هل سبق وتلقيت تدريب من قبل المعهد المصرفي المصري خلال العامين الماضيين (اثناء ازمه الكورونا)؟

- نعم
- لا

Have you ever received a training at EBI, throughout the last two years:

- Yes
- No

٢- ان كانت الإجابة نعم برجاء اختيار اي طريقه تدريب حصلت بالفعل عليها:

- تدريب في غرف التدريب
- تعلم الكتروني (بدون محاضر)
- تعليم افتراضى على شبكة الانترنت (بوجود محاضر)
- تعلم هجين (اكثر من اختيار مما سبق)

If your answer is Yes, to the previous question, in which mode of training did you receive the training?

- In-class training (face-to-face).
- Online training (asynchronous self-paced learning, without an instructor).
- Virtual training (synchronous learning, instructor-led)
- Blended (mixing more than one of the previous options)

٣- في المستقبل، اي طريقه تدريب تفضل:

- تدريب في غرف التدريب
- تَعَلُّم الكِتْرُونِي (بِدُونِ مَحَاضِر)
- تَعَلُّم افتراضى على شبكة الانترنت (بوجود محاضر)
- تَعَلُّم هجين (يدمج أكثر من اختيار مما سبق)

In the Future, which is your preferred modality of training:

- In-class training (face-to-face).
- Online training (asynchronous self-paced learning, without an instructor).
- Virtual training (synchronous learning, instructor-led)
- Blended (mixing more than one of the previous options)

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