

Rethinking Training in the Public Sector

The GIFT-MENA Network Annual Conference - 2011



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The GIFT-MENA network would like to extend its great appreciation and thanks to all organizations that have contributed to the happening and success of this conference, and in particular to the International Cooperation Agency of the French Ministries for Economy, Budget and Sustainable Development (ADETEF), the Support for Improvement in

Governance and Management (SIGMA) and the FRANSABANK - Lebanon; as well as to all participating delegations, speakers and experts who offered not only their expertise and knowledge, but also the lessons and good practices of their respective institutions.

This event was organized in collaboration with:



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Rethinking Training in the Public Sector

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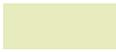
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Foreword

Dear reader,

Since its establishment in 2006, the Governance Institutes Forum for Training in the Middle East and North Africa - **GIFT-MENA** - network strives to provide a forum for the active exchange of experiences, knowledge, innovations and good practices in the areas of capacity development and learning in public financial management, to help civil service training institutions in MENA countries interact, exchange, be more responsive and dynamic.

When network members met in Beirut in November 2011, they were looking to share experiences in the area of training for the public sector and to reflect on approaches and tools to improve the delivery of training and quality of programs on the long term, in an effort to better cater for evolving needs in changing and challenging political, institutional, economical and social environments in MENA countries.

The purpose of the current report is to present and capture the lessons learned and recommendations resulting from two days of active dialogue and fruitful exchange. The participation of world-leading experts and practitioners contributed to offer a sense of direction on where the debate is going in terms of strategies, approaches and tools at the international level; while presentations of regional country cases provided an in-depth look at how training institutions are performing their jobs and coping with training demands, at the challenges faced by the region and helped better understand current needs and future orientations.

We hope this publication will fulfill its objective and serve as a documentation and knowledge transfer tool that complements and extends the sharing and learning process of GIFT-MENA conferences and activities.

Lamia Moubayed Bissat

Director - Institut des Finances Basil Fuleihan



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Introduction

In light of recent political and social turmoil in the MENA region, and the resulting financial shocks and budgetary constraints, Governments are becoming more vigilant to enhance the effectiveness of their management of public funds, and to increase transparency and accountability in the public sector. Such initiatives have in turn required training institutes to rethink their training strategies, policies and tools, in a way to become more flexible, responsive and efficient.



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The GIFT-MENA network held its annual conference on **“Rethinking Training on the Public Sector”** in Beirut on the 16th and 17th of November 2011. It was an occasion to explore new policy orientations and share ideas to move towards demand-driven training and enhance capacity development.

The conference that was organized in collaboration with the ADETEF, SIGMA and FRANSABANK, gathered **65 participants and speakers, representing 14 countries.** It offered them a platform to:

- Share experiences, views and lessons learned on training and capacity building in PFM;

- Reflect on approaches and tools to improve the delivery of training in the public sector over the long-term;
- Discuss the challenges of training in the public sector in a context of change in Arab countries.

List of acronyms

ADETEF	■ French international technical assistance agency of the Ministries of Economy, Budget and Sustainable Development
CEF	■ Center of Excellence in Finance
CERSA	■ Centre d’Entraînement pour le Renforcement de la Sécurité Aéroportuaire
GIFT-MENA	■ Governance Institutes Forum for Training in the Middle East and North Africa
HR	■ Human Resources
IMF	■ International Monetary Fund
ISA	■ Institut Supérieur d’Administration
ITC-ILO	■ International Training Center of the International Labor Organization
MENA	■ Middle East and North Africa
PEFA	■ Public Expenditure and Financial Accountability
PFM	■ Public Financial Management
SIGMA	■ Support for Improvement in Governance and Management
UNDP	■ United Nations Development Program

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Plenary Session I

Training in support of public sector modernization: Lessons learned from international practice



Keynote Speakers

Mr. Aderito SANCHES

International Consultant, EU-SIGMA

Mr. Abdelahad FASSI FEHRI

Director of Studies and Cooperation,
Institut Supérieur d'Administration,
Morocco

Moderator

Ms. Florence DUBO

Director of Studies, Institute of
Public Management and Economic
Development (IGPDE), France

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Mr. Aderito SANCHES

Mr. Aderito SANCHES

Mr. SANCHES is an international consultant working in the areas of civil service reform, human resource and institutional development, and good governance. He holds a doctorate in social sciences from the University of Nice, France, where he formerly ran the Department of Psychology.

Mr. Sanches has trained a great number of policy makers, government officials and HR Management specialists from a large number of countries, and made contributions to several foreign universities, national schools of administration and international training institutions (such as the World Bank Institute, the ITC-ILO, etc.). He has coordinated a number of missions related to civil service modernization (for the World Bank, the European Commission, the ILO and other international organizations and governments) and has acquired an extensive professional field experience, with over 330 missions carried out in more than 120 countries.



Mr. Abdelahad FASSI FEHRI

Mr. Abdelahad FASSI FEHRI

Mr. FASSI FERHI has been the director of studies and cooperation at the Institut Supérieur d'Administration of Morocco since 2006; where he also coordinates public management capacity building programs.

Mr. Fassi Fehri has more than 20 years of extensive experience as a consultant in various fields, including public management, strategic management of human resources, public finance, capacity building, organization, strategic planning and information technology systems. He is also a professor in several private and public institutes, teaching management, human resources and strategic management courses.

He has been a member of numerous commissions and networks related to innovations in governance, modernization and the promotion of continuous capacity building in the public sector.

Mr. Fassi Fehri holds degrees in business, management and information technology from the Ecole Supérieure de Commerce de Paris (E.S.C.P.) and the Université Paris IX Dauphine.

Context and Challenges

Training and learning institutions have been playing a central role in shaping public leadership and building public service capability. Capacity development has been repeatedly acknowledged as a core component and a recurrent challenge of any modernization and reform agenda. In MENA countries, as in other transition countries, training institutions are often called upon to address emerging needs and shortcomings in public sector leadership and capacity. They operate in a complex environment and coordinate with a wide array of donors providing them with technical assistance or financial support. They sometimes have to cope with lengthy civil service reform processes and mixed power and relational dynamics that may negate the potential effectiveness of training or result in wasted opportunities and results.

However, these limits can be overcome and the training delivered be relevant and of good quality when their approaches are grounded in a good understanding of local context and based on clear theories of capacity and change.

In this regard, a number of critical messages were drawn from international knowledge and practice in designing and delivering training programs for civil servants to reinforce the impact of capacity development and effectively accompany State modernization.

Accordingly, Panel 1 raised a number of questions:

- How can a country develop its own national training policy/strategy?
- What are the tools needed to promote life-long learning and institutionalize training at a national level?



- How to promote the values of public service and continuous learning?
- What types of coordination mechanism are to be developed at a national and potentially regional level to create synergies among local training operators?
- How can current practices be improved?

Recommendations

1 Enhance the quality and effectiveness of the national training offer by:

- Modernizing the regulatory framework;
- Linking training to the strategic management of human resources: Training needs should be assessed and defined through a competencies framework that enables career path development;
- Providing a coherent and pertinent training offer that is based on the results of a thorough assessment of needs (at individual, organizational and country levels), in line with contextual constraints and responsive to national reform plans and processes. The training offer is

expected to meet both the objectives and expectations of policy-makers, who are searching for capable human resources within the public administration, and the internal strategy and objectives of a specific institution;

- Establishing a continuous dialogue among the various training providers and work towards the harmonization of their roles;
- Dedicating specific funds to training in all ministries and public administrations and put in place a consolidated training cost tracking plan;
- Developing and enacting a regulatory framework for trainers.

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2 Improve the impact of training at the level of beneficiary institutions:

- Use face-to-face training as one component of learning and capacity-building and complement it with other practices, including coaching, on-the-job/experiential training, research, e-learning, etc.
- Integrate information and communication technologies in training design and implementation;
- Match the right participants with the right content and learning methods;
- Establish learning and exchange partnerships;

- Maximize the use of funds allocated to training: A trustful relationship with donors can help optimize the use of financial resources.

3 Strengthen the institutional capacity of training providers - Work on training engineering and management:

- Regularly redefine external institutional positioning and its added value to the national training panorama;
- Continuously improve management at an institutional level;
- Anchor the training offer in assessed training needs, the broader government policies and action plans, and best international practices. This approach shall pave the way for the creation of a demand-driven training market;

- Develop and make training design and delivery adhere to high quality standards;
- Monitor and evaluate the impact of training, either at an individual level or, when possible, at an organizational level. Monitoring and assessing the outcomes or impact of training activities is a difficult task because many variables influence the beneficiary's performance after the training; but it remains a highly important assignment training providers are expected to conduct to improve the quality and relevancy of their services and to ensure sustainability. The evaluation process should be able to capture relevant input to inform and strengthen the design and impact of future learning activities;

- Network with peer institutions at the national, regional and international level to facilitate the exchange of knowledge and expertise;
- Work closely with international organizations and providers of technical assistance to expand programs and create strong synergies between technical assistance and training.



The Case of the Institut Supérieur d'Administration - Morocco

The Institut Supérieur d'Administration (ISA) is a public institution working under the tutelage of the Prime Ministry of the Kingdom of Morocco. Its main mission is to build the capacities of senior public officials, at central and local levels.

The ISA was created more than a decade ago to accompany public administrators in reform implementation. The establishment of ISA came at a time when the Moroccan administration was modernizing its civil service, in terms of personnel and human resources management, to facilitate the execution of an ambitious structural reform plan that included decentralization, the emergence of public-private partnerships, the integration of new information technologies, etc. The ISA was created as part of a comprehensive national strategy for improving training in the public sector and was asked to adequately assess the training needs of senior officials and to design and implement the needed training programs.

The ISA now offers certified, long-term (2-year) and continuous training programs, and provides senior officials with expertise and research services to foster change and support administrative reforms. Its programs are based on:

- A combination of face-to-face and on-the-job (internships) training;
- Flexibility and interactivity;
- Collaboration with a pool of highly qualified expert trainers;
- An evaluation process for teachers/trainers and students;
- Regular meetings with HR directors and line managers;
- Research studies conducted in partnership with other Moroccan institutions on a variety of themes related to public administration;
- Partnership and exchange agreements with European institutions such as the Ecole Nationale d'Administration of France and others.

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Session 2

Thinking strategically: How can training support Public Financial Management Reform?



Keynote Speakers

Mr. Bruno PARENT

Inspector General of Finance,
Ministry of Economy, Finance
and Industry, France

Ms. Urska ZRINSKI

Program Manager, Center
for Excellence in Finance, Slovenia

Moderator

Mr. Nicolas DUBOIS

Principal Administrator, EU-SIGMA

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Mr. Bruno PARENT

Mr. Bruno PARENT

Mr. PARENT is currently Inspector General of Finance at the French Ministry of Economy, Finance and Industry. He holds degrees in public and international law from the Institut d'Etudes Politiques of Paris and the Ecole Nationale d'Administration.

Mr. Parent started his career in 1981 as a civil administrator at the Ministry of Economy, Finance and Budget of France, at the Directorate General of Taxation. He was appointed Director General of Taxation between 2003 and 2007, and Director of Competition, Consumption and Repression of Fraud at the Ministry of Economy, Industry and Employment between 2007 and 2009.

He has more than 30 years of extensive experience in public finance, namely in the fields of taxation and legislation, competition, consumption and fraud.



Ms. Urska ZRINSKI

Ms. Urska ZRINSKI

Ms. ZRINSKI is a program manager at the Center for Excellence in Finance, in Slovenia.

She is currently preparing a PhD specializing in public finance management systems at the University of Ljubljana, where she received her Bachelor of Arts in international relations. She also holds a Masters of Arts in war studies from King's College London.

Ms. ZRINSKI has been working in the field of public finance management reforms, mainly in South East Europe, with specific focus on policy budgeting reforms. She has, in addition, experience in development cooperation, PEFA and capacity development in the public sector.

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Context and Challenges

Public financial management reforms are at the core of state modernization. They are usually defined as technical and resource intensive, creating a demand for highly qualified staff. The technical skills of civil servants as well as their capacity to conduct change are perceived as key to successful reform implementation.

At a time when most countries are rethinking their public financial agendas to meet debt and growth challenges as well as growing popular and social demands, training institutions are engaging in an identification process of the new skills, knowledge and attitudes that are to characterize civil servants in MENA countries.



In this context , this panel tried to provide elements of response to the following questions:

- What types of professional qualifications are required?
- How can training institutions provide the most appropriate services?
- And which set of tools and programs are to be used?

Recommendations

The discussion, and resulting recommendations, focused on the strategic dimension of training in accompanying public financial management reform and revolved around the key elements that make a training policy the most appropriate and relevant to the needs.

1 Design and use an Annual Training Plan as a strategic instrument:

- The annual training plan is to be derived from a training policy document prepared by the Civil Service Board, the Council of Ministers or a national entity in charge of capacity development. The training policy shall set the generic framework and guidelines for public agencies to identify their training needs;
- The training needs assessment is expected to be based on clear job profiles and competencies frameworks that would allow conducting a “gap analysis” and diagnosis training needs on a yearly basis to feed in the training plan. The results of the assessment are also expected to help specify and prioritize learning goals linked to the broader capacity development and modernization agendas;

- It is recommended that the assessment embraces a wide range of systemic factors (at macro and local levels) that can impact capacity-building such as the political, economic and fiscal environments, the policy and institutional environment, the pace of reform implementation, the cultural context, etc.;
- A well formulated training plan shall include four key stages: (1) Engage all stakeholders to define training needs; (2) Understand the needs to design and plan training; (3) Implement the program; (4) Monitor and evaluate the outcomes of training. It was mentioned that monitoring can occur during both the delivery and follow-up stages;

- Training programs are expected to integrate a multitude of methodologies and tools. They should be case specific, and cater to the specific needs of the audience: from specialized training to technical assistance, the process of sharing knowledge and building capacities should be done in an interactive and participatory approach, fostering a culture of adult learning.



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2 Develop training institutions' in-house capacity:

- Build internal capacity: Getting staff on board with the latest developments and practices in the area of training and learning and developing their skills and know-how were highlighted as main factors driving success and excellence in training institutions. The experience of the Center for Excellence in Finance (see below) was presented as a good practice. The CEF has worked intensively on familiarizing its staff with different learning models and tools and has developed their capacities to work in teams, improve networking and operate communities of practices.

3 Create a training community:

- The design, delivery and monitoring of training activities can be facilitated by the presence of training coordinators at beneficiary institutions. These coordinators shall participate in the training needs assessments, in program design and implementation as well as in the evaluation process. Their presence and work shall contribute to the development of the internal management capacity of beneficiary institutions. It also introduces a participatory approach to training

and learning and fosters the predominance of demand-driven training;

- Training coordinators can help training institutions choose the most appropriate pedagogy, provide adequate support to facilitate the transfer of know-how and better target the needs;
- The work of training coordinators can be facilitated by the integration of new technologies (website, e-libraries, forums, e-newsletters, etc.) that contributes to the emergence of virtual communities of practice and network of peers, and fosters knowledge and information exchange.

4 Rely on a pool of expert-trainers:

- Trainers are usually expected to transfer the needed technical know-how to trainees. But they shall also act as “key partners” to training institutions and help them channel the right messages and values of public service. They are useful allies and intermediaries between a training institution and its target audience and can impact the attitudes of trainees;
- The need for trainers to take the time to build relationships with trainees during programs' implementation was highlighted as

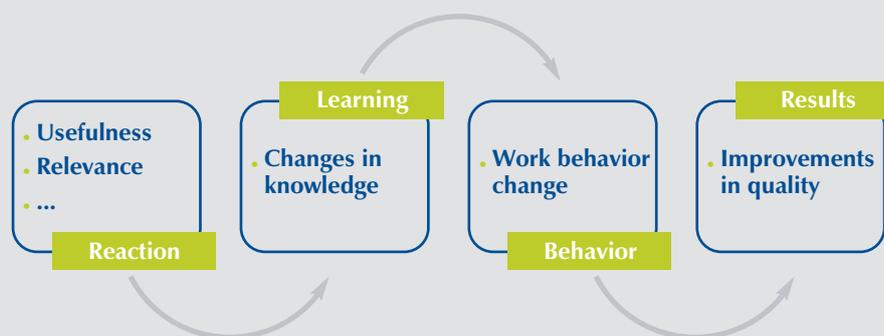
an important step in facilitating the transfer of knowledge, know-how and values;

- Training institutions are expected to monitor the messages transferred by trainers to the audience and help expert trainers prepare for their role as facilitators through continuous capacity-building activities (train the trainer programs, research, documentation, peer reviews, exchange of best practices, etc.). This is an important step for maintaining quality standards in training delivery.

5 Increase credibility through a well-designed evaluation process:

- Evaluation was recognized by all participants as a fundamental phase of any capacity development initiative. But it was also acknowledged as a difficult task because many variables can influence the trainee's performance once he or she is back to the workplace;
- Evaluation needs to be built into the learning practice from the first step of the design stage;
- The CEF presented its model for measuring the impact of training activities. It is inspired of one of the best known frameworks for training evaluation: The Kirkpatrick Four Level Model.

The Kirkpatrick Four Level Model



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Source: PowerPoint presentation entitled “Thinking Strategically: How Can Training Support Public Financial Management Reform - Experience of the Center of Excellence in Finance” by Ms. Urška Zrinski presented at the conference “Rethinking Training for the Public Sector”, held on November 16 and 17, 2016, in Beirut, Lebanon.

- Discussions focused on the fact that the vast majority of evaluation takes place at level one “Reaction”- a level at which the process captures the immediate impressions of participants and trainers - and at level two “Learning” that focuses on knowledge, skills and attitudes. It was agreed that at these levels, only limited information concerning the effectiveness of training can be gathered. Impact and cost-effectiveness (or value for money) can only be assessed starting levels
 - three “Behavior” and four “Results”. But these remain difficult, time and cost-consuming levels to be implemented;
 - It was also agreed that there is an emerging need to develop and adopt evaluation tools and indicators that provide information beyond the immediate outputs of training and that are able to assess the extent to which learning and change were linked;
 - It was advanced that training institutions can improve the impact
- of their programmes if they’re able to ensure that the beneficiaries’ managers are engaged in the capacity-building process and are supportive of the trainees’ commitment to training. The back-up of managers is essential in integrating training in an overall capacity development and change process rather than leaving it a stand-alone event. It can also help verify if learning is effectively transferred to the workplace and that it results in the desired change/improvement.

The case of the Center for Excellence in Finance - Slovenia

The Center of Excellence in Finance (CEF) was established in January 2001 by the Slovene Government on the initiative of the Slovenian Ministry of Finance and in close cooperation with Ministries of Finance of other countries in South East Europe. With extensive knowledge of the region's training needs, the CEF has become a leading training institution for capacity development in public financial management and central banking in South East Europe, providing its services to 12 member countries.

The mission of the CEF is to promote awareness of international standards and best practice by organizing specialized training, encouraging knowledge-sharing and research, and providing technical assistance. It also provides a platform to exchange experience and peer-assisted learning in a number of other East European and Central Asian countries.

The CEF has been very successful in functioning as a meeting point for knowledge-sharing and the exchange of experiences gained in the process of reforms. Many solutions for common problems have been adopted from exchanges between members, through the work of communities of practice.

The CEF anchors the design and delivery of its training programs in many conceptual frameworks. Inspired by the UNDP model, the CEF capacity development cycle is composed of 5 phases:

- Engaging stakeholders through a well-thought governance structure that includes a supervisory , an advisory and a management board;
- Understanding regional needs by organizing field and country visits, conducting desk reviews and reading project-based reviews, working closely with IMF resident advisors at CEF and relying on the work performed by a group of country coordinators;
- Designing programs;
- Implementing programs;
- Monitoring and evaluation.

Finally, the CEF dedicates time, efforts and resources to internal capacity-building that focuses on:

- Getting staff on board with recent trends in the area of learning and training;
- Familiarizing them with different learning methods and tools;
- Presenting the evaluation model and discuss ways to improve it;
- And foremost, improving team work and creating and sustaining learning partnerships.

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Workshops and roundtables discussions

Three roundtable discussions were proposed in the afternoon of day one for participants to discuss themes of interest and make recommendations in response to one main question: How can training institutions develop adaptive capacity and resilience?



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Roundtable one

Can we do good capacity building without a clear HR framework?



Context and Challenges

Training institutions operate in various legal and regulation frameworks. Current practices in the MENA region have been mostly following an “offer” approach. Yet, international good practices and trends have proved that moving towards a HR framework and demand driven training make the training process more effective, credible and sustainable.

The first roundtable discussion focused on the following problematic:

Can we do good capacity building without a clear HR framework?

The workshop offered a platform for experience-sharing by the UNDP-Lebanon on building the capacities of municipalities. The Ministries of Finance of Tunisia, Jordan and Palestine also shared the lessons learned in coordinating training and

career path development for their staff between HR directorates and affiliated training institutes.

At the end of the workshop, participants proposed a set of recommendations as essential steps towards improving capacity development in their countries.

Recommendations

- Separate political and executive decision-making: Public administrations and institutions should be able to operate and fulfill their missions independently from political pressure;

- Foster awareness among policy makers on the importance of human resources management and of linking training initiatives to competencies framework;
- Link HR management and training to the overall public administration modernization strategy, at least on the medium term;
- Establish HR management directorates at all ministries and develop their internal capacity to write job profiles and conduct training needs assessment;
- Link training to career path development.

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Roundtable two

How to close the gap between evolving needs and designed programs, between expectations and results? Can training foster change?

Context and Challenges

In the light of current changes in the MENA region, and their repercussions on the reform agendas, training institutions have been operating in a more complex environment. Flexibility and responsiveness have become key elements to ensure the success and efficiency of their programs. In that respect, these institutions not only have to close the gap between evolving needs and available programs and expertise, but also forecast future developments in terms of needs, mobilize new expertise, design up-to-date programs and develop the adequate monitoring and evaluation tools. The second roundtable tried to give elements of response to the following questions: **How to close the gap between evolving needs and designed programs, between expectations and results? Can training foster change?**

Testimonies from the UN Economic and Social Commission for Western Asia (UN-ESCWA) and from the Association of Banks in Lebanon served as interesting case studies.



Recommendations

- Prepare a capacity development plan for all ministries, which sheds light on general trends in the public sector and outlines desired goals and results;
- Adopt a participatory approach that involves all concerned stakeholders in the training process: ministers, directors general, line managers, direct beneficiaries, etc. to ensure institutional and individual commitment as well as sustainability;
- Create HR management directorates at all ministries and public institutions and develop their internal capacity to analyze training needs and translate them into training requests;
- Promote networking and dialogue between HR units, decision-makers and training institutions to foster transparency and the transfer of knowledge;
- Integrate training into contextual factors: legislative, institutional, financial, etc.;
- Create competencies frameworks that link training needs to career path development, with specific focus on the following skills:
 - a. Specialized and technical skills
 - b. Managerial skills
 - c. Capacity development on short and medium terms;
- Develop performance indicators that are able to measure:
 - a. The performance of the institution as a whole
 - b. Individual performance and evolution
 - c. The satisfaction of beneficiaries after the training.

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Roundtable three

Information and communication activities to go hand-in-hand with training and reform plans - Experiences from the field



Context and Challenges

Publications and communication services are useful in raising awareness and accompanying change and reforms. The third roundtable tried to analyze **how can training institutions make good use of these instruments to strengthen capacity development?** Two cases from the Lebanese public administration panorama were selected as case studies: the experience of the Telecommunication Regulatory Authority and the case of the Ministry of Finance that has invested a lot of

time and effort to enhance transparency and access to information by making a wide array of financial reports and publications available to the public. Participants' discussion mainly focused on the constant pressure faced by communication departments due to increasing budgetary and political constraints.

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Recommendations

- Awareness-raising campaigns, user-friendly publications, websites and e-libraries are able to provide large amounts of information to citizens and strengthen their awareness on fiscal and financial topics;
- Credibility, clarity, regularity and coherence were identified as the necessary foundations to a comprehensive communication strategy, and are expected, on the long run, to benefit the end-users, the citizens and the State by enhancing trust in Government and reducing public misperceptions;
- The more information is analytical and informative, the better it is received by the media and the public at large;
- It is essential to document all experiences and know-how and make the knowledge available to all in an effort to foster the exchange of experiences and peer-to-peer learning. The promotion of good practices and of failures is one effective way to support the learning process. When applied to the MENA region, it is expected to facilitate South-South cooperation;
- Since reforms are a long and arduous process, public sector communication specialists need to be prepared to face discrepancies between the information communicated at the early stages of reform and the one communicated during the evaluative phases. Being ahead of implementation and evaluation, they need to carefully balance the messages communicated to the public;
- They are also expected to cope with the growing pressure of budget constraints and austerity plans, red tape, programs' timeframes, and even sometimes political pressure;
- Well-designed communication and information strategies and campaigns are able to build consensus over reform and resolve existing tensions among various stakeholders;
- As per the training programs, training communication strategies are expected to be demand-driven and customized to specific target audiences;
- The participation of civil society is encouraged to increase the credibility of information, its outreach, the monitoring process and the overall level of satisfaction of citizens.

Field Visit to the Civil Aviation Security Training Center

As part of the exchange of experiences facilitated by the network, a field visit to the Lebanese Civil Aviation Security Training Center (CERSA) was organized on the second day of the conference. The visit consisted of a detailed presentation of the center, its mission, governance structure, training activities and tools as well as a tour of its premises. A more detailed presentation focused on the evaluation process designed and implemented by the center to assess the quality and effectiveness of knowledge transfer, following training delivery.

The visit took place in the presence of His Excellency the Minister of Interior and Municipalities of Lebanon, Marwan Charbel, and the Ambassador of France to Lebanon, Denis Pietton.

Participants also had the chance to get a snapshot of the process through which the CERSA deals with explosives by witnessing a demonstration of the measures taken to implode a bomb.

The Civil Aviation Security Training Center was established in 2009 through a bilateral cooperation agreement between France and Lebanon. In two years, more than 3,000 airport security personnel, including staff from the Lebanese Army, Internal Security Forces, General Security Forces, State Security Forces, Civil Aviation and the Customs administration, were trained, on a variety of topics related to civil aviation security. The center has also hosted a number of regional training programs, organized in close collaboration with the Institut des Finances Basil Fuleihan.

As explained by the center's staff, the mission of the CERSA is to:

- Accompany, through training, the effective implementation of any security preventive measures adopted;
- Provide, on-demand, expertise and consultancy services in the field of civil aviation security to other institutions;
- Facilitate the understanding and application of the rules and procedures issued by International Civil Aviation Organization; and
- Exchange regional and international best practices and curricula.

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Concluding Remarks

By
the GIFT-MENA Secretariat

Ladies and Gentlemen,

Dear colleagues and Friends,

We have come to the end of our conference on **Rethinking Training in the Public Sector**.

We would like to express our appreciation to all delegations, participants and speakers for actively participating in this two-day event and other celebrations organized on the occasion of the Institute's 15th anniversary.

The various keynote presentations including country experiences have made this gathering a successful and enriching event.

A full summary report of the conference will be shared with you at a later date. At this time, we only wish to highlight a few key points emerging from our discussions.

It has become obvious that today, in the context of international economic crisis and the Arab Springs, we, training institutions in MENA countries and their partners, need to reflect on how to tailor our approaches and tools to better cater for new emerging needs and demands.

This conference enabled us to explore very intriguing themes and share ideas for future steps:

First, the modernization of the legal framework: Training institutions need to operate in a well defined and regulated framework, with clear "rules of the game". This framework can be set by a national regulation authority such as the Civil Service Board; Then, a clear **capacity development strategy should be elaborated at the level of the State in consultation with all stakeholders**. The Annual Training Plan was beautifully defined by our French colleague Mr. Parent as a strategic, navigation and communication instrument. Accordingly, additional efforts would be made by **all national training providers to harmonize their interventions**. All participants agreed that **training**

needs to be linked to career path development. This will allow us to achieve a major quality leap in turning training from a cost to a worthwhile investment.

Still, this entails the **elaboration of new tools such as the job competencies framework, detailed job profiles**, and others. Our colleagues in Morocco have already engaged in this challenging initiative and Mr. Fassi Fehri pointed out the various challenges linked to its effective implementation. The Moroccan example can be a learning model for us.

At the same time, making training in the public sector more efficient and achieving quality results can be further improved if **HR units were established at all ministries and local coordinators assigned to analyse training needs following a bottom-up approach**. Our colleagues in Jordan and Palestine have experiment this set-up and are starting to collect positive results. The Center for Excellence in Finance has also shared its appreciation of the work achieved by the local coordinators assigned by beneficiary institutions in identifying and understanding training needs. Such a set-up can help us move towards demand-driven training. Discussions and presentations also focused on building the capacities of

our trainers and working hand in hand with them to vehicle our strategic messages and key public sector values across all our training activities: Ethics, performance management, value-for-money and many others.

The evaluation process and tools were also recurrent topics. Various models were presented or referred to. We all agreed that evaluation is an integrated part of the overall training engineering process, in order to make sure that we are thinking of the right and most appropriate tools.

A lot of focus was laid on the necessity for training institutions to continuously build their internal capacity; we are sure you are all dedicating a lot of time, effort and thought to reinforcing your capacities and develop quality management tools. Insightful ideas were provided by our colleague Urška, such as:

1. Getting staff on board with **recent trends in the area of learning and training**: Research and studies can help us forecast future needs and devise better targeted programs
2. Familiarize them with different **learning methods and tools**
3. Present and discuss the **evaluation model** with all the team

4. Improve **teamwork**

5. Sustain **learning partnerships** through the creation of virtual tools such as the **virtual library** and **communities of practices**.

It is also key to **establish a good and trustful relationship with the donor community** and the various providers of technical assistance as most of them always have projects related to capacity-building. The close coordination of our work can help **create synergies** that will only benefit to enhancing capacity development for the public sector. The presence of IMF experts and partners on the advisory board of the CEF is for example an interesting model. Finally, and nonetheless, capacity development is not only about training. It is also about providing access to information, raising awareness and communication. It is about documenting our experiences and know-how and making the knowledge we are creating available to all. Now that we have given ourselves this valuable chance to rethink training in the public sector together, we hope we will embrace our recommendations and move to action.

Ladies and Gentleman,

Dear Colleagues,

For us, these have been very productive meetings-not just in the formal sessions, but in many personal encounters and discussions with all of you. As our conference draws to a close, we would like to thank all GIFT-MENA members who have joined us on this occasion as well as our partners, and mostly SIGMA and ADETEF for their tremendous support.

We wish you all a safe journey home and look forward to seeing you all again very soon at our next GIFT-MENA event.

Conference Agenda

**Wednesday,
November 16, 2011**

09:30 - 09:35

Welcome word by Ms. Lamia Moubayed Bissat, Director of the Institut des Finances Basil Fuleihan

09:35 - 11:00

Plenary session

Training in support of public sector modernization: Lessons learned from international practice

Training institutions play a central role in shaping public leadership and building public service capacity.

They are often called upon to address emerging needs and shortcomings in public sector leadership and capacity. This session will present and discuss lessons learned from international practice in designing and delivering training programs for civil servants to accompany State modernization and manage change.

It will reflect on a set of key questions such as:

- How can a country develop its own national training policy/strategy?
- What are the tools needed to promote life-long learning and institutionalize training at a national level?
- How to promote the values of public service and continuous learning?

- What types of coordination mechanism are to be developed at a national and potentially regional level to create synergies among local training operators?
- How can current practices be improved?

Keynote Speakers

- **Mr. Aderito SANCHES**, International Consultant, EU-SIGMA
- **Mr. Abdelahad FASSI FEHRI**, Director of Studies and Cooperation, Institut Supérieur d'Administration, Morocco

Moderator

- **Ms. Florence DUBO**, Director of Studies, Institute of Public Management and Economic Development (IGPDE), France

Q & A

11:00 - 11:30 / Coffee-break

11:30 - 13:00

Plenary session

Thinking strategically: How can training support Public Financial Management Reform?

Public financial management reforms are at the core of state modernization. They are usually defined as technical and resource intensive, creating a demand for highly qualified staff. Technical skills of civil servants as well as their capacity to conduct change are perceived as key to successful reform implementation.

At a time when most countries are rethinking their public financial agendas to meet debt and growth challenges as well as growing popular and social demands, training institutions are engaging in an identification process of the new skills, knowledge and attitudes that are to characterize civil servants in MENA countries.

- What types of professional qualifications is required?
- How can training institutions provide the most appropriate services?
- And which set of tools and programs are to be used?

The present session shall reflect on how training institutions could address the shortages in talent in the public sector on the short and long term. It will focus on the need for continuous internal capacity-building and know-how to support PFM reform initiatives and the development of new skills.

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Keynote Speakers

- **Mr. Bruno PARENT**, Inspector General of Finance, Ministry of Economy, Finance and Industry, France
- **Ms. Urska ZRINSKI**, Center for Excellence in Finance, Slovenia

Moderator

- **Mr. Nicolas DUBOIS**, Principal Administrator, EU-SIGMA

Q & A

13:00 - 14:30 / Lunch

■ 14:30 - 16:30

Workshops and roundtable discussions

Three roundtable discussions are proposed in the afternoon of day one for participants to discuss themes of interest and make recommendations in response to one main question:

How can training institutions develop adaptive capacity and resilience?

Roundtable one

Can we do good capacity building without a clear HR framework?
(Training institutions operate in various legal and regulation frameworks, either guided by clear policies for human resources management or offer and demand driven).

Roundtable two

How to close the gap between evolving needs and designed programs?
Between expectations and results?
Can training foster change? *(How can training engineering better cater for evolving needs? What types of monitoring and evaluation tools can help training institutions enhance program design and delivery?)*

Roundtable three

Information and communication activities to go hand-in-hand with training and reform plans-Experiences from the field *(Publications and communication services are useful in raising awareness and accompanying change and reforms. How can training institutions make good use of these instruments to strengthen capacity development?)*

■ **Thursday, November 17, 2011**

■ 0-9:30 - 11:00

Field Visit to the Airport Security Training Center

The objective of the visit is to familiarize the participants with one of the most recently established public sector training centers: The Airport Security Training Center (CERSA). The center provides trainings on security issues to officials from the Lebanese Army, Internal Security Forces, General Security Forces, State Security Forces, Civil Aviation and the Customs administration.

- Presentation of the Training Center's mission and activities
- Curriculum development and other training tools
- Collaboration and partnerships
- Guided tour of the premises

11:30 - 12:00 / Coffee-break

■ 12:00 - 13:30

Plenary session Closing Remarks and Recommendations

This session will review the results of the three roundtables and provide a platform for participants to agree on the conference's recommendations.



Join us in Tunis in 2012



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