

The CAG Global Survey on Public Sector Training 2022

The CAG Global Survey on Public Sector Training 2022 was produced by the Chandler Academy of Governance (CAG).

Acknowledgements

CAG is grateful for the support of our partners, the Eastern Regional Organization for Public Administration (EROPA), the African Association for Public Administration and Management (AAPAM), and all the institutions and respondents that participated in the Survey. The full list of national government training institutes (NGTIs) included in the Survey is available on page 46.

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Unless explicitly attributed or quoted as such, the content and views expressed in this report do not necessarily reflect the views of those acknowledged.

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The *Global Survey on Public Sector Training* was launched in 2022 to understand the current state of public sector training around the world. This study recognises the unprecedented challenges and opportunities facing national government training institutes (NGTIs), in how best to equip public servants with the capabilities they need to address the urgent policy challenges of our time. To this end, the survey aims to provide a broad and representative range of global perspectives and experiences, in the spirit of shared understanding and learning.

Survey Methodology

The survey targeted the leadership of NGTIs who were asked questions covering three main areas: (a) the context of their respective institutions, including challenges and opportunities faced, (b) their curriculum, and (c) their pedagogy. The primary aim of this study was to capture a snapshot of the nature of public sector training, not to

identify causal relations between institutional factors and training output or outcomes. Some limitations regarding the survey methodology are outlined on page 52. The design and administration of the survey is outlined in Figure 1 below. A blank copy of the survey questionnaire can be found in Appendix 3 on page 48.

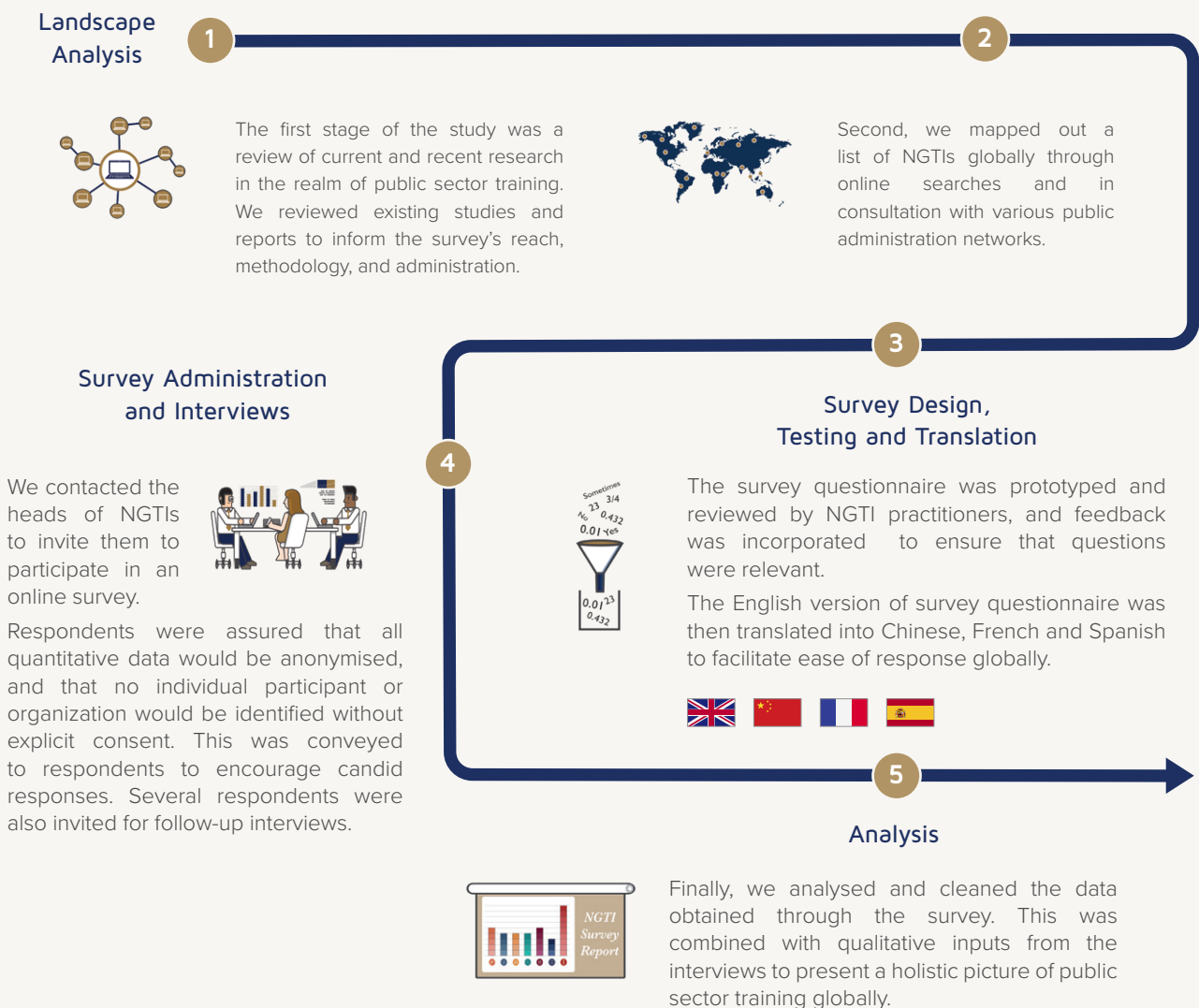


Figure 1. Flowchart of survey design and administration.



Message from the Dean

National government training institutes (NGTIs) perform an important role in building the capabilities of the public service all over the world. Almost all countries have at least one entity designated to fulfil this purpose. The characteristics and functions of NGTIs differ from one jurisdiction to the next, but they all share one concern:

How best to design and deliver training that will meet the needs of their learners, of their governments, and ultimately, of the citizens they serve.

Our aim then with this new survey was to try and capture a sense of how public sector training is playing out around the globe in this post-COVID-19 world. What are the challenges that NGTIs currently face, what is driving changes to their curricula, and how are they adapting their pedagogy?

And so, we set out to try and capture some of these developments and share them with the global community involved in public sector training. We are very grateful for the help of our regional partners, the Eastern Regional Organization for Public Administration (EROPA) and the African Association for Public Administration and Management (AAPAM), who helped to spread the word about the survey to the Heads of NGTIs.

We are delighted to report that we have received survey responses from thirty-three institutes from across four continents. The respondents represent an astonishing

diversity of institutes that are all dedicated to building public sector capabilities. We were also able to follow up with many in-depth real time discussions, and detailed correspondence, which allowed the NGTI Heads to elaborate further about their training programmes and developments.

CAG is pleased to be able to share the results of this inaugural study. A key refrain from many of the NGTI leaders we spoke with have welcomed this opportunity to share their perspectives. They also look forward to how our study can create a platform for peer-to-peer connection, understanding and learning.

We hope you enjoy reading this report and we invite you to share your feedback on how public sector training is developing in your own country or territory.

Thank you.

A handwritten signature in gold ink, appearing to read 'Kenneth Sim', with a stylized flourish underneath.

Kenneth Sim
Dean, Chandler Academy of Governance

Executive Summary

The *Global Survey on Public Sector Training* is a new study by the Chandler Academy of Governance that was conducted during Q3 of 2022. It seeks to capture a snapshot of how national government training institutes (NGTIs) are operating as the world emerges from the Covid-19 global pandemic.

The *Global Survey on Public Sector Training* is unique in how it has captured the perspectives of NGTI leaders from a very diverse range of countries and territories (thirty-three institutes from four continents). In addition to **quantitative** findings from the survey questionnaire, this study also captures **qualitative** insights from several one-on-one follow-up interviews that were conducted with the leaders of NGTIs.

The impetus for the survey came from a sense that not all NGTIs globally are well understood by each other. There are few opportunities for them to come together to share their experiences, perspectives, and concerns. This new survey offers a new opportunity to broaden the conversation and open the door to mutual understanding and hopefully towards peer learning and greater public sector performance.

Report Structure

The report follows the structure of the online survey questionnaire which was designed around three main sections:

- a. the institutional structure and challenges faced by NGTIs
- b. focal areas in curriculum design
- c. pedagogical approaches employed in training delivery

Looking Ahead

The *Global Survey on Public Sector Training* was designed to sense the times and the climate around public sector training. The preliminary findings point to areas where NGTIs can exchange knowledge and advice on how to meet ongoing and emerging challenges. Our hope is that this initial study serves the global community involved in public sector learning, and we welcome your feedback on areas for future in-depth investigation, improvement and collaboration.

Key Findings from the Survey

A. Challenges



Top Challenge – The Lack of Instructional Designers

The survey questionnaire revealed myriad challenges faced by NGTIs. Their biggest concern is the **“lack of qualified instructional designers”** (67% agreement). Instructional design (also known as learning design) is essential for designing and delivering effective training programmes. Several of our interviewees shared how it can be difficult to equip or support faculty and trainers with professional instructional design skills. This becomes even harder when the trainers are normally full-time public servants, or when the curriculum is updated, or when the medium of instruction changes, such as switching to online training.

Without sufficient resources dedicated to good instructional design, training programmes risk having poor implementation and evaluation. This risk is borne out in the joint-second biggest challenge, which was the **“difficulty in measuring the impact of training”** (52% agreement).

Another key challenge articulated by NGTI leaders was the **“inadequate resources devoted to public sector training”** (52% agreement), with a 100% rate of agreement among NGTI leaders from lower-income countries. This challenge also came across in some of the interviews, where leaders shared how they were forced to seek alternative sources of revenue amidst tighter fiscal envelopes during the pandemic years.



The Global Survey on Public Sector Training is unique in how it has captured the perspectives of NGTI leaders from a very diverse range of countries and territories.



Leadership and Ethics Top the List

NTIs were asked which areas they foresee will be in demand as topics for future training programmes. Of the NTIs surveyed, 85% anticipate designing and delivering programmes on **Leadership and Ethics** over the next three years. Training around the topic of **Citizen-centricity and Public Engagement** (79%) is also an area in high demand.

Local Context the Main Driver of Curriculum Foci

The three most important sources of input for curriculum planning indicated in the survey responses are the “**Review of government’s strategies, goals and plans**”, “**Input from government line agencies / departments / ministries**” (94% of NTIs refer to these), and “**Direct consultations with public servants**” (90%). These responses are in line with the primary mandate of NTIs to support public sector capability development within their own country or territory.



The Move to Online

Of the NTIs surveyed, **all (100%) are now doing some form of online training** (e.g. lectures and workshops conducted through Zoom). This is remarkable given that many had previously done zero online training prior to the Covid-19 pandemic. This sea change in the way NTIs operate cannot be underestimated. Many have gradually moved back to some face-to-face programmes, but online learning is here to stay. However, currently, many NTIs (37%) do not have any online **asynchronous** learning components as part of their online offerings.

Interestingly, NGTI leaders expressed a range of views in interviews on the role and expected prominence of online learning. While some had invested heavily in online learning offerings during the pandemic and expect continual growth momentum in online training for the sector, others foresee a reversion to pre-pandemic days, and more in-person training. This bifurcation of views is also reflected in the survey responses which indicate a broad range of potential challenges facing NTIs in their adoption of online learning.

Countries and Territories Surveyed



Figure 2. Map of countries and territories with institutions that were surveyed.





Institutions

Survey Context

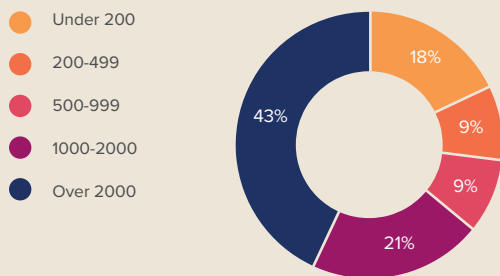


The Institutions Surveyed

The questionnaire captured information regarding the size, context and mandate of the organisations surveyed.

Number of Public Servants Trained Each Year

Figure 3. Approximate number of public servants trained by the institution each year.



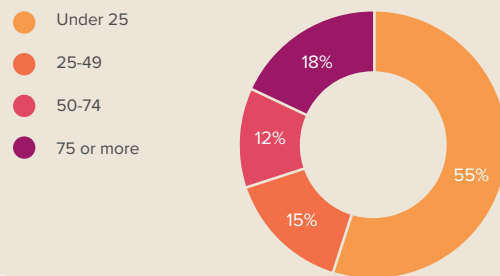
The majority of participating institutions train over

2000

public servants
each year

Number of Full-time Trainers or Faculty

Figure 4. Approximate number of trainers or faculty members engaged on a full-time equivalent basis.



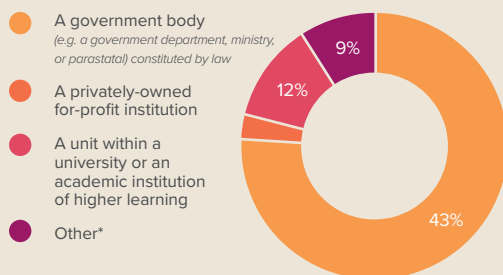
The majority of participating institutions engage under

25

trainers or faculty members
on a full-time basis

Nature of the Institution

Figure 5. Nature of the institution.



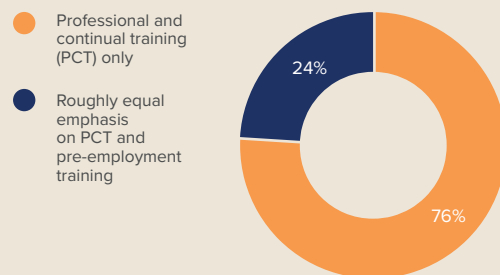
The majority of participating institutions were

Government Bodies

(e.g. a government department, ministry, or parastatal) constituted by law

Type(s) of Training Offered

Figure 6. Institutional focus on type(s) of training offered.



The majority of participating institutions

76%

offer Professional and Continual Training (PCT) only

*Responses for "Other" are specified in the Endnotes



Section A

Addressing Common Challenges



Common Challenges Facing NGTIs

The public sector training landscape is remarkably diverse, with a broad range of institutional players. The first section of the survey seeks to identify some of the most common challenges NGTIs face in the area of training.

The survey asked respondents about some common challenges faced by NGTIs. **The shortage of qualified instructional designers** came up as the top challenge for the majority of the survey's respondents (67%). This challenge is explored more on page 16.

Inadequate Resources

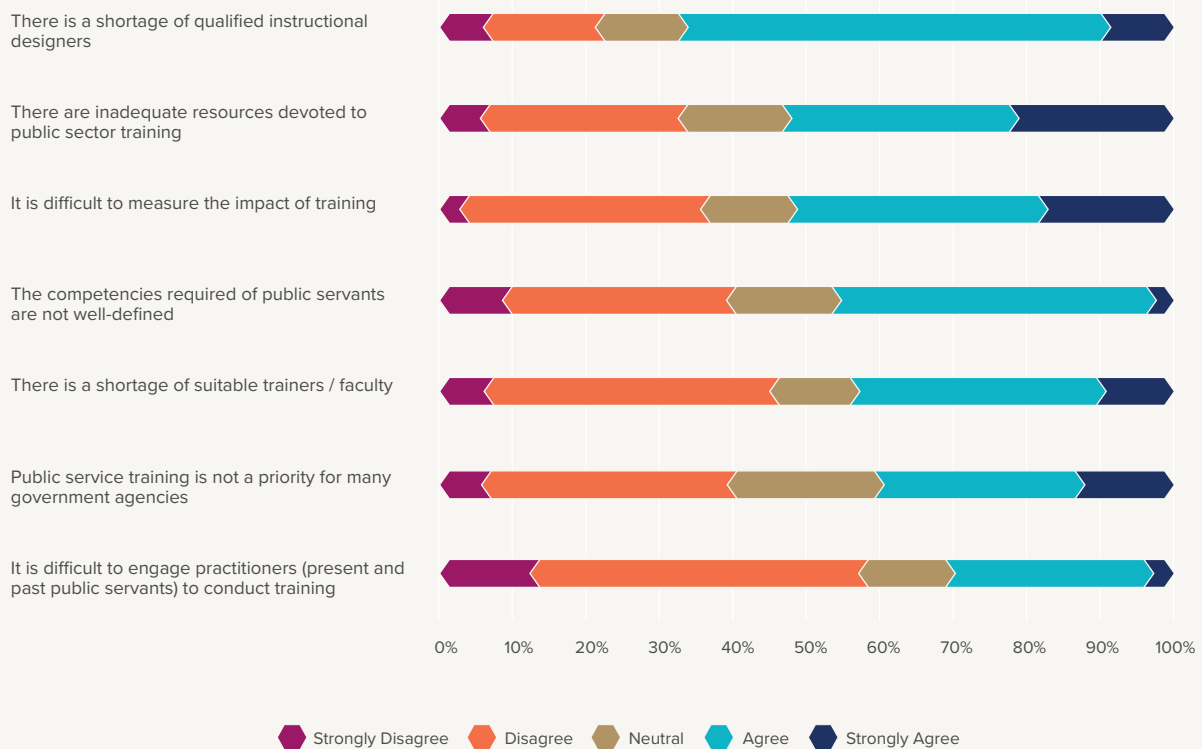
52% of respondents agree that there are inadequate resources devoted to public sector training. This challenge was felt more acutely with NGTIs from low income countries, where 100% agreed with the statement.

And more than half (52%) agree that **it is difficult to measure the impact of training**. This is explored more on page 20.

This finding was supported in the supplementary section of this question which asked about

Common Challenges Facing NGTIs

Figure 7. Common challenges facing NGTIs.





Respondents agree that it is difficult to measure the impact of training.

“any other challenges that your institution may be facing.” Several respondents elaborated, listing out: **“financial constraints”**, **“budget constraints”** at the ministry level, **“shrinking funding”**, **“tightening fiscal and manpower resources”**, a lack of **“human resources”**, **“poor infrastructure (classrooms) and ICT equipment”**, and **“inappropriate premises”**.

A lack of secured and full funding from the government has caused some NGTIs to change their operating model in recent years. Several entities have taken on a limited company or charity status, and have broadened their target audiences beyond public servants, so as to generate additional income. They may also create revenue through research, consultancy, and publishing services. Perhaps unsurprisingly, there is also a correlation between those NGTI respondents who think there are *‘inadequate resources devoted to public service training’* and those that think

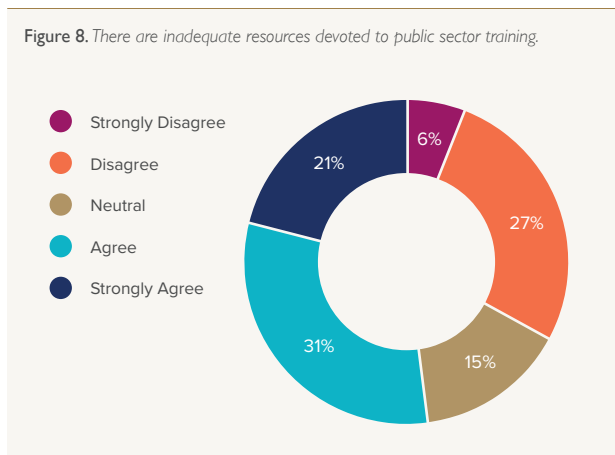
‘public service training is not a priority for many government agencies’.

Competencies for Public Servants

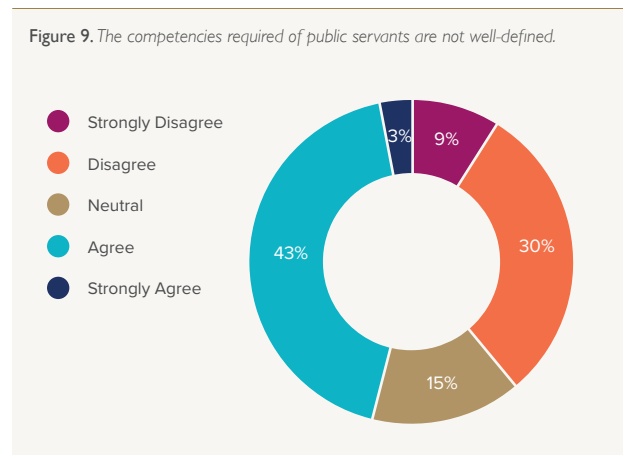
Accurately identifying and targeting competency gaps form the bedrock of impactful training. Yet, as much as 45% of respondents feel that the competencies required of public servants are not well-defined in their respective jurisdictions.

This sentiment is echoed in the supplementary section of the question which asks about *“any other challenges that your institution may be facing.”* One participant commented: *“There should be a more structured process of thinking about the kind of skills/capabilities someone needs at different career stages, and then designating formal and mandatory training programs through that person’s career.”*

Inadequate Resources



Competencies Are Not Well-defined



Designing Competency-Based Training



In 2015, Nepal made a historic change from a unitary form of governance to a federal system with seven provincial governments. Rishi Ram Pandey is the founding Executive Director of Gandaki Province Training Academy (GPTA) and his institution has identified many training-related challenges for public sector workers within the new form of government.

Nepal

“Over the years a lot of government and NGO money has been spent to try and develop public sector capacity in Nepal, but value for money has been low. What has been lacking is a change in behaviours and improved public sector performance on the ground.

Surveying needs has not been done well enough – we need to find out more about competency gaps and institutional needs, for example by using field visits and terms of reference for each role.

We are talking about competencies, not capacity – these are the gaps that need to be broached – and how big these gaps are is what needs calibrating. We need to see



GPTA's new premises in Pokhara, Nepal.

“

WE ARE WORKING TOWARDS DESIGNING COMPETENCY-BASED TRAINING FOR ALL CATEGORIES OF PUBLIC SECTOR WORKERS.

”

the design of training aimed towards these competency goals and more application of these competencies in the field after the training.

This is what we are working towards now at the GPTA, designing competency-based training for all categories of public sector workers, from elected officials through to frontline officers.”

Gandaki Province Training Academy



Gandaki Province Training Academy was established in Nepal in 2019. Its mandate is to provide training that changes behaviour and improves the performance of elected representatives, and provincial and local-level public servants. It is an ISO 9001:2015 Certified Academy.

The Demand for Instructional Designers

The survey results show that a shortage of qualified instructional designers is the most common challenge faced by NGTIs.

Instructional Designers (also known as Learning Designers) create training and capability-building materials to be used by governments (and other types of organisations). Well-trained instructional designers know how to design, develop and deliver learning experiences in a variety of formats to communicate ideas and information clearly and creatively to learners. But crafting engaging learning and development initiatives is not simple.

The many challenges include crafting learning materials that meet the needs of the learner, as a “*learning event*”, but also that carries through into their performance at work. This should happen in ways that both inform and engage — while, at the same time, ultimately achieving the organisation’s goals and objectives.



Successful learning materials need to both inform and engage.

“

**INVESTING IN
INSTRUCTIONAL DESIGN
OFFERS A DISTINCT
ROUTE TO IMPROVE
PERFORMANCE.**

”

Traditionally, instructional designers focused on drafting training manuals and classroom materials. The required skills include conducting needs analysis, drafting learning objectives, working with subject matter experts to codify and curate learning experiences, and to develop activities and assessments.

The main goal is still the same today – to help people acquire knowledge or skills through compelling, relevant, and memorable learning experiences. But the demands on instructional designers have grown.

Several respondents to the Global Survey noted that there is increasing demand for a variety of learning modalities. These include team-based activities such as games or simulations, more project-based bespoke activities and designing learning pathways.

Added to this is the demand for more e-learning course development, especially as more organisations pivot towards remote work and encourage their employees

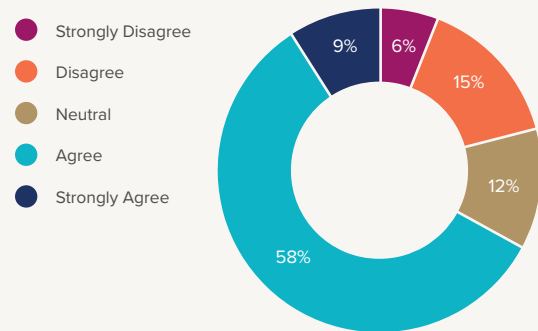
to build their capabilities in more flexible and accessible ways. The new skills now in demand thus have an added technology dimension – working with online content creation software, graphic design, video production and integrating with learning management systems.

For many NGTIs we surveyed, their trainers are often full-time public servants who are sharing their own skills and knowledge. They are subject matter experts in their own right, but they may not have a pedagogical perspective on how best to teach. This is where the expertise of instructional designers – especially those with some knowledge of public service work – have a crucial role to play.

The demand for instructional design skills is growing across all industries, not just for NGTIs. Organisations want to ensure that their investment in training really pays off. For NGTIs, investing in instructional design offers a distinct route to improve performance.

Shortage of Qualified Instructional Designers

Figure 10. There is a shortage of qualified instructional designers.



There is increasing demand for a variety of learning modalities, including team-based activities such as games or simulations.

Equipping Trainers with Instructional Design



Diogo Costa and Rebeca Loureiro de Brito of Brazil's National School of Public Administration (Enap) share how they equip practitioners and experts with the necessary pedagogical skills to be trainers and facilitators themselves.

Brazil

Brazil's National School of Public Administration (Enap) is one of the largest NGTIs in the world, serving hundreds of thousands of civil servants. However, rather than hiring their own full-time faculty, Enap prioritises training up public service practitioners and experts to develop and deliver training.

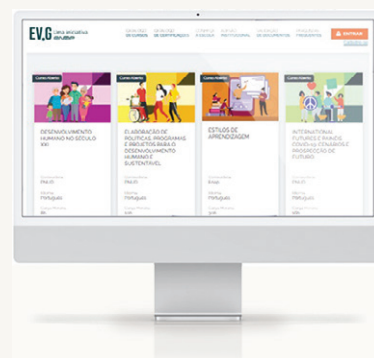
Diogo Costa, President of Enap and Rebeca Loureiro de Brito, Executive Director, share how Enap goes about equipping practitioners and experts with the necessary pedagogical skills to be trainers and facilitators themselves and how they create learning materials with their instructional design team.

Enap is committed to offering courses, workshops, events, mentorships and other development initiatives that accompany the dynamics of the political, socioeconomic and cultural context that constantly pose new challenges for the State and public servants. In this sense, the school relies on the expertise of senior public servants (practitioners), professors from public and private institutions, representatives from the third sector and specialists in diverse topics to work as teacher-facilitators.

To obtain the necessary alignment, the following strategies stand out:

- Enap designs courses and programmes according to: government objectives, the National People Development Policy (PNDP), its mission and strategic objectives, and the profiles of the respective public agents;

- The professionals selected by Enap must act within the principles of public administration and share the values established by Enap's pedagogical guidelines, from the elaboration to the execution of learning solutions;
- Enap's team maintains a continuous dialogue with the teachers and facilitators to create a joint learning process that meet the objectives and profile of the target audience;
- Enap opens up to the teachers and facilitators of all classes, Enap's infrastructure and teaching resources - such as the institutional repository, the digital library, and distance learning courses;
- Enap provides training and improvement opportunities to its teachers and facilitators so they can incorporate new methodologies and knowledge into their practices.



Enap's team of instructional designers support Enap's 'escolavirtual' online learning portal. The school offers more than 460 courses that are open to both civil servants and the general public. There are currently more than 2.5 million active learners.



The Enap campus in Asa Sul, Brasília.

In order to design and offer relevant content, produce educational videos, and create asynchronous online materials and courses, Enap has an **instructional design team** responsible for designing most of its courses.

Based on constant benchmarking with national and international institutions, dialogue with public administration bodies and entities, Enap is able to anticipate trends and calibrate its offerings to provide the best content to Brazilian public servants.

In order to achieve the learning objectives designed for each course, and respecting the different learning styles, Enap defines different types of learning objects: videos, podcasts, e-books, articles, books and online handouts. Some of these materials are developed by contracted teachers, others are developed within Enap and others are identified through curation (open educational resources).

Enap has a studio and a support team for producing teaching materials. However, this team is not dedicated to these tasks alone. They are also responsible for the school's institutional communication. In some cases, the course materials are also produced by contracted or partner institutions under Enap' supervision.

In fact, it is not easy to find and recruit instructional designers capable of working with the most diverse teaching strategies offered by Enap, and who are knowledgeable of the pedagogical principles adopted by the school. For this reason, Enap has invested in the continuous training of instructional designers among its employees and professionals from partner institutions. The creation of a "Google Classroom" for constant dissemination of news and guidelines for external collaborators and interactive guides that can undergo constant updates are other examples of how Enap improves the performance of these professionals.

Brazil's National School of Public Administration



The Escola Nacional de Administração Pública (Enap) is the National School of Public Administration in Brazil. It was founded in 1986 with the mission to transform the culture and the mental model of each public agent and develop their capacity in order to innovate, achieve results, and serve society.

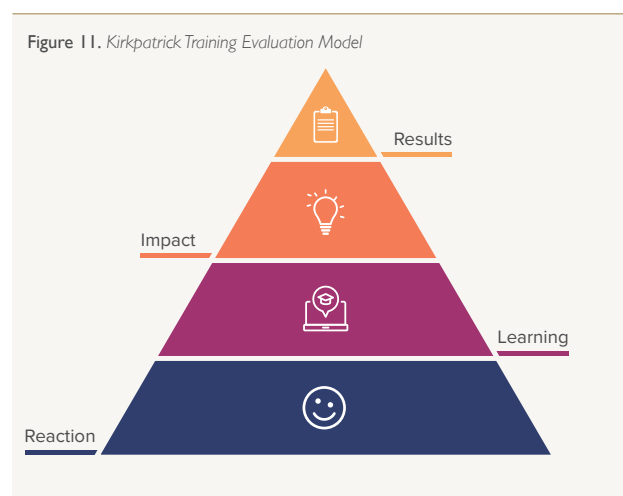
Post-Training Assessment

Each training intervention should have a clear learning objective or outcome. But measuring the success of training beyond the “classroom” can be extremely difficult.

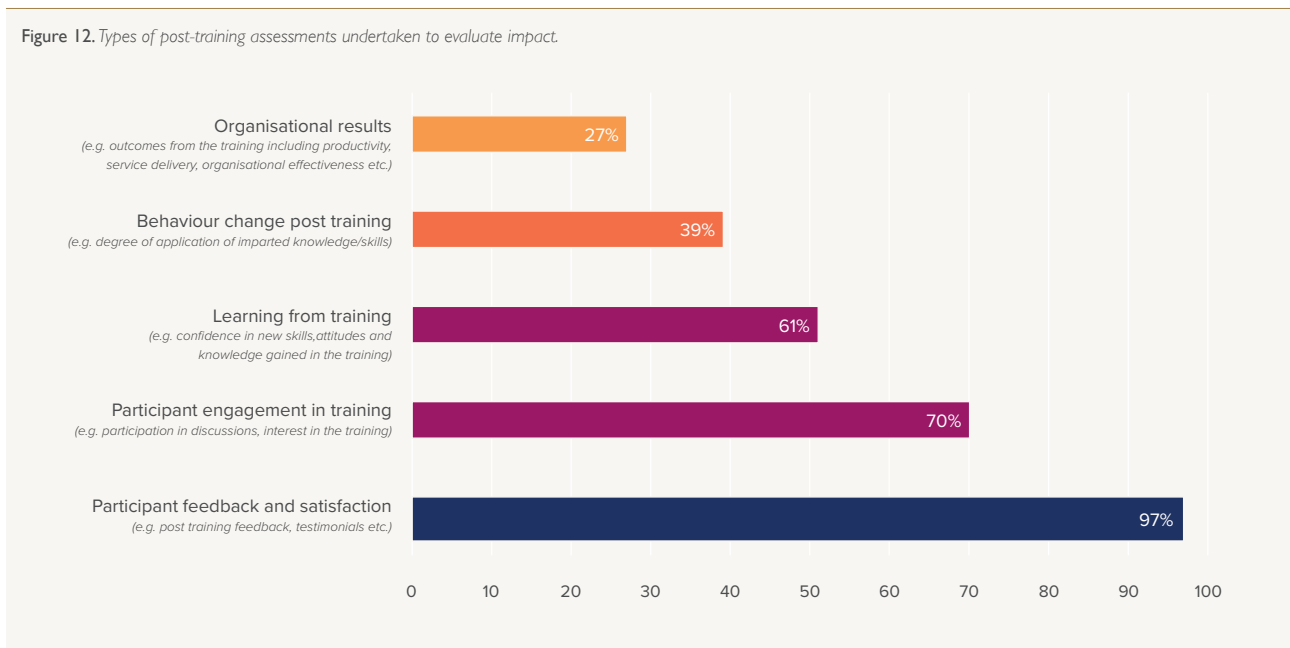
One of the most widely used methods for evaluating the effectiveness of learning solutions is the Kirkpatrick Model (right). This model is composed of four levels: reaction, learning, impact on behaviour, and results. It was with the levels of the Kirkpatrick Model in mind that we designed our own survey questionnaire.

Almost all NGTIs gather post-training participant feedback but only around one quarter (27%) of NGTIs assess actual organisational results (e.g. outcomes from the training including productivity, service delivery, organisational effectiveness etc.). This is perhaps understandable given most (76%) of our respondents said that they focused solely on professional and continual education and training.

Kirkpatrick Training Evaluation Model

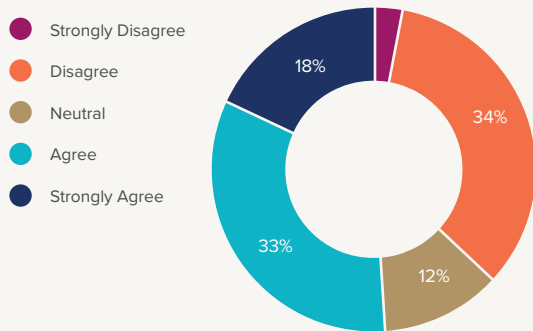


Types of Post-training Assessments Undertaken to Evaluate Impact



Measuring the Impact of Training

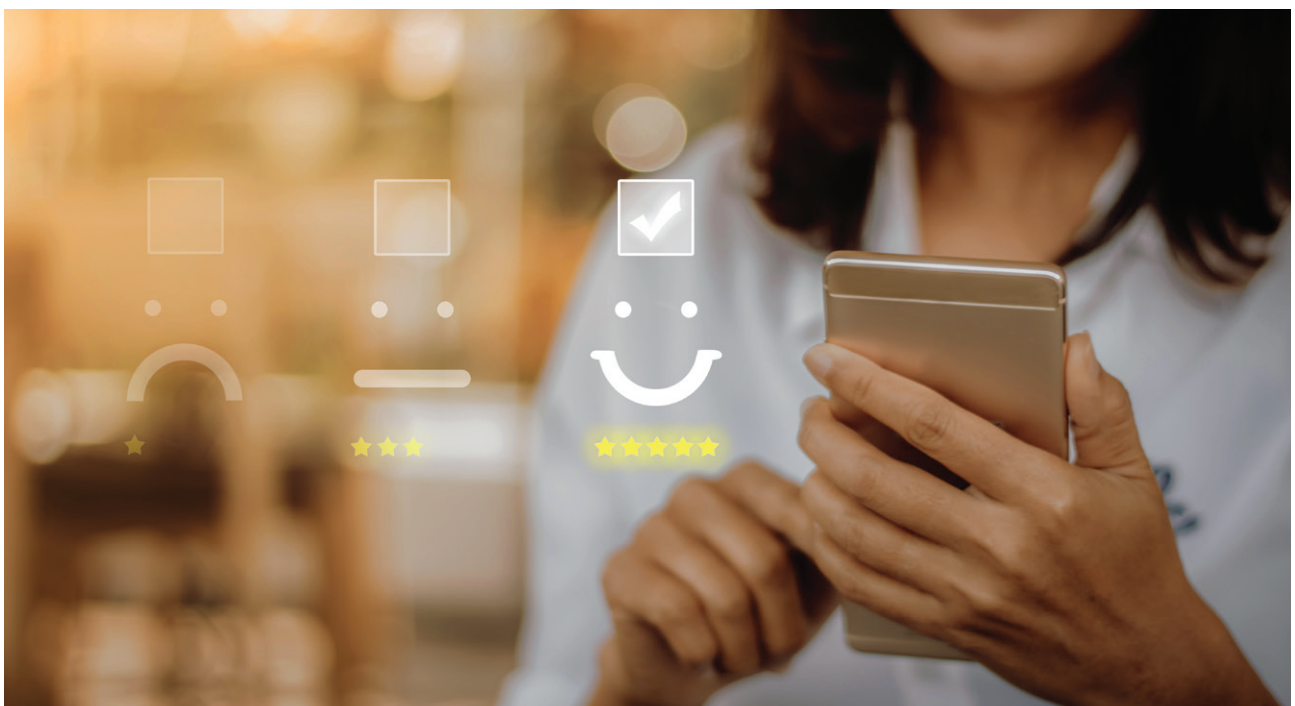
Figure 13. It is difficult to measure the impact of training.



“ IT CAN BE DIFFICULT TO ATTRIBUTE CHANGES IN BEHAVIOUR AND ORGANISATIONAL RESULTS TO A SINGLE COURSE OR SERIES OF SHORT COURSES. ”

Such programmes tend to be shorter and “bite-sized”, which makes it difficult to attribute changes to behaviour and organisational results to a single course or series of short courses. That might also be part of the reason why a majority (52%) of the NGTIs surveyed say they find it difficult

to measure the impact of training. Perhaps unsurprisingly, NGTI respondents who said that it was difficult to measure the impact of training (Figure 13), also tended to adopt fewer assessment methods to evaluate the impact of training (Figure 12).



Post-training participant feedback, and assesment of this feedback, can provide valuable insights.

Designing Training for Impact



Dr. Ra'ed Mohamed BenShams, Director General of the Bahrain Institute of Public Administration (BIPA,) shares how BIPA puts the impact of training in the public service at the forefront of designing their learning programmes.

 Bahrain

An Agile Training Network Model

BIPA has no resident trainers, faculty, or consultants but it does have a network of more than 200 associates from around the world.

This gives BIPA the agility to respond to specific training needs and trends. BIPA can pick and choose the right trainer without the burden of recruiting and relying on full-time faculty – who may have very specialised or limited know-how.

Project-based Training

BIPA's programmes are very practitioner oriented. Online short courses only make up around 5% of its training programmes. The remaining 95% are based on practical projects where participants work through real life problems from within their institutions and apply what they are learning as they go along. This means there is an ongoing connection with the respective ministries and agencies.

Of BIPA's seven key national leadership development programmes, five follow this active learning model and three are specifically for middle management. All these programmes are project-based and over the last four years about 600 projects have been undertaken, to the benefit of many different government organisations.

The focus of these projects range from policy development to strategic planning, and from ideas for development to the reengineering of services and policies.

Designing for Success – Aligning a Learning Programme to the PAINs of the Audience

A programme's success begins with its design. BIPA's involvement in the design process of these longer-term programmes prepares the ground for traction.

BIPA manages the integration between learning in the classroom and in the workplace, and the coordination to ensure that the curriculum and learnings at both places are aligned, and roles are assigned (and fulfilled) to support the learner.

A lot of work has to be done with the ministry/agency stakeholders and how to “sell” the project idea for implementation. BIPA spends ample time and huge effort to understand the **PAINs** of its target audience. In our terms, PAIN stands for Problems, Anxieties, Interests and Needs, respectively. Consequently, these are served ritually through the design and development phases. Furthermore, they are emphasized through the implementation of BIPA's interventions.

Understanding the PAINs of the target audience helps with the design of programmes:

- P**roblems
- A**nxieties
- I**nterests
- N**eeds

Participants take to this targeted learning wholeheartedly because it is part of their daily PAIN. And the modularity of our programmes enables the participants to apply as they learn along the way.

This approach would not be possible without closely updating BIPA's associates and bringing them back for training sessions that address the real projects. This is achieved through different mechanisms such as having skilled programme coordinators and choosing the right associates with practitioners' experiences.

Therefore, BIPA emphasizes on choosing, what they call, PRACADEMICS (practitioners with academic rigor). This ensures bringing thought leadership to our learning and development table.



BIPA's premises in Manama, Kingdom of Bahrain

“ **FEEDBACK REVEALS THAT THESE PROGRAMMES PROVIDE A RETURN ON INVESTMENT (ROI) OF BETWEEN 176 - 830% FOR IMPROVEMENT IN PERFORMANCE AND OUTCOMES.** ”

Interactive Learning for the Participants

BIPA's programme participants also undergo psychometric tests, so they understand themselves. They later get one-on-one coaching sessions to report on how things are progressing on the ground. This chance to go away and come back again helps reinforce their learning. It is very interactive, almost “on the job”, where there is a parallel application on the ground. BIPA has excelled with this model, and we have won two international prizes for the design of these programmes.

Measuring Success with Impact Analysis

BIPA undertakes impact analysis to evaluate the longer project-based training programmes. Feedback from government partners reveals that these programmes provide a return on investment (ROI) of between 176 - 830% for improvement in performance and outcomes.

Bahrain Institute of Public Administration



The Bahrain Institute of Public Administration (BIPA) was established in 2006 with the mission to achieve advanced government performance that supports economic and social development plans.



Section B

Curriculum Design



Areas of Focus for Future Training

There are many areas where NGTIs currently provide training. Our survey looks ahead, and at the general areas that institutions anticipate they will be designing and delivering training in the next three years.

Leadership and Ethics Top the List

All NGTI respondents anticipate designing and delivering some programmes on Leadership and Ethics over the next three years. This is perhaps unsurprising given that all the respondents also indicate that they run some form of leadership training programmes at various career milestones.

This particular grouping also maps directly onto the two highest listed competencies ranked by the OECD in their 2016 review of OECD member government competency profiles, which are 'Values and Ethics' and 'Leadership'. Their review noted that *"These are important cross-*

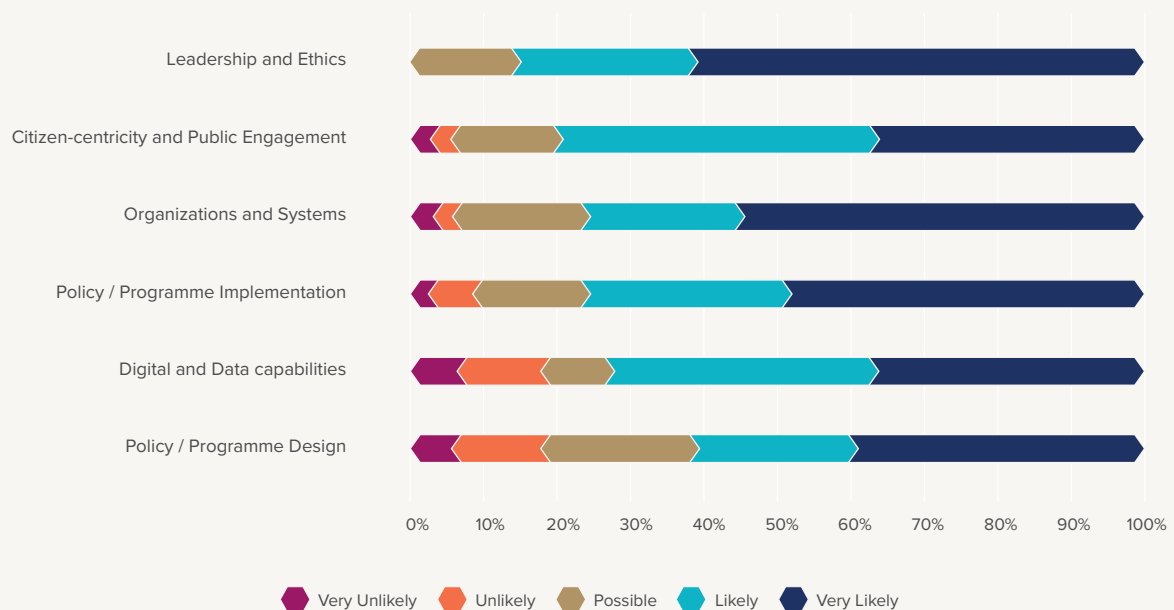
“

ALL NGTI RESPONDENTS ANTICIPATE DESIGNING AND DELIVERING SOME PROGRAMMES ON LEADERSHIP AND ETHICS OVER THE NEXT THREE YEARS.

”

Future Focus for Training Programmes

Figure 14. Areas of focus for future training. For the full elaboration of the curriculum groupings, see Q9(a) in Appendix 3, a blank copy of the survey questionnaire.

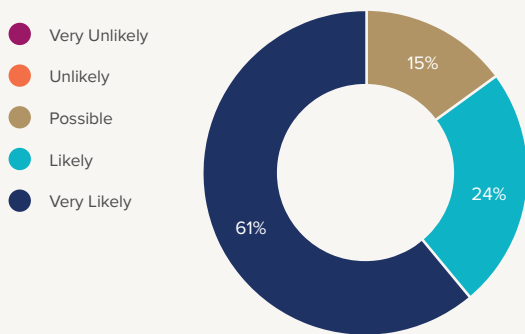




All respondents anticipate designing programmes on Leadership and Ethics over the next three years.

Leadership and Ethics

Figure 15. Future training area: leadership and ethics.



“

THE SECOND AREA DEEMED MOST LIKELY TO BE IN DEMAND FOR FUTURE TRAINING IS CITIZEN-CENTRICITY AND PUBLIC ENGAGEMENT.

”

cutting competencies that should be complemented by professional expertise in specific subject matter areas.”²

These sentiments are reflected by one of our survey interviewees: *“We believe that leadership skills are crucial for public administration because good leadership and work efficiencies transfer across all levels of an organisation – and helps boost expectations and performance across the board.”*

The second area deemed most likely to be in demand for future training is Citizen-centricity and Public Engagement. 79% of survey respondents see this as core to their curriculum.

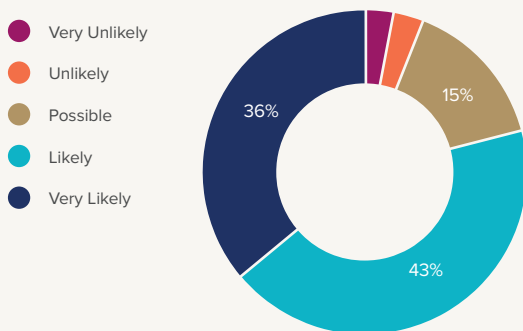
This finding is reinforced in some of the responses that we received in the open-ended question asking about other areas anticipated for training, such as *“customer-centric service delivery”*, and *“focus on results for citizens”*.



Respondents see Citizen-centricity and Public engagement as a core part of their future training curricula.

Citizen-centricity and Public Engagement

Figure 16. Future training area: citizen-centricity and public engagement.



The broad question inviting respondents to “add other areas of training that you anticipate will have strong demand in the next 3-5 years in your territory” elicited many diverse responses which showcase the variety of curriculum design challenges facing NGTIs.

The list on the right represents some key recurrent topics that were not explicitly listed in our proposed survey topic groupings:

Collaborative government

- Networking and collaboration
- Conflict resolution
- Intergenerational cooperation
- Managing staff in remote working environments

Crisis and risk management

- Managing crises and emergencies
- Social risk management
- Adaptability and resilience in the workplace

General competencies

- Clear writing
- Understanding politics

Emergent competencies

- Artificial intelligence
- Environmental governance; climate change adaptation/ resilience; green finance and sustainability
- Public sector entrepreneurship
- Narrative building

Others

- Land Management
- Economic recovery and development

Future-Facing Programmes



The demands made of governments are constantly evolving, especially in the digital domain. NGTIs are reviewing their curricula to meet these new needs, and to equip public service leaders for these new and emerging roles. Dr. Evi Dramaloti, President of the National Centre for Public Administration and Local Government (EKDDA) shares how their NGTI is responding to such demands.

Greece

In September 2022, EKDDA launched a new training programme to staff the new interministerial “Executive Branch”. The programme has been designed in close association with Greece’s Ministry of the Interior, the EU’s DG Reform, Expertise France and the French ex-École Nationale d’Administration (now Institut National du Service Public).


The training curriculum is organised around three specialties: **public policy analysts, digital policy analysts, and law-drafting experts.** The public policy analysts will be trained, among other things, in the use of quantitative and qualitative data and to produce evidence-based policies, digital policy analysts will focus on artificial intelligence and digital innovation, and legal experts will master law drafting.

Senior Greek and international faculty are involved in the design and teaching of the program. Those eligible to apply must have four years of public service experience and a master’s degree or a degree from the Greek National School of Public Administration (ESDDA). And for the first time in Greek Public Administration, the admissions test will be conducted online and combines human and AI proctoring, using cutting-edge technologies. Following the successful completion of the three-month long programme, graduates will staff coordination units of the Presidency Secretariat and the ministries. The impetus for the programme is part of an ongoing modernisation effort of the Greek government and is aligned with the strategic goals of the Executive State reform introduced in 2019.

“
IT IS EXTREMELY IMPORTANT TO HAVE QUALIFIED EXECUTIVES CAPABLE OF MANAGING COMPLEX PROBLEMS AND SUPPORTING DECISIONS MADE AT THE POLITICAL LEVEL.
”

President of EKDDA, Dr. Evi Dramaloti, stressed the importance of utilising international experience to introduce new educational and professional paths into the Greek public administration. “In an era of constant crises, uncertainty, and complexity, it is extremely important to have qualified executives capable of managing complex problems and supporting decisions made at the political level.”

National Centre for Public Administration and Local Government



The National Centre for Public Administration and Local Government (EKDDA) was founded in 1983. It is the national strategic body for the education and training of public administration employees and officials, including MPs, and a key advisor to the state for improving the organisation, efficiency and effectiveness of the Public Administration.

Identifying Priority Training Areas

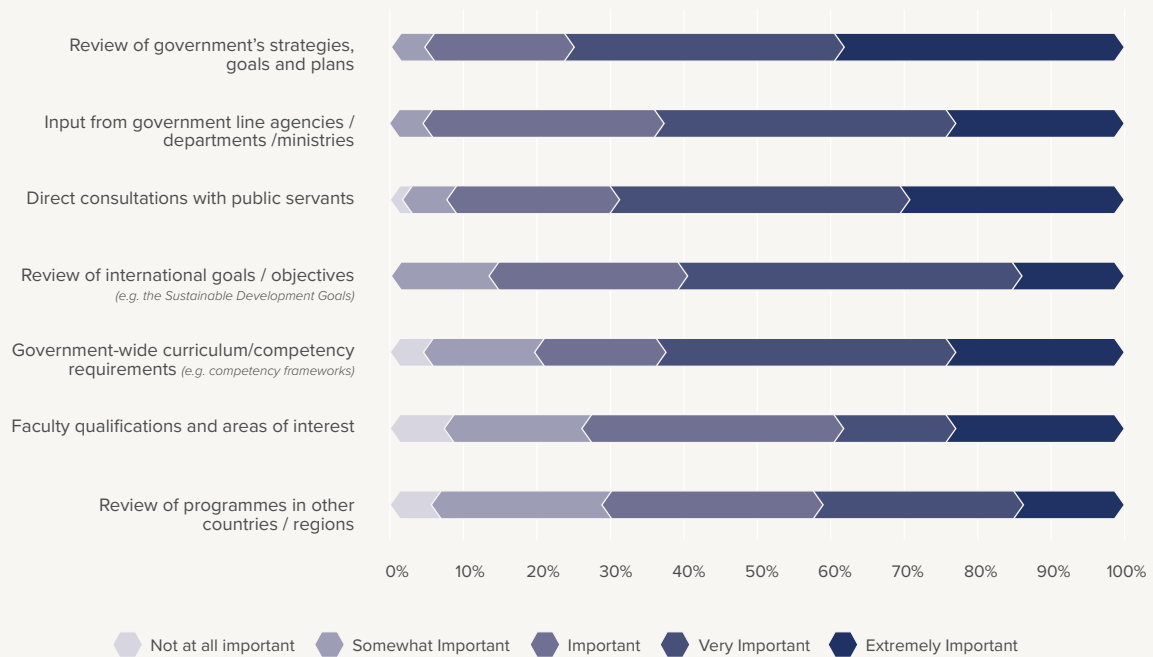
NGTIs have several considerations that influence how they decide on their priority areas for training. Survey interviewees were asked to rate which are the most important inputs in this decision-making process.

The three most important sources of input for curriculum planning are the **Review of government's strategies, goals and plans**, **Input from government line agencies / departments / ministries** (94% of NGTIs refer to these), and **Direct consultations with public servants** (90%). These responses are intuitive and perhaps even encouraging, given that the mandates of NGTIs are typically about supporting public sector capability development within

their own countries or regions. **Faculty qualifications and areas of interest** is still considered an important source of input for curriculum planning (73%). This was flagged as a concern by more than one interviewee who remarked that courses being offered are sometimes dictated more by what some faculty members already know and have been trained to teach, rather than by what might be needed in practice.

Importance of Inputs in the Curriculum Planning Process

Figure 17. Importance of inputs in the curriculum planning process.



International Goals & Public Sector Training

Respondents to the survey say that international goals are an important consideration in the curriculum planning process. Nearly 85% of respondents indicate that such goals are ‘important’, ‘very important’ or ‘extremely important’.

Three key sets of international goals that feature most in the survey responses are the **United Nations’ Sustainable Development Goals (SDG)**, the **African Union’s Agenda 2063** goals, and the **European Union’s** various metrics and incentives that correspond to public sector performance.



The **2030 Agenda for Sustainable Development** is seven years away. In 2015, all 193 member states of the United Nations signed up and committed themselves to the 17 SDGs that cover economic, social, environmental, and political elements of development.

The public sector of each country has a key role to play in helping deliver on the goals. But the UN recognises that “*activities geared to strengthening the capacity of public servants to implement the 2030 Agenda have multiplied rapidly since 2015, with a multiplicity of*

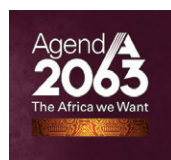
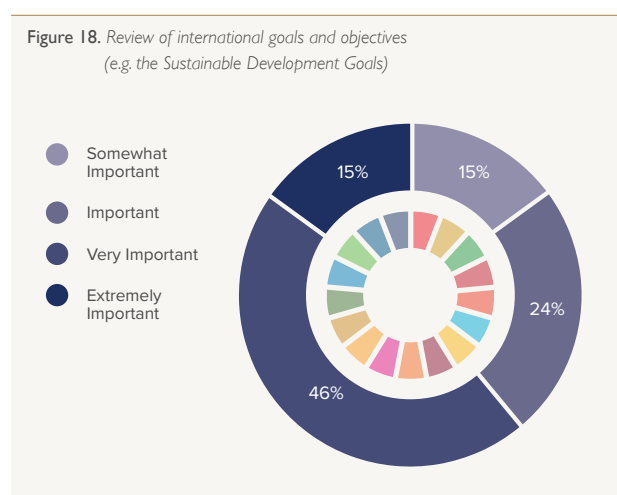
national and international actors involved. Yet, available information does not easily allow for a consolidated picture of how ongoing efforts address gaps at the level of individual countries.”³

Nonetheless, the SDGs hold out an opportunity to review public sector capacity building. By gearing public sector capabilities towards the goals and competencies outlined in the SDG Agenda, countries can benchmark themselves to recognised performance metrics. It offers an opportunity to identify performance gaps, and eventual outcomes, in a potentially more standardised manner to communicate both within the public service and to the wider development community.

The 2016-2018 SDG Voluntary National Reviews (VNR), undertaken by nation states themselves, reflect that ‘monitoring and reporting’ and ‘institutional’ capacities were significant public sector capacity gaps (see Figure 19).

International Goals and Objectives

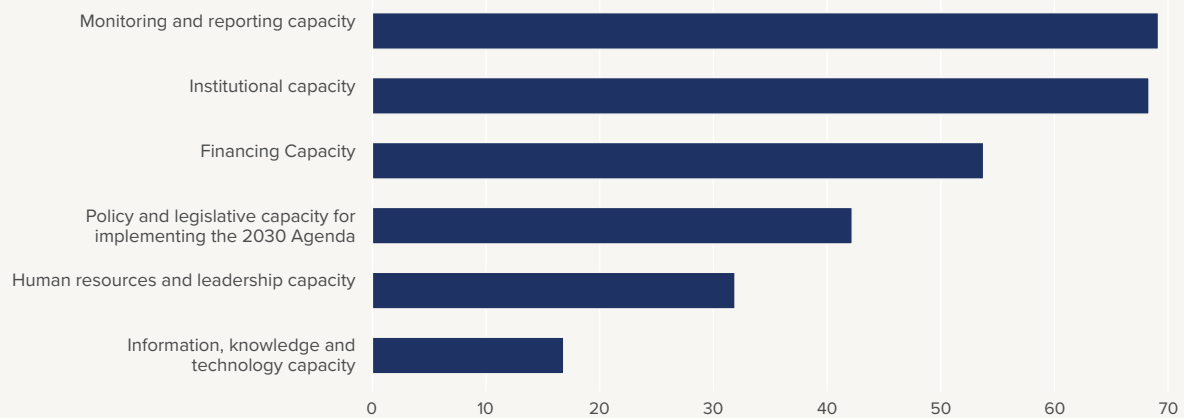
Figure 18. Review of international goals and objectives (e.g. the Sustainable Development Goals)



Launched in 2015, the **African Union’s Agenda 2063** is Africa’s “*blueprint and master plan for transforming Africa into the global powerhouse of the future.*” It has 20 goals, many of which have alignment with the 17 SDGs. Goal 12 of Agenda 2063 aims for “*Capable institutions and transformative leadership in place.*”⁵

Number of Countries Reporting Capacity Gaps in VNR Reports (2016-2018)

Figure 19. Number of countries reporting capacity gaps in VNR reports (2016-2018).



Source: UN DESA, Division for the Sustainable Development Goals



For **European Union** member states, funds allocated for public sector capacity-building are often closely aligned with EU-wide sustainability and performance targets, such as climate neutrality by 2050 and digital transitions.



In 2021, NextGenerationEU was launched – a more than €800 billion temporary recovery instrument to help repair the immediate economic and social damage brought about by the coronavirus pandemic.

The centrepiece is the Recovery and Resilience Facility (RRF) – an instrument for providing grants and loans to support reforms and investments in the EU Member States. To receive funds under the RRF, Member States need to prepare Recovery and Resilience Plans outlining how they are going to invest the funds. Moreover, they need to fulfil the relevant milestones and targets, and before any disbursements under the RRF can flow, the Commission assesses the satisfactory fulfilment of each milestone and target.

Several of our survey respondents have referred to how they are aligning their curriculum to fulfil and support public sector **modernisation**, deemed an integral part of the RRF.

“In the EU there has been a recent shift away from just talking about digital transformations (DT) towards treating DT as important tool for achieving sustainability-related goals. This is not so much about providing digital skills and change management but more focus on systems change and how digital tools could support this. [...]

A lot of our training offers end-up being influenced by these goals and priorities, either indirectly through knowledge transfer or directly through EU’s co-funding of Estonia’s civil service training system. This keeps the training demands and offers in line with global trends and expectations, but sometimes at the expense of local contextual needs.”

Dr Erkki Karo

Director of the Ragnar Nurkse Department of Innovation and Governance. TalTech, Estonia.



Section C

Pedagogical Approaches



Approaches to Learning

Most NGTI's surveyed employ a wide variety of pedagogical tools, opportunities and approaches to create learning experiences.

All NGTIs surveyed are using small group discussions (e.g. seminars and workshops) for training, with case study discussions (94%), panel discussions (94%) and lectures (91%) close behind.

Understandably, more complex learning modalities are less frequently adopted for training – i.e., simulation-based activities (73%), coaching (67%), and offsite learning journeys (64%). Nonetheless, most of the institutions surveyed are employing an impressively broad range of modalities.

“
**STRUCTURED WORKPLACE
 LEARNING IS SIMPLE IN
 CONCEPT, BUT DIFFICULT TO
 EXECUTE IN PRACTICE BECAUSE
 IT REQUIRES CONSTANT AND
 TIGHT COORDINATION.**
 ”

Training Approaches Adopted

Figure 20. Training approaches adopted.



For those NGTIs offering fewer training approaches, they often cite structural constraints that can hamper pedagogical innovation.

Although this was not a specific category in our survey, a few NGTI leaders also spoke about adopting some form of workplace learning, or on-the-job training such as through field attachments. This is encouraging given the often-quoted adage that 70% of learning actually takes place through application and practice.

Structured workplace learning is simple in concept, but difficult to execute in practice because it requires constant and tight coordination between the NGTIs, the learners and the employers, to ensure that learning at the classroom is reinforced at work.

Additional training approaches listed include mentoring programmes, project-based learning and peer teaching.



“...it is important to mention that training is an additional activity assumed by some public servants, beyond their ordinary work. Sometimes shortages happen because training is an additional task and they do not receive any extra payment. Also, there may be cases where the trainer has the knowledge but not the skills required to facilitate courses in an adequate manner. Due to this situation, we have instituted courses such as ‘Developing facilitators’ and ‘Becoming a virtual facilitator’ to strengthen these skills.”

Francisco Chang
General Director of the Civil Service of Costa Rica



All NGTIs surveyed are using small group discussions (e.g. seminars and workshops) for training.

Engaging Practitioners

All NGTI respondents said they engaged practitioners (current and past) to conduct training, with a sizable proportion (44%) saying that they do so for most of their training programmes. There are many potential benefits of engaging practitioners. This can help to make the training more relevant and relatable.

However, engaging practitioners to design and deliver training also comes with challenges, as some of the interviewees explained. One challenge is about getting practitioners to devote time and effort to conduct training. One NGTI Head puts this across succinctly:

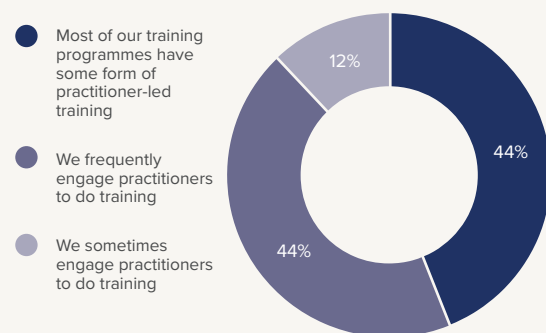
“The majority of our lecturers are public servants, and they are very busy with their work. Central administration authorities where they work sometimes find it difficult to spare the time for them to go and train up other public servants.”

NGTIs have come up with different strategies to address these challenges. In cases where it is permitted, current government practitioners are given a stipend to deliver training at the NGTIs in their respective jurisdictions, which has been justified on the basis that such work is over and above the individual’s designated scope of work.

Some NGTI leaders have also explained how they leverage their own personal contacts of fellow practitioners and alumni from their respective institutions to deliver training.

Engaging Public Servants to Conduct Training

Figure 21. Engaging public servants (current and past) to conduct training.



Another main challenge in engaging practitioners for training is that practitioners may not always have the required pedagogical skills to convey their tradecraft in a systematic and engaging way. For this reason, some of the NGTIs we interviewed have developed structured programmes to provide basic training for their “practitioner-faculty”.



Engaging current practitioners to conduct training can help to make the course more relevant and relatable.

Reaching a Diverse Group of Learners



The National School of Government (NSG) of South Africa provides learning initiatives across many spheres of government. NSG Principal Busani Ngcaweni shares how they are using different training modalities to meet the needs of these diverse learners.

South Africa

To strengthen state capacity, the NSG is developing a suite of high-quality courses and programmes that has relevant values and workplace currency. The current post-COVID environment has been very demanding and the NSG is innovating to rise to these challenges and to share its capabilities in country and with other African NGTIs.

Adopting Online Learning

Public sector learners in South Africa do not have equal access to information communication technology (ICT) resources. South Africa leads the continent in the 2022 ‘digital quality of life’ index, but there remain many challenges in getting internet access across the country. This digital divide contributes to the challenges that some learners must overcome when they enrol for online learning.

Action Learning

Action Learning is a process whereby participants work and learn simultaneously by tackling real issues with real consequences. Managers develop competence through action, practical examples and reflection, rather than only through acquiring formal knowledge. The learner faces a real situation which acts as a starting point for acquiring skills. Participants learn through experience and stay motivated due to the relevance of the learning process to their working practice.

During the rapid transitioning from face-to-face to online learning towards the end of 2020, some learners were hesitant to engage on the software platforms that the NSG was using. To mitigate this, the NSG offered short (c. 2 hours long) orientation sessions to learners prior to them commencing with their online learning journey. The demand for such sessions is decreasing now but is still available when requested by groups that are enrolling for online learning.

Training for Traditional Leaders

In realising the 2030 vision of South Africa’s National Development Plan, an integrated and inclusive rural economy requires a complex interplay of actors and actions, sound intergovernmental relations and a broader active citizenry.

The Training for Traditional Leaders programme forms part of the NSG’s capacity building interventions for the Progressive Realisation of Socio-Economic Rights of Communities.



Capacity building workshop on ‘The Art of Facilitating Socio-Economic Development for Traditional Leaders’, Province of the Eastern Cape, August 2022.

This intervention seeks to improve the knowledge, skills, attitudes and practical capabilities of community development workers, traditional leaders, ward councillors, government officials and other stakeholders, to enable them to engage and empower communities in an experiential, hands-on and participatory manner.

This is a developmental programme and focuses on changing attitudes and behaviours to engage communities in authentic and meaningful ways to promote sustainable socio- economic development.

Indigenous and decolonising methodologies, such as storytelling, peer learning exchanges, experiential exercises and participatory discussions are used to enable dialogue. The philosophy of Ubuntu (see below⁶) and AfriKan centredness underpin the programme’s processes and activities.

Ubuntu

Ubuntu is a complex word from the Nguni language with several definitions. At the heart of each definition, though, is the connectedness that exists or should exist between people.

One meaning of Ubuntu is ‘correct behaviour’ but correct in this sense is defined by a person’s relations with other people. Ubuntu refers to behaving well towards others or acting in ways that benefit the community. Such acts could be as simple as helping a stranger in need, or much more complex ways of relating with others. A person who behaves in these ways has ubuntu. He or she is a full person.

For some, Ubuntu is something akin to a soul force – an actual metaphysical connection shared between people and which helps us connect to each other. Ubuntu will push one toward selfless acts.

There are related words in many sub-Saharan African cultures and languages, and the word Ubuntu is now widely known and used outside of South Africa.



PUBLIC SECTOR LEARNERS IN SOUTH AFRICA DO NOT HAVE EQUAL ACCESS TO INFORMATION COMMUNICATION TECHNOLOGY RESOURCES.



Action Learning with the Khaedu Programme

Front line service delivery remains a challenge for the South African public sector. In response to this, the Khaedu programme was launched in 2007 and the NSG is responsible for facilitating its theoretical and practical components. **Khaedu** means “challenge” in Tshi-Venda, a language indigenous to South Africa. This case-study based **action learning** programme encourages public servants in middle and senior management positions to address the service delivery challenges in their own sphere of responsibility.

This programme was the first blended learning intervention that was launched by the NSG and has been running successfully since June of 2021.

Khaedu’s success extends beyond South Africa. With the assistance of funding from the European Union, the programme has been adapted and presented in seven countries on the African Continent.

The National School of Government



The National School of Government (NSG) of South Africa is mandated to deliver quality education, training and development interventions that are relevant to the needs of the public sector. It serves the three spheres of government, state-owned entities and organs of state.

Adapting Training Modalities at CSC



Ms Ong Toon Hui, Dean and CEO of Singapore's Civil Service College (CSC), shares some of the ways CSC is adapting and innovating to keep their curriculum and pedagogy relevant to the public service.

 Singapore

All NGTIs need to adapt and move with the times to meet the needs of learners and government. Singapore's Civil Service College (CSC) aspires to be *"a future-ready Centre of Learning for the Singapore Public Service"* where *"officers are anticipatory, connected and agile."*

Meeting New Training Needs and Requests

The CSC is observing more and more requests for customisation of our training programmes. Customisation could mean a particular target audience or more customised content. An added dimension is the modality - based on the customer's needs, limitations, or preferences. To meet these challenges, we are building up our learning and design capabilities. These capabilities are based on

research and practice in collaboration with public agencies which keeps our content and programmes relevant.

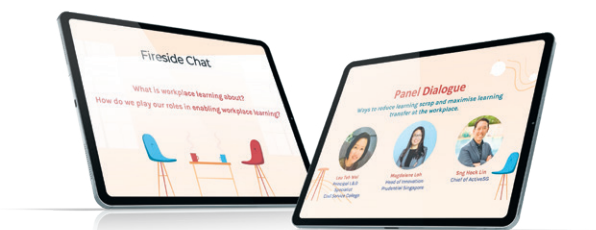
Integrating Digital Modalities Effectively into Training Interventions

While integrating digital modalities into training programmes is not new, there is an ongoing challenge of how to do so in such a way that participants are engaged and learn effectively.

For example, getting participants to do some pre-course work via asynchronous learning could be helpful towards making better use of the face-to-face time, but it could be challenging to ensure that all participants have truly done their due diligence and completed the pre-course learning. This will impact how the quality of learning in the subsequent face-to-face session.

HiveMind Community of Practice

To upskill the CSC community in digital learning capabilities, CSC set up the HiveMind - a community of practice for CSC staff and trainers to exchange ideas and experiences in designing and delivering interventions across digital and hybrid modalities. The sharing of case studies and practical insights, as well as the inclusivity of conversations are appreciated by the attendees.



Screenshots from a HiveMind 'fireside chat' about Workplace Learning that the community can access online.



Singapore Parliament building and CBD.

To address this challenge, CSC adopts several different strategies:

- Developing internal guides/resources to help its staff in designing training interventions with digital modalities
- Organising and encouraging internal capability development through training (e.g. organising relevant courses, revamping CSC's foundational learning and development course)
- Encouraging its component institutes to experiment with different approaches for learning
- Sharing learning and best-practices among CSC staff and external resource persons and associates, for example, through **HiveMind** (see opposite page), as well as across the larger **Public Sector Training Institution (PSTI) Network** and the PSTI Conference 2021 on Virtual learning. PSTI is a Singapore-based Network for Training and Development professionals in the public sector to interact and exchange views and ideas; and work together to serve both local and international audiences.

Providing Alternative Learning Modalities

Beyond traditional lectures, workshops and seminars, CSC also designs a variety of approaches to learning:

- **Project-based learning**
In some milestone programmes participants formulate and scope their own problem statements (typically around a social issue that interests them), form their own action groups to address the problem, and manage the projects over several months. This culminates with a report and presentation to senior public service leaders.
- **Peer teaching**
In some programmes, participants with expertise or experience in certain domains are selected or volunteer to lead learning sessions or discussions with their peers.
- **Workplace application of training**
In some programmes, participants are tasked with applying concepts, models or frameworks learnt from the course in authentic work settings, and later reviewing their application and learning (either synchronously or asynchronously as a class).
- **Workplace learning**
CSC helps public sector agencies identify 'moments of learning' which are needed in terms of workplace performance needs; we can then integrate formal training interventions which will have the support structures in place and so learning happens more naturally in the flow of their work.

Singapore's Civil Service College



The Civil Service College (CSC) of Singapore was inaugurated as a statutory board in 2001, under the Public Service Division in the Prime Minister's Office. It is the public sector's core institution for training, learning, research and staff development, CSC provides officers from across the Public Service with opportunities to:

- *Learn and share knowledge*
- *Network, dialogue and exchange views*
- *Develop a service-wide ethos and shared perspectives.*

Online Learning

The COVID-19 pandemic has significantly accelerated innovations in tech-based learning approaches – especially the greater use of online learning. Our survey seeks to explore this very current trend and differentiates between online learning through **synchronous** ‘live’ training, such as through a Zoom webinar, and **asynchronous** learning which may take the form of video recordings or more interactive modules.

The Shift to Online

It is striking that **all the NGTIs surveyed are now doing some form of online training** (e.g. lectures and workshops conducted through Zoom), many having previously done zero prior to the pandemic.

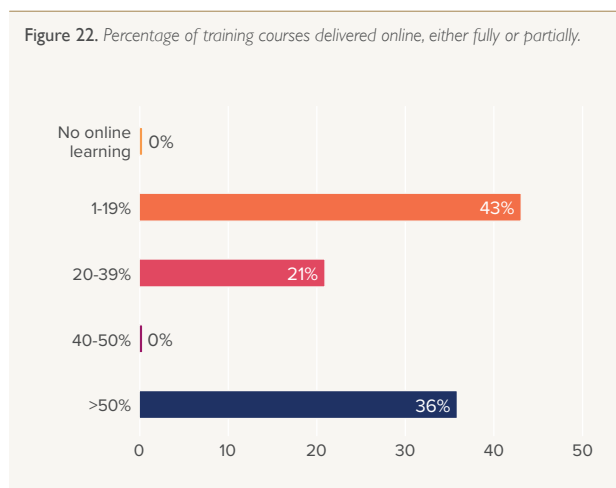
This is a significant development which brings along a host of new opportunities and challenges, for learners and NGTIs alike. Some of these are explored in the following pages. This shift to online has also brought about some unanticipated outcomes. For example, one NGTI Head shared that once their learning moved fully online, she was able to “drop in”, like a fly on the wall, on many more training sessions and see for herself how effective each trainer was in the virtual classroom.

But when it comes to asynchronous learning, a significant portion of the NGTIs surveyed (37%) do not have any

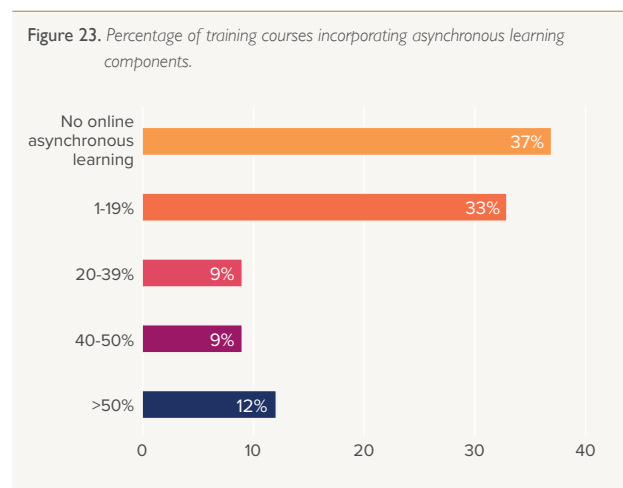
online asynchronous learning components. Asynchronous learning allows for self-paced learning without a “real-time” face-to-face trainer or faculty member.

For many countries, this shift to online learning is a seismic shift. For learners, the opportunity to access new knowledge and skills becomes a more immediate possibility. One NGTI Head shared that during the pandemic, they were struck by how many more women were enrolling on advanced accredited courses. When these women were asked about this choice, several of them said that prior to the pandemic, doing the course would not have been a possibility due to family commitments, but that now that the course was fully online, they didn’t have to drive all the way to the NGTI and they could access the modules in their own time. But for many institutions, the shift to online brings new expectations and new demands on their services.

Courses Delivered Online



Courses Incorporating Asynchronous Learning



Challenges in Adopting Online Learning

The final question of the survey asked about the challenges that NGTIs face when it comes to adopting online learning for their institutions. We asked them to rank the below five challenges.

All five challenges that were proposed were recognised to hold similar degrees of importance across the board. However, those countries that ranked the ‘high cost of online curriculum development’ as the top challenge were all low-income countries. Some interviewees have explained that this is due to a lack of hard infrastructure, such as poor broadband access in remote areas, or the lack of internet devices for learners to access training. Those who ranked ‘courses are not suitable for online learning’ as their top concern were mostly high-income countries.

From the one-on-one interviews conducted with NGTI Heads, there was some interesting bifurcation of views on the usefulness of online **asynchronous** learning. Some leaders expressed that online learning is only useful for conveying knowledge while others are investing heavily in online learning as the next frontier in broader capabilities development.

This is evidently a contentious topic for some. From this experience, we can discern that well-designed online asynchronous content has a place. It appears to be



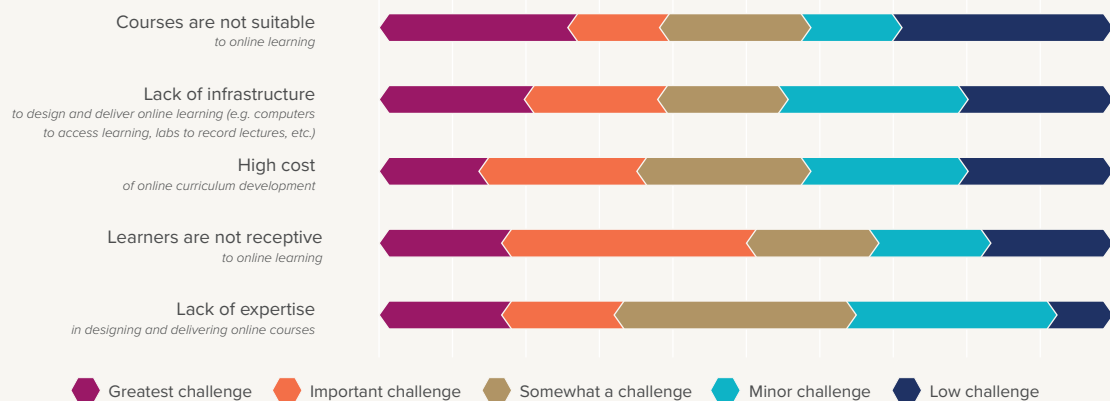
Online learning has opened up new opportunities for access and inclusion.

particularly useful for content-heavy courses, such as regulatory concerns, compliance or knowledge-dense topics, and can prove a powerful complement to other training modalities.

There are clearly many challenges that NGTIs face in adopting online learning, many of which are not explored sufficiently in depth in this study. This is an area for further investigation and analysis.

Ranking of Challenges with Online Learning

Figure 24. Ranking of challenges with online learning.



Moving Online Around the World



Mr Bubacarr Fatty is Director of Research and Consulting at the Management Development Institute of The Gambia. Here he shares some of the extraordinary operational changes his country and training institute has undergone since 2020.

The Gambia

When COVID-19 hit the West African country of The Gambia in 2020, the country went into total lockdown. This would be the very first time that the Management Development Institute (MDI) – The Gambia’s main institution for civil service training – would move any of its training online.

Their very first programme was induction training for new civil servants. The team at MDI had to learn quickly how to interact with and train the new recruits over Zoom or Google Meet and use Google Docs for sharing information. Soon after, the Institute conducted training for more senior executives, such as permanent secretaries and ministers, in how their teams could manage their administration remotely and collaborate online.

Within government, official WhatsApp groups soon became a key platform for internal communications. Despite some initial security challenges, the use of online platforms and social media rapidly became more of a norm for these groups, allowing them to work more transparently and efficiently. Prior to COVID-19 much official communication was conducted in hard copy format and couriered manually between departments and ministries. This online shift also coincided with a new Access to Information Bill which compels government entities to be more transparent and accountable.

Despite these promising steps, public sector training in The Gambia is still being held back by a lack of tech-related infrastructure and hardware. MDI still relies on overhead projectors and a small network of computers on a Local Area Network. Without better access to laptops or Wi-Fi, learners are limited to using their phones when working remotely, and many are reluctant to use up their personal data if they don’t have any Wi-Fi at home. This means the

learners don’t have good conditions for accessing materials and the trainers are not equipped to evaluate how learners are responding in the field. These are all concerns that the new Ministry of Communications and Digital Economy is tasked to address.

MDI is hopeful that things can only get better once civil servants are better equipped in digital communications skills. The Institute plans to restructure in 2023 to make training more accessible.



THE GAMBIA HAS A VERY YOUTHFUL CIVIL SERVICE, AND THEY ARE HUNGRY TO LEARN USING NEW ONLINE FORMATS. THERE IS A HUGE OPPORTUNITY FOR THESE YOUNG CIVIL SERVANTS TO REALLY MAKE A DIFFERENCE AND FOR THE COUNTRY TO FULFIL ITS POTENTIAL.



Management Development Institute



The Management Development Institute (MDI) of The Gambia was established in 1982 to provide management training, consultancy and research to the public, private and non-government sectors. To date it has primarily served the civil service, seeking to promote high standards of efficiency, productivity and good governance.



Ms Anna Doležalová,
 Director of the Institute
 for Public Administration
 Prague, Czech Republic
 shares how her organisation
 is managing online learning.



Breda Gruden, Head of
 Sector of the Administrative
 Academy of Slovenia shares
 how her organisation
 adapted to online learning
 since the pandemic.

 **Czech Republic**

“After running courses 100% online during the pandemic, we are now back to 80% face-to-face and the remainder are still online. Not all courses are suited for online learning as certain courses need a high level of interactivity and feedback, and this is best delivered in a face-to-face setting. For example, we organized courses in preparation for the Czech Republic’s presidency of the EU Council. These courses were on negotiation skills and communication skills. Most of these specialised courses had to be held in online form. However, courses with such a focus are more efficiently held face-to-face, to significantly measure the participants’ activity.

We tried our best to overcome certain technical limits around online learning, both in terms of the hardware and the learning environments of the students. Many of our learners in the provinces, in the territorial self-governing units, are in small towns and villages where they may not have access to good equipment or a consistent internet connection. For our lecturers especially, we tried to be as helpful as possible in the development of teaching materials, particularly for online learning. We cooperated with experts to share more about design and offered courses on how to upgrade these training skills.”

 **Slovenia**

“During 2021, all courses were still online, so we continued to explore new ways of training such as new teaching methods that stimulate the active role of distance learners. We are training up our trainers in the use of interactive tools. But at the same time, we want trainers who will continue to focus on ‘workshop’ forms of work with an emphasis on practical work, cooperation, and the exchange of experiences. They need to have both the necessary knowledge and experience in the field of their profession and in teaching adults. One area we had success with online learning was in e-training for ‘Handling Classified Information’ and for ‘Information Security’, as well as for preparing e-materials for certain proficiency exams.

The e-learning materials contain various interactive building blocks, recordings, simulations, and tasks for checking knowledge, that enable participants to achieve high levels of knowledge even remotely. In the future, we plan that some of the e-materials of the Administrative Academy will form an open network of knowledge that will be available to all interested users. Ultimately, we want to promote awareness of the importance of lifelong learning and train employees for the jobs of the future, in areas such as advanced digital skills, sustainable development, clear and concise communication, leadership skills and core competencies for civil servants’ work.”

Institute for Public Administration Prague



The IPA Prague, Czech Republic, provides training for public officials at the central administration and self-governing unit levels. It provides various continuous training programmes and conducts professional competency exams.

The Administrative Academy of Slovenia



The Administration Academy organises and conducts a varied programme of training courses and professional examinations for public employees to improve their professional work efficiency, and personal development.




About the Chandler Academy of Governance


The Chandler Academy of Governance (CAG) is the training arm of the Chandler Institute of Governance, an international non-profit organisation based in Singapore. We partner with government leaders, enabling them to build strong institutions for the next generation.


CAG does this through the design and delivery of training programmes for government leaders. Our programmes are defined by a strong practitioner-focus, which seeks to codify and share practical tradecraft, and not the underlying theory alone. We work closely with our government partners in our work. This allows us to draw on good practices globally, while at the same time ensuring that learning is customised to the local context. CAG adopts different learning pedagogies, such as blended learning, to cater to learners’ needs, improve accessibility to learning, and maintain high learner engagement levels.

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Photos on opposite page.

1.	1. CIG team with the Kenyan Public Service Emerging Leaders Fellows, Nairobi, Kenya, July 2022.
2.	2. CIG delivering a training programme in, Nairobi, Kenya, July 2022.
3.	3. CIG facilitating a group discussion with Vietnamese public sector leaders in, Hanoi, Vietnam, October 2022.
4.	4. CIG facilitating a workshop in, Chandigarh, India, 2020.
5.	5. CIG Expert delivering a CAG online course on Public Sector Programme Implementation.
6.	6. The CIG delegation meeting with senior officials from the Government of Malawi, Lilongwe, October 2022.
7.	7. CIG delivering a learning programme online for the Philippines government with IDinsight, August 2021.



The Chandler Institute of Governance (CIG) is an international nonprofit organisation headquartered in Singapore. CIG supports governments in developing its leaders, strengthening its institutions, and building its public service capabilities. We do this through advisory partnerships, training programmes, a proprietary index that measures government performance, and knowledge products.

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Appendix 1:

Table 1 *Institutions Surveyed*






























	Country / Territory	Name of Institute
	Armenia, Republic of	Public Administration Academy of the Republic of Armenia
	Bahrain, Kingdom of	Bahrain Institute of Public Administration
	Bulgaria	Institute of Public Administration
	Brazil	National School of Public Administration (Enap)
	Congo (DRC)	National School of Administration (ENA RDC)
	Costa Rica	General Directorate of Civil Service (DGSC)
	Czech Republic	Institute for Public Administration Prague
	Ecuador	Universidad Andina Simón Bolívar
	Egypt	National Training Academy
	Estonia	Ragnar Nurkse Department of Innovation and Governance, TalTech
	Greece	National Centre of Public Administration and Local Government (EKDDA)
	India	Mahatma Gandhi State Institute of Public Administration, Punjab
	Ireland	Institute of Public Administration
	Japan	Local Autonomy College
	Kenya	<ul style="list-style-type: none"> Kenya School of Government County Government of Kirinyaga
	Malawi	Staff Development Institute
	Malaysia	Institute of Diplomacy & Foreign Relations
	Nepal	Gandaki Province Training Academy
	Netherlands	The Netherlands School of Public Administration (NSOB)
	Philippines	<ul style="list-style-type: none"> Civil Service Commission National College of Public Administration and Governance College of Public Administration, and Indigenous Governance of the Kalinga State University
	Rwanda	Rwanda Management Institute
	Singapore	Civil Service College
	Slovenia	Administration Academy
	South Africa	The National School of Government
	Sri Lanka	Sri Lanka Institute of Development Management
	The Gambia	Management Development Institute
	Tunisia	National School of Administration (ENA Tunis)
	Vietnam	Hanoi University of Home Affairs
	Zambia	<ul style="list-style-type: none"> National Institute of Public Administration National School of Government

Table 1 represents the institutions that were included for data analysis. For the purposes of additional qualitative feedback, we consulted with other organisations involved in public administration capacity building. These included the Ethiopian Public Administration Association and the Hong Kong Public Administration Association.

Appendix 2:

Table 2 *Designations of Survey Respondents*

Designations of Survey Respondents	Tally
Director General	7
Director	4
President	4
Dean	3
Executive Director	2
Rector	1
Principal	1
Chief Executive Officer	1
Director of Research and Consulting	1
Director Research Consultancy & Development Division	1
Director Academic Affairs, Director Learning and Development	1
County Director	1
Academic Director	1
Chief HR Specialist	1
Chief, Administration	1
Vice Rector	1
Head of Programs	1
Head of Studies, Research and Training	1
Head of Training	1
Associate Consultant	1
Total	35

Table 2 includes the institutions that were included for data analysis listed in Table 1 and those consulted for additional qualitative feedback, namely the Ethiopian Public Administration Association and the Hong Kong Public Administration Association.

Appendix 3:

Blank Copy of Online Survey Questionnaire

SECTION A: Your training institution

The public sector training landscape is remarkably diverse, with a broad range of institutional players. In this section, we would like to better understand the context of your institution and the broader challenges your institution faces.

Q1: Please provide the following details:

- (a) Name:
- (b) Designation:
- (c) Name of the organisation:
- (d) Organisation website:
- (e) Country/Territory/Region:
- (f) Email Address:

Q2: Approximately how many public servants does your institution train each year? (Select one option)

- Under 200
- 200-499
- 500-999
- 1000-2000
- Over 2000

Q3: Approximately how many trainers/faculty members does your institution engage on a full-time equivalent basis?
(Full-time equivalent example: Two trainers who work 50% of the time would constitute one full-time equivalent staff)
(Select one option)

- Under 25
- 25 – 49
- 50 – 74
- 75 or more

Q4: Which of the following would best describe the nature of your institution? (Select one option)

- A government body (e.g. a government department, ministry, or parastatal) constituted by law
- A unit within a university or an academic institution of higher learning
- A privately-owned non-profit institution
- A privately-owned for-profit institution
- Other (Please specify)

Q5: My institution focuses on the following types of training programmes: (Please select one option only)

- Pre-employment training
- Professional and continual training
- Roughly equal emphasis on both types of training programmes

Q 6 (a): In the area of training, NGTIs might face some common challenges. Please rate your level of agreement with the following statements in the context of your country /territory / region:

	Not at all important	Somewhat important	Important	Very important	Extremely important
The competencies required of public servants are not well-defined					
There is a shortage of qualified instructional designers					
There is a shortage of suitable trainers / faculty					
It is difficult to engage practitioners (present and past public servants) to conduct training					
It is difficult to measure the impact of training					
There are inadequate resources devoted to public sector training					
Public service training is not a priority for many government agencies					

Q6 (b): Please add any other major challenges that your institution is facing:

Q7: What types of post-training assessments do you undertake to evaluate the impact of your programmes? (You may select more than one option)

- Participant feedback and satisfaction (e.g. post training feedback, testimonials etc.)
- Participant engagement in Training (e.g. participation in discussions, interest in the training)
- Learning from Training (e.g. confidence in new skills, attitudes and knowledge gained in the training)
- Behaviour Change post Training (e.g. degree of application of imparted knowledge/skills)
- Organisational Results (e.g. outcomes from the training including productivity, service delivery, organisational effectiveness etc.)
- None of the above
- Other (Please specify)

SECTION B: Your curriculum

As the training and learning needs of public policy practitioners evolve, curricula need to be updated to equip public servants with key skills. In this section, we would like to better understand your priority areas for training.

Q8: Do you run any of the following leadership development programmes for public service leaders at different stages of their careers? (Select all that apply)

- Early-career future leaders (5 years or less experience)
- Midcareer leaders (10-20 years' experience)
- Senior leaders (25+ years' experience)
- Other (Please specify)

Q9(a): In the next three years, what is the likelihood of your institution focusing on the following areas, in the design and delivery of training programmes?

	Very Unlikely	Unlikely	Possible	Likely	Very Likely
Policy / Programme Design (e.g. policy development cycle, foresight, design thinking)					
Policy / Programme Implementation (e.g. monitoring & evaluation, project management, stakeholder management)					
Digital and Data capabilities (e.g. Data management, data analysis, digital service delivery)					
Citizen-centricity and Public Engagement (e.g. communicating policy, public consultations, media management)					
Organisations and Systems (e.g. human resource management, budget and financial management, strategic planning, procurement)					
Leadership and Ethics (e.g. corruption control, ethical decision making, change management, culture building)					

Q9 (b): Please add other areas of training that you anticipate will have strong demand in the next 3-5 years in your territory:

Q10 (a): How does your institution identify priority training areas? Please indicate the importance of the following sources of input in your curriculum planning process:

	Not at all important	Somewhat important	Important	Very important	Extremely important
Government-wide curriculum /competency requirements (e.g. competency frameworks)					
Input from government line agencies / departments / ministries					
Faculty qualifications and areas of interest					
Review of programmes in other countries / regions					
Direct consultations with public servants					
Review of government's strategies, goals and plans					
Review of international goals / objectives (e.g. the Sustainable Development Goals)					

Q10 (b): Are there any other major channels through which your institution identifies priority training areas? Please specify:

SECTION C: Your Pedagogy

The pandemic has significantly accelerated innovations in learning approaches – including greater use of online learning, and a shift towards hybrid learning to engage, mentor and equip learners.

Q11: To what extent does your institution engage public servants (current and past) to conduct training? (Select one option)

- We rarely engage practitioners to do training
- We sometimes engage practitioners to do training
- We frequently engage practitioners to do training
- Most of our training programmes have some form of practitioner-led training

Q12 (a): To what extent do you adopt the following training approaches in your institution?

	Never	Rarely	Sometimes	Often	Always
Lectures					
Case study discussions					
Small group discussions (e.g. seminars and workshops)					
Panel discussions					
Simulation-based activities (e.g. policy games)					
Offsite learning journeys					
Coaching (individual or group)					

Q12 (b): Please mention any other training approaches / modalities adopted by your institution:

[Please consider providing a response. This information will be helpful for survey administrators.]

Q13: Approximately what percentage of your training courses are delivered online, either fully or partially (e.g. lectures and workshops conducted through zoom)? (Select one option)

- We currently do not adopt online learning
- 1-19%
- 20-39%
- 40-50%
- >50%

Q14: Approximately what percentage of your training courses incorporate asynchronous learning components, which allows for self-paced learning without a “real-time” trainer/faculty. (Asynchronous learning components include pre-recorded lectures and learning activities/content etc.) (Select one option)

- We currently do not adopt online asynchronous learning
- 1-19%
- 20-39%
- 40-50%
- >50%

Q15 (a): We would like to better understand the potential challenges you face in adopting online learning. Please rank the following statements to reflect the degree to which they are a challenge to your organisation with Rank 1 = greatest challenge; Rank 5 = not as much of a challenge:

High cost of online curriculum development :

Lack of expertise in designing and delivering online courses :

Learners are not receptive to online learning :

Lack of infrastructure to design and deliver online learning

(e.g. computers to access learning, labs to record lectures, etc.) :

Courses are not suited for online learning :

Q15 (b): Please add other major challenges that your institution faces in adopting online learning:

- Please indicate if you consent to being contacted for a short interview to share more about the challenges and opportunities faced by your institution.

Appendix 4:

Survey Limitations

1. The survey recognises the many and varied functions and characteristics which may contribute towards the definition of what is a national government training institute. Some other terms which are commonly used include 'school of government' or 'public administration academy'. The variety of terminology used around the world is reflected in the varied titles of the institutions listed in our own survey sample. We recognise that this diversity adds complexity, which can make some comparisons more difficult, but for the purposes of this survey we have aggregated the quantitative data in the spirit of more inclusive representation.
2. The survey was primarily targeted at national level training institutes, but we did receive a small number of responses (four) from state-level government training institutes. We have included these institutes in the sample, as in many countries the training of civil servants can be administered in a more decentralised manner, depending on a given country's size and its political and/or executive governance.
3. The survey has a sample size of 33 national/subnational NGTIs. While the outreach was targeted at a longer list of identified NGTIs, participation was voluntary, thus limiting the sample size. However, with the geographically diverse set of respondents, the sample can be globally representative of NGTI perspectives.
4. Given the survey outreach was primarily conducted via email it possible that some sampling distortion may be present due to variations in online access or email settings.
5. Invitations to participate in the survey were specifically targeted at the Heads of identified NGTIs. Our analysis of the survey data assumes that the responses given are representative of the respective NGTI.
6. Many of the responses collected are perception-based and may be subject to varying degrees of bias or distortion associated with the presentation of a Likert scale etc.
7. The survey does not capture the perspectives of the public sector learners. This addition may be considered for future iterations of the survey.

Notes

1. Three answers were provided under “Other”:
 - i. “A public service body with limited company and charity status, funded 20% by government, remainder income generated from public service training and education, research and consultancy services.”
 - ii. “Public entity under the Ministry of Internal Affairs.”
 - iii. “A state allowance organization established by the Ministry of the Interior, providing in particular the training of officials of territorial self-governing units, methodology and coordination of Special Professional Competence Exams (SPC), verification of SPC by exam, eGovernment training and of employees in administrative offices, publishing professional literature, creating a teaching staff, organizing professional and international exchange events, conferences.”
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