Evaluation of Singapore – Commonwealth Third-Country Training Programme

December 2015

The Commonwealth

Evaluation of Singapore – Commonwealth Third-Country Training Programme

December 2015

The Commonwealth

Authors: Philip N. Dearden and Patt Flett,
Centre for International Development
and Training (CIDT), University of Wolverhampton

Contents

Acronyms

AACACA	Association of Anti-Corruption Agencies in Commonwealth Africa
BTOR	Back to Office Report
CC	Commonwealth Connects
CFTC	Commonwealth Fund for Technical Co-operation
CIDT	Centre for International Development and Training
EPD	Economic Policy Division
ESD	Economic and Social Development
GIDD	Governance and Institutional Development Division
GNR	Governance and Natural Resource Division
MCTCTP	Malta-Commonwealth Third Country Training Programmes
MFA	Ministry of Foreign Affairs
MOU	Memorandum of Understanding
NTU	Nanyang Technological University
NUS	National University of Singapore
ODSG	Office of the Deputy Secretary-General
PCP	Primary Contact Point
PPPD	Per Person Per Day
SASD	Special Advisory Services Division
SCE	Singapore Cooperation Enterprise
SCP	Singapore Cooperation Programme
SCTCTP	Singapore-Commonwealth Third Country Training Programme
SME	Small and Medium Enterprise
SPED	Strategic Planning and Evaluation Division
STADA	Singapore Training and Development Agency
STIs	Singaporean Training Institutions
TAU	Technical Assistance Unit
TCD	Technical Cooperation Directorate
TCSRG	Technical Cooperation and Strategic Response Group
TCTP	Third Country Training Programme
TDA	Trade and Debt Advisory Services Division
TORs	Terms of Reference

1. Executive Summary

The Singapore-Commonwealth Third Country Training Programme (SCTCTP) was established in 1994 through a memorandum of understanding (MOU) between the Government of Singapore, represented by the Technical Cooperation Directorate (TCD) of the Ministry of Foreign Affairs (MFA) and the Commonwealth Secretariat, through the Commonwealth Fund for Technical Co-operation (CFTC). The MOU stipulates that all training will take place in Singapore, all courses will be conducted in English and the training programmes are intended for senior and top level personnel. In 2007, the MOU was revised and the Government of Singapore committed to a 50-50 cost sharing arrangement which they believed would increase their contribution to the SCTCTP by at least 20 per cent. The only costs excluded from the cost sharing are those incurred by MFA and Secretariat staff.

This report studied the relevance, effectiveness, efficiency, sustainability and impact of the SCTCTP in order to formulate recommendations on how the impact of the programme can be strengthened. Below, the key findings and recommendations of the study have been structured into three areas: strategic, operational and functional. The findings are numbered according to their place in the main report.

1.1 Strategic findings and recommendations

Findings

The MOU between the Commonwealth Secretariat and the Singapore MFA is financially beneficial to the Commonwealth Secretariat as the contribution made by the Singaporean Government also attracts a contribution from the UK Government, thereby further reducing the cost of training in Singapore. This makes the SCTCTP a very attractive means of providing training.

The partnership has also raised the profile of the Commonwealth Secretariat through its logo being prominently displayed on the Singapore Cooperation Programme (SCP) brochure and at the Civil Service College. The SCP also posts information about the SCTCTP programmes held on their website.

Singapore is a highly organised country and an attractive place for training. Singapore's efficient visa service also ensures that participants do not face visa issues.

Although the MOU states that all training should be carried out in Singapore, at the request of the Commonwealth Secretariat, the TCD supported four regional programmes between 2010 and 2012. This enabled the Commonwealth Secretariat to target specific regional problems, support regional capacity development and develop the skills of regional training departments.

The 2013/14 -2016/17 Commonwealth Secretariat Strategic Plan was developed through dialogue with member countries and reflects their priority needs. The training programmes offered through SCTCTP support two intermediate outcomes of the plan related to improved public administration and global trade. The high ranking of Singapore in league tables related to trade competitiveness, ease of doing business and levels of corruption identifies Singapore as a good role model for all the programmes offered under the SCTCTP.

The breadth of programmes offered through Singapore's TCTP partnerships with a large number of countries and organisations means that they are well placed to offer training programmes in other priority areas of the new Strategic Plan; for e.g. Global Development and Financing, Debt Management and Climate Financing.

Singapore also has a strong understanding of the needs of small, vulnerable states through its membership of the Forum of Small States (FOSS), the Global Governance Group (3G), the Alliance of Small Island States (AOSIS), and Small Island Developing States (SIDS), of which many Commonwealth countries are members. This would support a focus on the needs of small states in the SCTCTP.

Recommendations

Recommendation 1: The Commonwealth Secretariat can utilise the SCTCTP for a wider range of the priority areas identified in their 2013/14 – 2016/17 Strategic Plan; programmes should be needs-based and can be targeted at specific Commonwealth Secretariat policy interventions, regions, small states, etc.

Recommendation 2: Formal agreement should be sought with the MFA to enable the SCTCTP to be offered at a regional level where this would enhance impact.

1.2 Operational findings and recommendations

Findings

The programmes offered by Singapore are of world class quality, curricula are updated regularly and end-of-training evaluations are used to ensure continuous improvement to programme delivery. Singapore supports many developing Commonwealth countries as part of its commitment to South-South knowledge transfer and has a good understanding of the Commonwealth context and issues, especially those facing small states. This knowledge is built into the SCTCTP curricula, as is the contextual knowledge of the Commonwealth Secretariat advisers.

The state-of-the-art training facilities which many of the Singaporean Training Institutions (STIs) provide, combined with the use of an 'experiential learning' approach which makes use of case studies, a range of analytical tools and field visits, enhances the learning experience of the participants. However, where training makes use of hotel facilities, careful selection of facilities will be essential to ensure learning is not compromised.

Training programmes during 2006-2013 were organised mainly through two Commonwealth Secretariat divisions, which have since been restructured and renamed. The Governance and Institutional Development Division (GIDD), now Governance and Natural Resources Division, (GNR) and the Special Advisory Services Division (SASD) which is now Trade and Debt Advisory Services Division, TDA. **This report uses the names of the previous Divisions which managed the SCTCTP.**

GIDD took responsibility for a range of programmes related to improved public administration and disaster management, while SASD was responsible for programmes related to trade, small and medium enterprise development and tourism.

As a result of the Pan-Commonwealth review of training in 2010 and the review of the Malta- Commonwealth Third Country Training Programmes (MCTCTP) in 2013, there have been substantial improvements in the way the Commonwealth Secretariat provides capacity development, including training, to member countries.

Both the previous reviews highlighted the importance of a formal needs assessment as a requirement for capacity development programmes alongside the active participation of the Commonwealth Secretariat adviser in any Third Country Training Programme (TCTP). While no formal needs assessment took place for the SCTCTP, advisers now discuss a range of mechanisms used for needs identification and all current staff identify the benefits of playing an active role in the development and facilitation of the SCTCTP. Participation in the facilitation has also led to advisers having increased skills and confidence in developing and leading regional and national training programmes.

The SCTCTP has been found to have helped participants meet their personal objectives and increase levels of knowledge, as well as their ability to influence and implement change. The survey highlighted that a higher percentages of senior staff were able to influence (76 per cent) and implement (78 per cent) change, as compared to those in middle (62 per cent /46 per cent) or junior management (42 per cent /17 per cent). Although a substantial proportion of middle managers did influence and implement change, there is a need to ensure that this is increased.

Although the current marketing of the SCTCTP has been relatively successful in attracting personnel who are able to bring about change, a more targeted approach whereby participants are identified by technical advisers and invited to apply may lead to even higher impact. Furthermore, as the challenges faced by different types of countries may differ, it would also be possible to target specific groups, e.g. small countries, island nations, etc.

Participation across the Commonwealth is unequal with 14 countries providing 50 per cent of SCTCTP participants; 81 of these 14 countries are also among the highest attenders of the MCTCTP. A more targeted approach to participant identification may also enable more equitable participation.

There are aspects of the operational management of the SCTCTP which could increase the level of impact of the programmes still further and ensure they are targeted at the right people at the right time. Programme objectives focus on lower level cognitive skills of understanding and awareness rather than intended participant outcomes in terms of the analysis and planning that takes place during the training. Pre-training tasks are limited to writing a country paper, they could include tasks which ask applicants to identify the change they intend to influence or implement as a result of the training. The latter would support the selection process and provide a basis for the action plan to be developed at the conclusion of the programme.

Commonwealth Connects provides a valuable tool in supporting networking and peer-learning and has been used successfully by a small number of advisers.

Knowledge management is poor with substantial amounts of information being lost when staff left and with no apparent standard procedure for record keeping or reporting. This resulted in challenges in locating information related to the SCTCTP, particularly in relation to the financial aspects of the programmes, which made assessing value for money difficult.

To measure value for money, costs were broken down to 'per person per day' (PPPD) and a comparison was made across the various programmes offered. It was found that there was considerable variation in cost, with programmes managed by SASD being far more expensive than those managed by GIDD. However, it was not always possible to identify the reason for the increased costs as there was no standardised breakdown of costs.

Overall, the SCTCTP has been a valuable asset in the Secretariat's portfolio of capacity development, but could be greatly improved through utilising the more effective management

approaches currently used by the Technical Advisory Unit (TAU) and the best practice approaches used to building a critical mass of skills and knowledge at regional and country levels.

Recommendations

Recommendation 3: A results framework is developed for the SCTCTP in collaboration with all Divisions utilising the programme.

Recommendation 4: Each individual SCTCTP is based on a needs assessment related to an adviser's thematic area, and is an explicit component of advisers' annual and longer term plans, with its own indicators for evaluation of impact and outcome and is clearly linked to the overall outcome of their thematic area and results framework for the SCTCTP.

Recommendation 5: The Commonwealth Secretariat institutionalises participant identification processes, end-of-training monitoring forms and Back to the Office Report (BTOR) formats that focus on the results or outcomes of training.

Recommendation 6: SCTCTP training events are supported by pre-training tasks and activities during training that enable needs identification at country, institutional and individual levels in order to build participants' understanding of the state of readiness, what still needs to take place or be strengthened, and support development of participants' action plans.

Recommendation 7: Commonwealth Secretariat advisers responsible for SCTCTP actively support networking and peer-learning through the development of communities of practice related to their thematic area; this can be facilitated through the use of Commonwealth Connects as well as regional or Pan-Commonwealth forums.

Recommendation 8: The engagement of the Commonwealth Secretariat technical adviser in the needs assessment activities, design of the training programme and active participation in delivery of programme should continue in a balanced way, i.e. neither micro-manage the training nor be too 'hands-off'.

Recommendation 9: A standardised breakdown of actual training costs should be recorded so that comparisons can be made across various programmes/departments. This can then be used

1   Botswana, Mauritius, Sri Lanka, Tanzania, Ghana, Seychelles, Malawi, Malaysia

to provide an overall cost per day and 'per person per day' for both professional costs and participant costs to support ensuring value for money. This breakdown of costs can also be used to develop criteria to guide the costing of programmes in the planning stage.

Recommendation 10: Internal Commonwealth Secretariat knowledge management systems are improved to facilitate institutional memory and shared lesson learning within and across Divisions.

Functional

The review found that there were wide variations in the use of best practice approaches across the various SCTCTPs that took place, as well as in the organisation and costs of the programmes. The main differences in cost and approach were between the two Divisions that utilised the SCTCTP, rather than between individual advisers.

It may support both knowledge management and the use of best practice approaches to training if the overall administrative management and oversight of the SCTCTP were to be the responsibility of one department. The most appropriate home could be the Technical Assistance Unit (TAU), which uses a range of best practice approaches for the management and review of long term technical assistance projects funded through the CFTC.

Recommendation 11: Centralising the administrative management of the SCTCTP has the potential to enable improved knowledge management and oversight of quality and value for money. TAU is in a good position to play this role. The relevant Divisions would be responsible for the strategic direction of the SCTCTP and technical advisers would retain responsibility for all aspects related to the objectives, content, delivery and follow-up of the SCTCTP, based on their annual divisional work plans.

2. Background

The Singapore-Commonwealth Third Country Training Programme (SCTCTP) was established in 1994 through a memorandum of understanding (MOU) between the Government of Singapore, represented by the Technical Cooperation Directorate (TCD) of the Ministry of Foreign Affairs (MFA), and the Commonwealth Secretariat through the Commonwealth Fund for Technical Co-operation (CFTC). Since 2006, over 30 training programmes have been conducted under the SCTCTP, benefiting more than 700 participants from Commonwealth countries.

The MOU stipulates that all training will take place in Singapore, all courses will be conducted in English and the training programmes are intended for senior and top level personnel. The areas of training identified include: management of public enterprises, quality management and productivity improvement, systems development, export marketing development and other fields mutually agreed upon by the TCD and the Commonwealth Secretariat. It was anticipated that four training programmes would take place each year from 1994, but the number could be increased by mutual agreement.

The 1994 MOU identified that the Singapore MFA would fund the full costs of the local experts and training facilities while the Commonwealth Secretariat would fund any external experts, participants' per diems, hotel accommodation and, where necessary, their international travel to and from Singapore. Singapore's financial contribution is viewed as the Singapore Government's contribution to the CFTC and also attracts funding for the Commonwealth Secretariat from the UK Government. In 1996, Paragraph 3 of the MOU was revised to give the Singapore Government responsibility for the participants' per diem.

In 2007, the MOU was again revised and the Government of Singapore committed to a 50-50 cost sharing arrangement which they believed would increase their contribution to the SCTCTP by at least 20 per cent. The new cost sharing agreement includes the cost of local and external experts, training facilities, participants' accommodation expenses and per diems and, where necessary, participants' international travel

to and from Singapore. It excludes the cost of staff from Singapore MFA and the Commonwealth Secretariat. The letter detailing the revision to the MOU also proposed a substantive review of the MOU. This amendment would make the STCTP more attractive financially as it reduces the Commonwealth Secretariat's contribution, particularly for training programmes which require input from an external adviser or contributions for participants' airfares.

The SCTCTP has undergone two major reviews. The first was in 2006, and was commissioned by the Special Advisory Services Division (SASD) and focused on training related to developing Small and Medium Enterprises. The second in 2009 was part of the evaluation of all Commonwealth Secretariat training programmes.

Singapore is a highly organised country and an attractive place for training. Singapore's efficient visa services also ensure that participants do not face visa issues. The partnership between the Government of Singapore and the Commonwealth Secretariat has also raised the profile of the Secretariat through its logo being prominently displayed on the Singapore Cooperation Programme (SCP) brochure and at the Civil Service College. The SCP also posts on their website information about the SCTCTP programmes held.

Although the MOU states that all training should be carried out in Singapore, at the request of the Commonwealth Secretariat, the TCD has supported four regional programmes between 2010 and 2012. This has enabled the Commonwealth Secretariat to target specific regional problems, support regional capacity development and also support the training skills of regional training departments. The regional programmes also decreased the costs for member countries to send participants to training, as airfares were considerably lower than to Singapore.

It should also be noted that as a result of the Pan-Commonwealth review of training in 2010 and the review of the Malta-Commonwealth Third Country Training Programmes (MCTCTP) in 2013, there have been substantial improvements in the way the Commonwealth Secretariat provides capacity development, including training, to

member countries. The Division administering the Commonwealth Fund for Technical Cooperation (CFTC) is responsible for managing and reviewing all requests for capacity development, including training, to ensure a needs-based approach. They organise a needs assessment for all requests for support to ensure that appropriate types of support are provided and that a logframe to support implementation is developed.

2.1 Terms of reference

This evaluation is being undertaken as a part of the Secretariat's programme of Independent Evaluation by the Strategic Planning and Evaluation Division (SPED). The evaluation covers the period between 2006 and 2013. The overall purpose of this evaluation is to assess the relevance, effectiveness and the impact of the Singapore-Commonwealth Third Country Training Programme. The complete Terms of Reference (TORs) can be found in Annex 1.

Specifically, the evaluation will:

- Review the relevance of the trainings offered under the Commonwealth-Singapore TCTP against member countries development needs and priorities, the Secretariat's comparative advantage, and the goals of the Commonwealth Strategic Plan.

- Review the contents offered under the different training programmes and their evolution over time in line with the changing development context, the recommendations from the September 2006 and the 2009 training evaluation, to assess their continued relevance.

- Evaluate the overall management approaches, including the training design and delivery, needs assessment, participant selection, pre-and post-training support and its evolution to assess the efficiency and effectiveness.

- Assess the sustainability and impact of SCTCTP in building the capacity of public sector and other key institutions in Commonwealth countries. In doing so, the assessment will evaluate impact at individual, institutional and policy levels.

- Assess whether the SCTCTP represents value for money vis-à-vis other training modalities that are available to Commonwealth member countries.

- Assess the continued relevance of the SCTCTP, its likely demand vis-à-vis the Secretariat's Strategic Plan 2013/14-2016/17, and Singapore's development comparative advantages to inform the recommendations on the future direction of the programme.

- Identify lessons learnt in the design and delivery of the SCTCTP and recommend strategic and operational changes that may be required to make it more focused, relevant and sustainable.

2.2 Scope of the evaluation

The evaluation covers two strategic plan periods and as such, covers training programmes delivered between 2006 and 2013. Based on the evaluation findings, the evaluation proposes both strategic and operational changes that could usefully be applied in deciding the forward direction of the programme.

The training programmes identified as taking place during this period were organised by two Commonwealth Secretariat Divisions- GIDD and SASD. A list of the programmes can be found in Annex 2.

2.3 Methodology

The evaluation of the SCTCTP took place in three phases. The first phase focused on planning for the evaluation, developing the evaluation instruments and reviewing the documentation. The second phase gathered information through an online survey, face-to-face interviews with key stakeholders, telephone interviews and the continuing review of documents as they were provided. The third phase provided a report which the Commonwealth Secretariat can use to support policy, strategy and operational decision making related to the SCTCTP.

2.3.1 Phase One

An evaluation framework (Annex 3) was developed and used to support the production of the survey instruments and the review of documents. Instruments included: questions for the semi-structured interviews with training providers

in Singapore and Commonwealth Secretariat advisers; online survey for participants in the training; questions for the follow-up interviews with selected participants.

An initial meeting was held between SPED, the divisions responsible for SCTCTP and the team from the Centre for International Development and Training (CIDT) in February 2015 to discuss the rationale for the assessment, the evaluation framework and workplan.

The collection of documents related to the evaluation included programmes and brochures related to the training programmes; participant lists; evaluations carried out by training providers and Commonwealth Secretariat Back to Office Reports (BTORs) as well as documents related to the Secretariat strategy and operations.

2.3.2 Phase Two

A series of face-to-face interviews took place in Singapore with the training and administrative staff from seven training institutions which had carried out training during 2006 and 2013. The lead interviewer was accompanied by the Director of SPED on all interviews. One institution, the Singapore Cooperation Enterprise (SCE), was not captured in the evaluation as the staff responsible for the SCTCTP had left and following a change in government policy, the institution can no longer bid to provide training for the SCTCTP as it is a government funded institution. Trainers from one other institutions, Singapore Training and Development Agency (STADA), were not available during the week in Singapore but took part in a telephone interview. An overview of the institutions that provided SCTCTP can be found in Annex 4.

Interviews focused on the process of course development, relevance to needs of participants, their knowledge of impact of the training, and what action they have taken or could take to support increased impact.

Following the visit to Singapore, interviews were carried out with Commonwealth Secretariat staff to identify their role in the training programme and to gather views on the strategic relevance, approach, management and sustainability of the SCTCTP and any impact they are aware of which could be followed up with participants in telephone interviews.

Immediately following the visit to Singapore, the online survey was developed and sent to 824 participants, of which 121 bounced. Following a series of reminders, 171 (24.3 per cent) participants responded within a four week period. An analysis of the online survey responses identified the participants who described the impact of the training on their workplace, and was used to invite them to a telephone interview. The interviews aimed to identify the effectiveness and impact of the SCTCTP in building the capacity of the public sector and other key institutions in Commonwealth countries. It aimed to identify whether the impact took place at individual, institutional and policy levels and also gather insights into challenges and obstacles to change. Only a small proportion of those contacted accepted the invitation to be interviewed. A list of people interviewed can be found in Annex 5.

2.3.3 Phase Three

Phase three analysed the findings from the document review, interviews and online survey to assess the relevance of the content, focus and approach of the SCTCTP for the future needs of Commonwealth countries and the new Strategic Plan (2013/14 -20116/7). This analysis supported the identification of recommendations on the future direction of the programme.

Opportunities for lesson learning have been identified and used to recommend strategic and operational changes that would enhance relevance and impact and support sustainability. An analysis of costs was also undertaken to establish whether the SCTCTP represented value for money when compared to the Malta-Commonwealth Third Country Training Programmes (MCTCTP) and other training programmes carried out by the Commonwealth Secretariat.

2.3.4 Challenges

The greatest challenge was finding the relevant information related to the programmes. Many staff members had left following the re-organisation in the Secretariat and there was no contact information for the majority of them. Electronic information was no longer accessible and paper files were often incomplete. Commonwealth Secretariat staff worked hard to gather what information was available and facilitated access to all materials that could be found.

3. Strategic Relevance and Management of the Training Programmes

This section looks at the extent to which the SCTCTP has met the capacity development needs of Commonwealth countries. Singapore holds itself up as a role model for moving from a developing nation in 1965 to one which boasts efficient public administration, high levels of productivity and low levels of corruption. These are the key areas in which Singapore supports capacity development through the SCTCTP.

3.1 Relevance of training to country needs

The Commonwealth Secretariat Strategic Plan (2013/14 -2016/17) was developed based on the needs identified at high level meetings with Commonwealth Heads of Government and reflects the shared priorities of member governments.

The current Commonwealth Secretariat Strategic Plan is more focused than previous plans; it has fewer priority areas but has selected those where the Secretariat has a comparative advantage and can make a difference. The plan has three goals: (1) Strong democracy, rule of law, promotion and protection of human rights and respect for diversity; (2) Inclusive growth and sustainable development; (3) A well-connected and networked Commonwealth. The plan also identifies six strategic outcomes each with a number of intermediate outcomes.

These intermediate outcomes are set at a high level, indicating the need for programmes which support policy development and implementation of strategy and require any capacity development to be targeted at a level of seniority with the mandate and power to implement change. Unlike earlier plans, training as a means of capacity development is rarely mentioned, the implicit assumption is that training should only be used as part of a wider programme of support.

The training offered through the SCTCTP directly supports the following strategic outcomes of the Commonwealth Secretariat Strategic Plan:

Outcome 2: More effective, efficient and equitable public governance

This area was led by GIDD and training programmes were carried out by a number of institutions in Singapore: National University of Singapore (eGL and Business School), Singapore Management University, Nanyang Technical University, and Civil Defence Academy

Outcome 5: More inclusive economic growth and sustainable development

This area was led by SASD and training was carried out by i-Business, SCE2 and STADA.

When comparing the intermediate outcomes and the range of training programmes previously offered, we found that a number of programmes are no longer a priority in the current Strategic Plan. This includes SME Development, Tourism, and International Disaster Management. All other training programmes offered under the SCTCTP fall within the Strategic Plan priority areas. However, the breadth of programmes offered through Singapore's TCTP partnerships means that they are well placed to replace these with training programmes in priority areas of the new plan; e.g. Global Development and Financing, Debt Management and Climate Financing. Singapore also has a strong understanding of the needs of small, vulnerable states through its membership of the Forum of Small States (FOSS), the Global Governance Group (3G), the Alliance of Small Island States (AOSIS) and Small Island Developing States (SIDS), of which many Commonwealth countries are members. This would support a focus on the needs of small states in the SCTCTP.

---

2   As SCE is a government funded institution, government rules prohibit it from bidding for government contracts, including SCTCTP.

There are a number of advantages for Singapore in offering programmes related to public governance and economic growth and development. Singapore is ranked second in the Global Competitiveness Index and apart from UK which is ranked ninth there is no other Commonwealth country in the top ten. The GCI says of Singapore:

'*Singapore ranks second overall for the fourth consecutive year, owing to an outstanding and stable performance across all the dimensions of the GCI. Again this year, Singapore is the only economy to feature in the top three in seven out of the twelve pillars; it also appears in the top ten of two other pillars. Singapore tops the goods market efficiency pillar and places second in the labor market efficiency and financial market development pillars. Furthermore, the city-state boasts one of the world's best institutional frameworks (third), even though it loses the top spot to New Zealand in that category of the Index. Singapore possesses world-class infrastructure (second), with excellent roads, ports, and air transport facilities. Its economy can also rely on a sound macroeconomic environment and fiscal management (fifteenth) – its budget surplus amounted to 6.9 per cent of GDP in 2013.*'

Singapore does equally well in a number of other global indexes. The World Bank 'Ease of Doing Business' places Singapore in first place while the UK is in eighth place. Transparency International Corruption Perceptions Index 2014 places Singapore in seventh place, the only Commonwealth country with a higher place is New Zealand (second); UK is ranked fourteenth. Thus, Singapore is a good role model in the key areas of the SCTCTP.

3.1.1 Relevance to changing needs

The Singapore Government is engaged in capacity-development activities in many developing Commonwealth countries as a part of South-South transfer of knowledge and has a good understanding of the Commonwealth context and issues, especially those facing small states. This understanding supports the development of training programmes that meet the changing needs of participants from those countries. Most Commonwealth Secretariat advisers also worked with the Singaporean training institutions (STIs) to regularly update the training programmes.

One major difference between the MCTCTP and the SCTCTP is the diversity of programmes in the latter. While the MCTCTP provided nine programme titles between 2006 and 2013, the SCTCTP has provided 31 programme titles during the same period.

There has been considerable effort to ensure that programmes were relevant to ongoing needs. Between 2006 and 2013, SASD organised 15 training programmes for SME development, four related to Trade and two for Tourism. Within each area, each programme had a different title and focus based on the perceived needs at the time. There was similar diversity in the training programmes offered to improve public administration; from 2006 – 2012, there were 13 programme titles for 42 training activities.

A number of training programmes were discontinued by the Secretariat as they were no longer appropriate and new ones were developed to meet the identified needs. The following programmes were offered for only a short period:

- Knowledge for Development (2006, 2007, 2009)

- Public Expenditure Management Programme – Internal Audit and Internal Control (2006, 2008)

- Study Programme for Permanent Secretaries (2006, 2007, 2008)

- Advanced Seminar for Chief Executives (2007)

- Leadership programme on Public Private Partnerships (2009 and 2010)

- International Disaster Management Programme (2009, 2010, 2011)

The Knowledge Management training was stopped as it was found to be too theoretical for the needs of participants. The Public Expenditure Management Programme was also ended as it did not offer participants the opportunity for hands-on shadowing in a relevant government department as this was difficult to organise in Singapore. It was not possible to identify the reason for ending the remaining programmes as the staff responsible are no longer with the Commonwealth Secretariat. However, based on interviews from previous

evaluations of Commonwealth Secretariat training, it is likely that some were seen as short term interventions set up for a specific purpose.

Four programmes have continued for a longer period from 2006 – 2012:

- Developing eGovernment and eBusiness Strategies (2006–2012);

- Better Governance – Challenges and Issues in Corruption Control for Senior Policy Makers (previously Better Governance – Managing Corruption, Promoting Integrity) (2006–2012);

- Managing Public Sector Performance (2007–2011)

- Advanced Certificate in Quality and Productivity Management (2006–2008 and 2011–2012)

The current advisers responsible for the first three of these programmes emphasise that their programmes had been developed for senior government officers and managers in order to strengthen the opportunity for impact of the training at policy level. They also describe how the programmes are reviewed and updated annually in consultation with the STIs.

Recommendation 1: The Commonwealth Secretariat can utilise the SCTCTP for a wider range of the priority areas as identified in their 2013/14 -2016/17 Strategic Plan; programmes should be needs based and can be targeted at specific Secretariat policy interventions, regions, small states, etc.

Recommendation 2: Formal agreement should be sought with the MFA to enable the SCTCTP to be offered at a regional level where this would enhance the impact of an adviser's plan.

3.2 Relevance of training design and evaluation

This section looks at the extent to which training programmes were designed to enable participants to influence or implement change following the training. Such change can take place at a personal, institutional or policy level and the SCTCTP should be aiming to impact at all levels, particularly at policy and institutional levels as that is required for sustainable change.

We need to look at a number of aspects that support the relevance of the design and evaluation of the training programmes, these are: training is part of a wider support programme, training is based on an assessment of needs, evaluation of training programmes looks at both the quality of provision as well as whether the training is likely to lead to change.

3.2.1 Training as part of a wider support programme

Training is most effective when it is part of a wider programme or project which has a regional or country level outcome. In their annual planning, advisers are required to identify the role that any training programme will play in their wider advisory role. There is also a greater understanding among advisers of the need for training to be part of a wider range of support mechanisms. A good example is TAU which has embedded this in practice. Thus, while prior to 2013 only one SCTCTP could be found to be an integral part of a wider programme, the changes in both divisional and individual planning will ensure that future SCTCTP will be.

The 2010 global evaluation of Commonwealth Secretariat training programmes found:

'*Training which was part of a wider capacity building process was found to have had greater impact than stand-alone training with clear evidence of outcomes which could be traced back to Commonwealth Secretariat training. Across a number of countries, this has resulted in Programme Budgeting becoming a requirement for all Ministries; the introduction of Risk Registers in local government; the development of an Internal Audit Agency; the setting up of a Development Evaluation Association. No other participants interviewed could attribute such strong indicators of progress to their Commonwealth Secretariat training experience.*'

The previous evaluation found that SCTCTP training programmes before 2010 were not planned as part of a wider support programme but that there were instances where the training led to requests for further support. This includes the regional training in Public Service Management to build capacity of local training institutions carried out in the Caribbean in 2010 and 2011 and supported through SCTCTP.

One example of how the SCTCTP is part of a wider support programme is taking place in Commonwealth Africa. In 2011, the Commonwealth Secretariat supported the setting up of the Association of Anti-Corruption Agencies in Commonwealth Africa (2011) (AACACA) for heads of anti-corruption agencies. The annual meetings were used as a forum to identify progress, challenges and needs at different levels, as well as identifying mechanisms for support. This led to training to support implementation by different levels of management. In 2012, regional training to meet some of those needs was provided in Ghana and Botswana through the SCTCTP. Over the longer term it is planned to identify whether similar associations can be set up in the Caribbean, the Pacific and Asia. Members from the associations could then meet annually in their own region, and then selected association members from each region could attend a SCTCTP in Singapore. This is in order to enable a global sharing of ideas, cross regional links and a greater focus on global progress, issues and challenges. Participants could then share this with their regional association. A case study on this approach is in Annex 6.

3.2.2 Needs assessment

In order to be effective, each SCTCTP should to be designed to meet the needs identified in member countries The Pan-Commonwealth review of training (2010) found that little formal needs assessment was taking place to support the development of the SCTCTP. This led to a recommendation that:

'*The training event supports a process of needs identification at country, institutional and individual level in order to target follow-up support appropriately and to evaluate the potential effectiveness of participants' post-training plans.*'

There is evidence that needs assessment were taking place between 2010 and 2013 at different levels and there is now greater understanding of the importance of needs assessment to inform training and other capacity development initiatives.

TAU manages long term capacity development programmes which are funded through the CFTC; this is the fund which also contributes to the Commonwealth Secretariat's share of SCTCTP costs. TAU now uses many best practice approaches for the provision of capacity

development. When a request for capacity development support is received, a needs assessment is carried out. A team, including the Commonwealth Secretariat technical and thematic advisers, works with the country to identify needs, i.e. the desired outcome, what is in place and what needs to be in place to achieve the outcome and what support can be provided through the CFTC.

This process ensures that technical advisers are carrying out needs assessment in their technical areas and that there is information regarding needs assessment of a range of countries in a range of technical areas3. This not only ensures the relevance of Commonwealth Secretariat CFTC interventions, but allows Secretariat technical advisers to gain in-depth understanding of the most current interventions in a range of countries. The Technical Cooperation and Strategic Response Group (now TAU) has been implementing this more rigorous approach since 2011, therefore advisers leading SCTCTP programmes after that time have benefited from this formal needs identification process.

Although not required by Commonwealth Secretariat management, TAU develops a results framework for all projects it supports, ensuring that the effectiveness of support can be monitored and evaluated. This is exemplary practice and one that we believe should be extended to all Divisional plans and individual adviser's plans.

GIDD has also been engaged in needs assessment through research. To support improved public administration, research was carried out in the Caribbean, Pacific and Africa into the contract system for employment of public servants. The results of this research was then used to inform the design of training, and was also shared in the training. SASD also carried out a review of their SME training programmes.

The 2010 Pan-Commonwealth report identified one needs assessment activity that is still continuing. A diagnostic readiness toolkit was developed to support countries to identify their 'state of readiness' to implement e-Government and e-Business strategies. SCTCTP participants were asked to use the tool to assess their

---

3   It will be important to ensure that the Commonwealth Secretariat knowledge management system ensures such needs assessment reports are stored in a central repository and available to all technical staff.

country's state of readiness in preparation for the workshop. Thus, the training programmes provided a needs assessment which could be used to support country level programmes as well as inform current and future training programmes. Participants also arrived at the training with an increased understanding of their country's needs. The SCTCTP participants were used to test and refine the tool and it is now being formally piloted in a number of countries.

The regional association for Heads of Anti-Corruption Agencies in Commonwealth Africa is also used for the identification of regional capacity development needs. If such forums existed regionally, they could play a strong role in supporting Pan-Commonwealth needs identification which could then be used to inform both the SCTCTP as well as highlight the needs of different groups of Commonwealth countries in international meetings.

Many advisers focus on the use of the country paper submitted by participants as a means of needs assessment. These country papers identify policies, initiatives being implemented, progress, challenges and constraints in a participant's country. However, as these are only submitted a short time before the training begins, they cannot be used in the design of the programme, but can provide ongoing information to advisers on specific country needs and could potentially help focus the advisers' and trainers' attention on the needs of specific participants.

In some cases, participants are also asked to identify details related to their ministry/division or department, this enables a needs assessment at institutional level. One adviser takes it a step further to the level of the individual participant by asking them to include their 'personal assessment and reflections on how he/she could contribute to the anti-corruption efforts in his/her country or organisation'. This would include new ideas on what broad policies and detailed procedures they would like to formulate and implement with regard to corruption control'. This is an excellent activity as it ensures each participant begins to think about what use they will make of their new learning before they attend the programme. It also provides specific information to the adviser on what the individual participants hope to gain from the programme. This could also be a good

question to ask as part of the application process as it would provide more information for the screening process.

3.2.3 Commonwealth Secretariat technical engagement

If training programmes are to fully meet the needs of the participants and the countries they serve, it is important that Commonwealth Secretariat technical advisers are fully involved in the development and facilitation of the programmes. As described above, advisers know the needs of regions and countries and how the training can best support those needs.

Most Secretariat technical advisers have played a leading role in the design and development of the training programmes, particularly those offered in later years. The SCTCTP for Trade Competitiveness and SMEs were developed by staff within SASD. There were no rolling programmes for these areas, each training programme was designed afresh each year for a specific purpose.

Similarly, the programmes for 'Developing e-Government and e-Business Strategies' and the range of programmes supporting anti-corruption have been developed for specific audiences. The Singapore institutions support the development of the programmes and provide Singapore's perspective and identification of appropriate field visits.

In some cases, the training programmes have been developed by the Singaporean training institution with little input from Commonwealth Secretariat advisers. A number of these programmes continued for many years, e.g. the Advanced Certificate in Quality and Productivity Management and the Disaster Management Programme which were developed following the tsunami that devastated coastlines across Asia.

3.2.4 Participants' feedback

Feedback on the training programme from participants can provide important insights into the relevance of the programme and ensure measures are put in place to ensure greater relevance of future programmes. Feedback on the SCTCTP is collected in two ways: end of course evaluation forms and informal discussions with participants.

The larger STIs carry out their own evaluation of the programme and the results of these are sent to the MFA and Commonwealth Secretariat. They use these evaluations to improve their own management of the training. Where training is carried out by smaller privately owned businesses, they tend to rely on the MFA and Commonwealth Secretariat evaluations. These tend to be used for internal management and quality of delivery of the programmes

The MFA evaluation forms enables rating of the content, methodology, trainers and facilities, and the comments section of the form provides useful feedback for both the host institution, trainers and Commonwealth Secretariat in terms of which aspects of the programme was most useful and what further support may be needed.

The Civil Defence Academy identified their own end of course evaluation as very useful as it enabled recommendations for modules to be included, also where participants asked for advice, they were able to provide materials and contacts following the training programme.

The Commonwealth Secretariat now requires an evaluation of each SCTCTP and one such evaluation form contained a number of open-ended questions which would inform the Secretariat on the relevance of the programme and what further support would be most appropriate. This form asked participants what their expectations for the programme were, whether their expectations were met, the most important aspects of the training, the least relevant, what they would like to do as a result of the programme and what follow up they thought will be required.

It was found that in some cases, the results of a Commonwealth Secretariat evaluation form are not shared with the STI. The Nanyang Technological University (NTU) said they would have liked to see the report on the evaluation of the Leadership programme on Public Private Partnership programmes, that this information would also be beneficial for them in modifying their programmes.

3.2.5 Post-training support

While training may lead to change at an individual level, it is much more challenging for training to lead to institutional or policy change. To support

change at this level, it is beneficial to provide ongoing support mechanisms such as a forum for sharing of ideas and access to information and guidance through a community of learners or support from the Commonwealth Secretariat adviser or other experts.

The advisers and STI staff all reported that Commonwealth Secretariat advisers provided guidance to participants on how they can approach the adviser directly or can apply to the CFTC for further support. In most cases, this information was also provided in the programme brochure.

The Pan-Commonwealth review found that of the five STIs interviewed, one communicated with past participants through a newsletter while another had an online portal for alumni where they could share information and form informal networks. A number of the STIs mentioned that past participants often contacted them for information. In the current review, all STIs stated that they helped participants to set up a Facebook page where they could maintain contact. iBusiness also set up a Dropbox for sharing materials, the National University of Singapore (NUS) Business School has a dedicated portal where they provided materials and information for past participants and the Singapore Productivity and Standards Board and Civil Service College have an alumni page.

Despite the introduction of a wider range of communication mechanisms, the online survey shows that levels of communication between participants remained low: 24 per cent said that a Facebook page was set up and 19 per cent said that an online forum was set up, with 52 per cent stating they have had little or no communication with other participants after the training. Only 22 per cent have communication with many other participants to discuss and share ideas. While Facebook may be supportive in enabling participants to remain in touch with their cohorts, it is not sufficient to support ongoing communication between the Commonwealth Secretariat adviser, the training institution and the combined cohorts involved in a specific thematic area.

Based on the online survey responses, there would also appear to have been little contact with the Commonwealth Secretariat or the STI following the training programme. Only 8 per cent were

asked for feedback on the progress of their action plan and 11 per cent to discuss questions; 18 per cent had access to documents on an STI website.

There is evidence that in recent years, there has been a more proactive approach from Commonwealth Secretariat in managing networks of peers and facilitating and maintaining dialogue with participants.

Some advisers are using Commonwealth Connects (CC) as an effective means of communication between participants in training, but others have found it less effective. The CC is a closed system and users must be invited to join a specific network by the Commonwealth Secretariat. Successful networks were found to have active engagement of the Commonwealth Secretariat advisers, access to a range of resource materials and additional members who were specialists in their field, drawn from donor agencies and other international organisations.

Another example of an effective mechanism for building networks and peer learning is the regional forum for anti-corruption set up in Commonwealth Africa. This enables the building of a network of professionals working at a similar level with common goals. The forum also encourages members to visit one another's countries to see first-hand the changes that are being implemented, thus contributing to peer learning.

Recommendation 3: A results framework is developed for the SCTCTP, this framework is developed in collaboration with all Divisions who are utilising the programme.

Recommendation 4: Each individual SCTCTP is based on a needs assessment related to an adviser's thematic area, is an explicit component of advisers' annual and longer term plans, with its own indicators for evaluation of impact and outcome, and is clearly linked to the overall outcome of their thematic area and results framework for the SCTCTP.

3.3 Effective management of training

We can use a number of factors to evaluate how effectively training is being managed: the decision process of which programmes are offered through SCTCTP; the extent to which the Commonwealth Secretariat requires an assessment of organisational and national needs to inform the design of a programme and identification of participants; budget allocation for training is based on need; monitoring and evaluation takes place to report on the effectiveness of the programme; the participants selected and supported to attend are the most appropriate candidates; and whether participants have the information they need to prepare for the programme.

3.3.1 Identification of SCTCTP

While needs assessment takes place at the level of the individual programme (see 3.2.2 above), the selection of which programmes are offered through the SCTCTP is a historic one with only GIDD and SASD benefiting from the previous provision. The cessation of the SCTCTP in 2013 and the potential for a renewal of the programmes offers the opportunity for the Commonwealth Secretariat to enable more Divisions to access the SCTCTP.

The Singaporean TCD has TCTP agreements with a number of countries and offers a wide range of support, many in areas identified as a priority in the Commonwealth Secretariat Strategic Plan, e.g. Global Development and Financing, Debt Management and Climate Financing. Each Division across the Commonwealth Secretariat could be given the opportunity to identify whether the SCTCTP could support the achievement of their goals and justify inclusion of a SCTCTP in their programme of support.

3.3.2 Budget

The memorandum of understanding between the Singapore Government and the Commonwealth Secretariat was amended in April 2007 with an agreement to have a 50-50 cost sharing arrangement. In 2007, Singapore estimated their contribution to be an average of £20,000 for each individual training programme. The cost sharing agreement does not include the expenses incurred by Commonwealth Secretariat staff or Singaporean staff, nor the operational costs incurred by the Secretariat in order to organise and deliver the training programmes. The new memorandum also allows for external experts to be part of the cost sharing, as well as flights for participants. Unlike Malta, there is no specified overall limit on the Singaporean contribution, it is dependent on the number and

cost of programmes organised by the Secretariat. This cost-sharing agreement has favoured the Secretariat by reducing their costs and has increased share from Singapore, also resulting in an increased contribution by the UK Government.

In GIDD, individual advisers identified the programmes that would be offered each year while in SASD, decisions were made at a divisional level with individual advisers taking responsibility for the management of each programme. There were no guidelines on the overall cost permitted for each programme which may be why many SASD programmes were considerably more expensive for both the MFA and the Commonwealth Secretariat.

3.3.3 Monitoring and evaluation

The Commonwealth Secretariat used a range of mechanisms to monitor and evaluate the effectiveness of the SCTCTP. Individual programmes were monitored using end-of-training evaluation forms while a number of post-evaluations have taken place: the 2010 Pan-Commonwealth review of all training activities; a review of the MCTCTP in 2013 and the current post-evaluation of the SCTCTP. These reviews were used to inform Commonwealth Secretariat strategy with regard to how capacity development is provided. At the time of the last training programme in 2013, there was no formal evaluation of the overall effectiveness of the SCTCTP from within the Commonwealth Secretariat divisions benefiting from the programme.

The main monitoring and evaluation of the SCTCTP took place through the MFA evaluation form and technical advisers' discussions with the participants. Some Commonwealth Secretariat advisers also use their own evaluation forms, as do a number of STIs, particularly the larger prestigious institutions interested in maintaining their quality management standards in order to be awarded the relevant international standard kitemark.

Discussions with Commonwealth Secretariat technical advisers indicate that the external reviews in 2010 and 2013 impacted how they plan and organise both, the SCTCTP and capacity development within their ongoing advisory work. Discussions with STIs indicated that those who

carry out their own evaluations use them to identify the quality of trainers and speakers and the relevance of content of the programme.

Commonwealth Secretariat advisers within GIDD used their own evaluation forms to identify additional information. One evaluation form has a number of open-ended questions including asking participants what their expectations for the programme were, whether their expectations were met, what they considered to be the most important aspects of the training, the least relevant, what they would like to do as a result of the programme and what follow up they would like. These questions provide valuable information which could be used to support revisions to the training programme and follow-up support to participants.

In 2011, GIDD began using a new format for their Back to Office Report (BTOR), which asks for far more detail than was provided previously and also requires advisers to evaluate the effectiveness of the programme delivered. One section requires advisers to focus on the objectives of the training, progress on achievement and what follow up action may be required. However, how this section is completed appears to differ from adviser to adviser. The most useful approach was found to be one where the progress and follow up for each objective was discussed separately. The follow up identified included changes to the programme, development of a new programme for a specific audience, access to a new Commonwealth Connects group, discussions with high level officials to identify potential in-country follow up support through the CFTC. The format used by SASD/EAS did not provide the same breadth of information.

It would be beneficial if standardised BTORs and monitoring tools were used across all Secretariat divisions. TAU now carry out a post-evaluation of all the capacity development that they provide, and this could be extended to the SCTCTP.

3.3.4 Selection of participants

This section looks at the whether participants were from appropriate departments and level of post in order to implement change as well as whether there is gender equity in the selection of participants.

Table 1: Relevance of SCTCTP to needs of participants

Level of Management	Senior	Middle	Junior
Level of management of respondents – (number)	105	51	12
Level of management of respondents – (percentage)	63%	30%	17%
Q11: Training helped them, achieve their personal objective either 'fully' or 'a lot'	97%	88%	67%
Q12: Knowledge gained was 'very much' or 'mostly' relevant to their role	95%	90%	75%
Q12: Knowledge was 'very much' or 'mostly' practical enough to enable them to plan to use it to influence change.	89%	86%	67%
Q12: Participants were 'Very Much' or 'Mostly' able to **influence** change in their organisation or department	77%	62%	42%
Q12: Participants were 'Very Much' or 'Mostly' able to **implement** change in their organisation or department	78%	46%	17%

Both the STIs and Commonwealth Secretariat advisers feel that the selection process works quite well in attracting the right level of applicants. The brochures clearly state the high level of responsibility required by the applicants and which departments should be targeted. SASD also tried to ensure appropriate attendees through personal contacts related to their ongoing work. Both the Commonwealth Secretariat advisers and the STI staff scrutinise the applicants and make recommendations on who should be accepted. Inevitably, it was felt there were a small number of participants who viewed the training as an opportunity to relax; however, this was reported to be those who were not at an appropriately senior level.

It would appear that a large number of participants continue to be drawn from middle management and some from junior management. Of the 168 respondents who completed the online survey, only 63 per cent identified themselves as at senior level, 30 per cent were middle level and 7 per cent junior level staff (Table 1).

The survey (Q11) found that the majority of participants were correctly identified for the programmes with 92 per cent of participants saying that the training programme enabled them to achieve their personal objective either 'fully' or 'a lot'. This increased to 97 per cent for senior level participants but reduced to 67 per cent for junior level. This emphasises the importance of identifying participant's at the most senior level or middle managers aiming for promotion.

The majority of participants (92 per cent) also felt that the knowledge gained (Q12) was 'very much' or 'mostly' relevant to their role while 63 per cent (78 per cent senior, 46 per cent middle

and 17 per cent junior staff) felt they were 'very much' or 'mostly' able to implement change in their organisation or department. Only 3 per cent were unable to make any change, while no senior managers were unable to implement change, 8 per cent of middle managers were unable to do so. Again, these figures emphasise the need for the selection of managers who are in a position to lead change.

References to influence focused on recommendations made on return from the training and inputs to policy and other processes taking place, while references to implementation fell between departmental changes in how things took place to national changes, e.g. developing MOUs between financial institutions and SMEs, establishment of a forensics unit, establishment of an intellectual property office, introduction of the Electronic Single Window for Customs.

Participant lists were used to analyse the gender of 835 participants and found that only 37 per cent (312) are female with three areas having the lowest level of female participation: Better Governance and Corruption Control (25 per cent), Disaster Management (28 per cent) and programmes related to Trade Facilitation and SMEs (33 per cent). Programmes which focused on e-Government and e-Business and Strategies and Public Sector Performance had 45 per cent female participation. This may be representative of the gender balance in the workforce of the participating countries, particularly when programmes are targeting a smaller group of top level officers.

The programme brochures which were distributed to member countries by GIDD explicitly stated that, "*In keeping with the objectives of the Commonwealth Plan of Action for Gender and Development, preference will be given to suitably*

qualified and experienced female candidates."
However, as an organisation that promotes gender equality, the Commonwealth Secretariat should be taking more proactive steps to ensure equal representation in the training programmes.

Recommendation 5: The Commonwealth Secretariat institutionalises participant identification processes, end-of-training monitoring forms and BTOR formats that focus on the results or outcomes of training.

3.4 Effectiveness of training approach

A number of actions can take place to increase the effectiveness of training. These include:

- a pre-task which enables participants to set objectives for what they want to achieve as a result of the training

- objectives that relate to participant outcomes

- activities which require participants to analyse and evaluate their own context in relation to models of best practice and accepted benchmarks

- developing action plans to be implemented on return to work

- a community of practice where participants can continue to share successes, challenges and ideas

The programmes offered by Singapore are of world class quality, curricula are updated regularly and end-of-training evaluations are used to ensure continuous improvement to programme delivery. Singapore supports many developing Commonwealth countries as part of their commitment to South-South knowledge transfer and has a good understanding of the Commonwealth context and issues, especially those facing small states. This knowledge is built into the SCTCTP curricula, as is the contextual knowledge of the Commonwealth Secretariat advisers.

The state-of-the-art training facilities which many of the STIs provide, combined with the use of an 'experiential learning' approach which makes use of case studies, a range of analytical tools and field visits enhances the learning experience of the

participants. However, where training makes use of hotel facilities, careful selection of facilities will be essential to ensure learning is not compromised.

There is now a much greater understanding of effective training approaches among the Commonwealth Secretariat advisers since the previous reviews of training have taken place. Advisers discuss the need for tasks which enable participants to analyse their own context and to evaluate them against international benchmarks or against best practice principles.

3.4.1 Pre-training task

The purpose of a pre-training task is to enable participants to plan for the change they will put in place as a result of the training. In this way, they have a stronger purpose for attending the training and increased motivation for learning. The 2013 review of the MCTCTP led to a recommendation that all participants should be required to identify what change they would wish or are required to implement on their return from the training programme and that this should be followed up with an appropriate pre-training task tailored to their personal objectives.

All SCTCTPs required participants to write an analytical paper and presentation which outlined their countries' strategies or reform process, current state of implementation, progress and challenges. They were asked to submit these at least one week prior to the beginning of the programme. Only one adviser widened the scope of the country paper by asking participants, based on their analysis, to identify what change they would endeavour to make on their return.

3.4.2 Objectives and content of the training programme

The objectives of the training programme should tell us what the participants will know and be able to do at the end of the training, with a focus on higher level thinking skills required to support influence and impact following the training programme.

There has been little change in the language used since the initial evaluations, which also recognised that the language used in brochure to describe the programme objectives is often not consistent with the outcomes the Secretariat is aiming for. For example, objectives continue to use terms such as:

- appreciate key issues, strategies and tools of portfolio co-ordination;

- gain insights into good practice from Singaporean and international experiences;

- provide an understanding of …;

- share …;

- enable participants to learn frameworks for…;

- be equipped with ….;

However, the language of both the STIs and Commonwealth Secretariat advisers has changed when they describe what they want participants; they now use verbs such as analyse, benchmark, contrast, compare and plan. The use of this language in the brochure objectives would build participants' awareness of the importance of their country paper in this analytical process.

The SCTCTP programmes are developed by the STI in collaboration with the Commonwealth Secretariat. In most cases, the STI plays the lead role in developing the programme based on in-depth discussions with the Commonwealth Secretariat adviser. In a few cases, there would appear to have been little input by the adviser, however this is mainly with programmes that took place before 2010. Where external speakers are used, the STIs work with the speakers to ensure relevance to the overall programme. STIs and Commonwealth Secretariat advisers say that their recurring programmes were updated annually while different programmes for trade, enterprise and tourism were developed each year based on an analysis of need.

3.4.3 Activities

A comparison between the findings of the 2010 review of the SCTCTP and the present review found there is much greater interaction and tasks taking place in recent years than prior to 2010.

The training approaches used in the SCTCTP generally follow a pattern of presentation followed by group discussion, group task or question/ answer session ending with a plenary discussion. Some of the training programmes clearly identified the group tasks that participants would be engaged in, many of these tasks relate to the use of analytical tools and frameworks that have been introduced or discussion of case studies.

Some programmes also discussed the importance of participants reflecting, analysing and evaluating their own context in order to identify the change that needs to take place and what needs to be put in place to implement the change. Such activities should form a large part of all training programmes. This helps participants to link the training to their work or the work of others.

3.4.4 Action plans

Requiring participants to develop Action Plans which they are expected to implement on their return to their home country reinforces the practical relevance of the training programme to their own context. The importance of developing action plans was identified in the global training and MCTCTP evaluations.

Between 2006 and 2010, only 3 STIs required participants to write an action plan, since 2010 it has been compulsory for all GIDD training
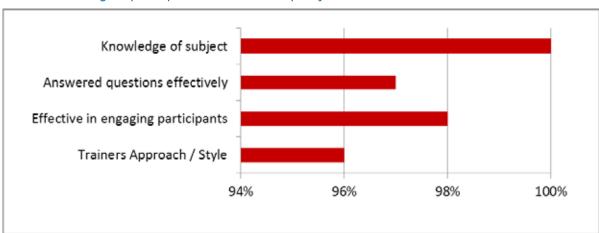
Table 2: Percentage of participants who identified quality of trainers as 'Excellent' or 'Good'

programmes to include the development of an action plan. However, the amount of time allocated for this important activity differs across the training programmes. In one programme, only 75 min was given for this activity, while in others an afternoon was allocated. Some STIs said that action planning was sometimes given as evening work.

Only one marketing brochure was found to clearly explain the requirement of writing an action plan for post-training implementation. This is excellent practice as it immediately alerts participants of the need for a concrete outcome from the training.

3.4.5 Community of practice

Although the survey of participants found that there was little formal post-training communication among participants, the Commonwealth Secretariat has made considerable improvement in the development of communities of practice when comparing the situation in 2010 with the current review.

All STIs said that they encouraged participants to set up a Facebook page for communication, with one STI providing an alumni page on their own website. Survey responses indicate a large number of participants did maintain contact with others, but not through an online discussion forum with participation of the trainer.

Only 5 per cent of participants said an online discussion was set up and that trainers were involved; this rose to 19 per cent where the online discussion did not include a trainer. Only 22 per cent of participants are in communication with many other participants, while 52 per cent say they have had little or no communication with other participants.

A number of Commonwealth Secretariat advisers previously engaged in the SCTCTP are now taking a proactive approach to developing a community of practice. They are using their in-house online facility Commonwealth Connects (CC) to facilitate communication among participants in training and are setting up networks of practitioners in their technical area. Some advisers are using these very successfully, and these instances can serve as models of good practice. Factors likely to influence success include: active engagement of the thematic adviser; access to training

materials, participants' contact details and reports; and access to resource people from donor or international organisations, universities etc.

Recommendation 6: SCTCTP training events are supported by pre-training tasks and activities during training that enable needs identification at country, institutional and individual levels in order to build participants' understanding of the state of readiness, what still needs to take place or strengthened and supports development of participants' action plans.

Recommendation 7: Commonwealth Secretariat advisers responsible for SCTCTP actively support networking and peer-learning through the development of communities of practice related to their thematic area; this can be facilitated through the use of Commonwealth Connects as well as regional or Pan-Commonwealth forums.

3.5 Operational efficiency

A major constraint to operational efficiency is the lack of an effective knowledge management system within the Commonwealth Secretariat. This review found that it was difficult to trace information about the SCTCTP, particularly regarding the participant lists, costs of programmes and BTORs, and that there was no standardised approach to managing this information.

3.5.1 Cost efficiency

The core question to be answered here is whether the SCTCTP represents good value for money for the Commonwealth Secretariat. Good value for money lies in the relationship between the cost of the programme and the impact of the programme.

While it is possible to measure general cost efficiency using overall figures, in order to provide recommendations to improve cost efficiency, it is necessary to have a clear breakdown of all costs involved in the implementation of a programme.

There would appear to be no institutional reporting format to enable the analysis of specific costs across a number of years or across programmes. A standardised breakdown of costs would enable the Secretariat to determine whether the actual and planned costs for each aspect of a training programme are comparable to other programmes.

Table 3: Highest and lowest costs per day / per person per day for programmes held in Singapore

Cost per day / per person per day	2006	2007	2008	2009	2010	2011	2012	2013
Highest	17480/ 699	10987/ 423	8496/ 405	19591/ 816	17800/ 712	12600/ 630	11862/ 714	13103/ 771
Lowest	4906/ 289	4865/ 180	5330/ 242	6240/ 284	6984/ 304	7410/ 309	8500/ 354	13093/ 569*

* Only two SCTCTP programmes took place in 2013, both organised by SASD

In some cases, costs were recorded to show 'professional costs' and 'participant costs', but this may not always be calculated in the same way. One example found the training had been held in a hotel and the cost of the training facilities was included in the participants' costs; where the training is held within the training institution the costs would be included in the professional costs. This lack of disaggregated reporting makes it difficult to compare professional or participant costs across training programmes.

There is a wide variation in costs of programmes with courses organised by SASD being generally more expensive than those managed by GIDD. Tables 3 and 4 illustrate the range of costs 'per day' and 'per person per day' (PPPD) of the training programmes held in Singapore. In 2011, the cost of a single training programme held in Singapore varied between £7410 and £12,600 per day or £309 and £630 PPPD. This is a substantial difference and as there is no breakdown of the nature of the costs, it is not possible to identify which specific cost led

to the difference. A more detailed table in Annex 7 provides a programme by programme overview of the training costs per day and PPPD.

In one case, the difference in cost was found to be a substantial number of air fares. Documentation for a 2009 SASD training programme showed the aggregated cost of two programmes totalled £196,000 but within that £86,000 had been spent on air fares for participants to attend. Given a total of 48 participants, the sum of £86,000 for airfares seems rather high. This kind of information will be hidden when totals are not broken down into discrete spending areas, i.e. professional costs: fees, facilities, resources, site visits, external experts from the participant costs: accommodation, per diem and travel.

In 2011, there was also a considerable increase in the per person cost of the training for the e-Government and e-Business Strategies programme; in 2010 the total cost was £60,587 for 10 days with 19 participants (£319 PPPD), while in 2011 it was £63,000 for 5 days with 20

Table 4: Professional costs per day (training fees, materials and facilities)

Training Institution	2006	2007	2008	2009	2010	2011	2012	2013
1 eGL NUS		1862	1974	2159	2121			
2 SMU	4150	3837	6822					
3 CSC		1442	1617	2029	1993			
4 CSC			1678	2105				
5 CSC	2290	2866	2290		* These figures do not include the cost of the training room provided by the hotel. It is not known whether other figures do, but this is mentioned here only because training costs are already higher than others.			
6 SCE			2369	3777/3547*				
7 PSBA		1027	1736					
8 PSBA	11480	5987						
9 CDA				1763				

participants (£630 PPPD). It was mentioned that the professional costs for eGL, National University of Singapore were very high.

The PPPD cost to the Commonwealth Secretariat of regional training in 2012 in Ghana (£230) and Botswana (£161) is considerably less than a similar programme in Singapore (£354), but the training that took place in the Caribbean in 2010/2011 (£313 and £280 PPPD) was not significantly less than the Singapore training (£324 PPPD) for the same programme in 2009. However, the cost to member countries is far less as regional flights will be cheaper than an international flight to Singapore.

For most recent years there has been no documentation available showing the breakdown of costs between the professional costs and participant costs and so a full identification of which aspects of costs are higher is not possible. Table 4 above, which shows the data that is available, is useful in identifying where professional costs are high. In 2007 a programme for GIDD cost £1027 per day while one for SASD cost £5987 per day and £11,480 in 2006. Daily professional costs for SASD programmes in 2006 and 2007 are also higher than others. Without a breakdown of the components of the professional costs it is not possible to account for the variation. It may be that some professional costs may include the cost of international advisers' fees as well as their flights and expenses. Costs would also include costs of local speakers and field visits to local institutions.

In most cases the daily costs associated with participants' accommodation, per diem and local transport are under £250, however, for the only two SASD programmes where information is available the costs in 2009 were £497 and £650 per day. This again was considerably higher than for any costs for programmes organised by GIDD.

There is a need for greater transparency and sharing of participant costs and professional costs to enable the Secretariat to ensure it is getting value for money and to identify where savings can take place. Such a breakdown could be part of the BTOR or done after the completion of the training programme.

3.5.2 Cost effectiveness

The level of cost effectiveness of SCTCTP is also not easy to identify. Each individual training programme has objectives set at the level of participants' understanding. When achievement of individual programmes objectives are measured through the end of training evaluations completed by participants, the training can be identified as achieving its objectives. Participants score all aspects of their training highly. Thus, from the perspective of each individual programme it could be said that each programme is effective.

There is no guidance on what is an acceptable level of funding for each training programme, but if we accept that all programmes are evaluated by participants as achieving their objectives, the lower cost programmes are therefore more cost effective.

A further limitation on measuring cost effectiveness is that there are no overall strategic objectives which describe the intended impact of the SCTCTP and through which the success of the entire annual programme of training can be measured as a whole or by individual technical advisers organising training through the SCTCTP in relation to their wider capacity development role. The BTOR asks advisers to identify the impact of training, some advisers have stated correctly that it is not possible to measure impact at that time, where they do address this question in most cases the description of impact focuses on the objectives related to participants' understanding.

If the focus of the SCTCTP is to support change at policy, strategy and implementation level then the overall objectives would also need to be set at that level. There would also need to be annual follow-up to monitor and evaluate the extent to which the training had supported achievement of those objectives. We will look at the level of impact achieved by the programmes in more depth in Section 8 of this report, however, impact can only be measured through description and comparison rather than measured against specific Commonwealth Secretariat objectives.

3.5.3 Professional capacity of training institutions

In Singapore, training programmes under the SCTCTP have to be put out to tender and STIs submit a bid which is then evaluated by the MFA and Commonwealth Secretariat. The Singapore Cooperation Enterprise which has supported the

majority of training programmes for SASD is now a government funded organisation and since 2011 is no longer allowed to bid for training programmes. A number of new training organisations have since opened and are ready to meet the demand.

The majority of institutions which provide SCTCTP are state of the art training institutions which provide participants with 'fit for purpose' training rooms, access to computers and internet; some participants are provided with laptops for the duration of the training. A small number of businesses that provide training do not have their own training facilities and rely on the use of hotel facilities; greater care will be needed in these cases to ensure the facilities are of sufficient quality to enhance the training experience.

The quality of the training provided is world class with course managers describing best practice approaches using experiential learning, case studies and analytical tools. Many of the consultants who carry out the training have experience of working in a development context

As many of the new training organisations carry out training for a range of MFA third country training programmes it will be important to use the MFA evaluations as part of the vetting process. The engagement of the Commonwealth Secretariat technical advisers in developing the training programmes to ensure they are fit for purpose will also be critical.

The venues for the training are another consideration. Many current STIs have their own training facilities which are designed for the purpose of training and also provide access to computers and other resources. If training is to be carried out in a hotel, the quality of the room for the training will also have to be considered as well as the access to internet facilities etc.

3.5.4 Role of Commonwealth Secretariat advisers

Most training programmes that were organised through GIDD and SASD were attended by Commonwealth Secretariat technical advisers. These advisers articulate the importance of their attending the programmes. They feel the programmes offer the opportunity for them to remain aware of global needs through a range of stakeholders which can inform the design of future programmes and Commonwealth Secretariat plans for future support to participants and their

institutions. Participation in the programme also plays a role in the Commonwealth Secretariat advisers' professional development as it provides an opportunity to discuss latest trends and thinking with professionals and practitioners. It also enables identification of consultants who may be able to support Commonwealth Secretariat follow up activities at a national and regional level. The opportunity to engage in best practice training approaches used by Singaporean institutions also enhances their understanding of good training techniques which can improve other training activities they are engaged in.

The 2010 Pan-Commonwealth review of training found that programmes led by SASD often had a larger number of Commonwealth Secretariat advisers in attendance compared to those managed by GIDD. In some cases, there would be three SASD advisers and a staff member to take responsibility for the logistics and other needs of participants. However, this large attendance of SASD advisers ceased and later programmes had only one adviser attending.

Some programmes, for example the Disaster Management and some SASD programmes, were only attended by programme staff in order to provide administrative assistance regarding payment of per diems etc. There is no reason why this cannot be carried out by the MFA liaison officer attached to the programme or by the administrative staff of the STI.

3.5.5 Marketing of training programmes

The SCTCTP is advertised through brochures which are sent to the Primary Contact Points (PCPs) in each commonwealth country. The PCPs are asked to send the brochures to the most appropriate department; a detailed description of the required participants is included in the brochure and reinforced in an accompanying letter.

Some advisers, particularly those who worked in SASD, also contacted potential participants and advised them to apply. This would be necessary for the non-government organisations which they felt it beneficial to attend. Many advisers feel that the current process of identification is not always successful as it depends on the thoroughness of the POC in sending out the brochures.

Table 5: Countries which send the largest number of participants

Country	Total No. of Participants	Percentage of total (1016)	Participated in all areas of training
Botswana *	68	6.7%	Not SME
Mauritius *	43	4.2%	Yes
Zambia	43	4.2%	Yes
Sri Lanka *	42	4.1%	Not Tourism
Tanzania *	39	3.8%	Yes
Uganda	38	3.7%	Yes
Ghana *	34	3.3%	Not Tourism
Bangladesh	33	3.2%	Yes
Seychelles *	31	3.1%	Not Disaster Management
Malawi *	28	2.8%	Yes
Nigeria	28	2.8%	Not Tourism
Malaysia *	27	2.7%	Not Tourism, SME
Maldives	27	2.7%	Not Tourism, Trade
Jamaica	27	2.7%	Yes

* Countries which also send the most participants to the MCTCTP

In total, 58 countries (each British Overseas Territory counted separately) sent at least one participant to the SCTCTP. An analysis of the countries which attended the training found that 14 countries provided 50 per cent of the 1016 participants we found data for. (See Table 6). Eight of these 14 countries were also among the 12 countries that provided 50 per cent of the participants for the MCTCTP. Thus a small number of the Commonwealth countries provide the majority participants for these training programmes. The 37 countries which sent fewer than 20 participants between 2006 and 2013 provided 34 per cent of the participants. These numbers take account of the regional training that took place in Antigua, St Vincent and the Grenadines, Ghana and Botswana.

It may be that participants who attend the training are more likely to tell colleagues and encourage them to go, thus increasing numbers in those countries. However, costs of transport are also a serious consideration, particularly for small states in the Pacific and Caribbean.

Recommendation 8: The engagement of the Commonwealth Secretariat technical adviser in the needs assessment activities, design of the training programme and active participation in delivery of programme should continue in a balanced way, i.e. neither micro-manage the training nor be too 'hands-off'.

Recommendation 9: A standardised breakdown of actual training costs should be recorded so that comparisons can be made across various programmes/departments. This can then be used to provide an overall cost per day and per person per day for both professional costs and participant costs and support ensuring value for money. This breakdown of costs can also be used to develop criteria to guide the costing of programmes in the planning stage.

Recommendation 10: Internal Commonwealth Secretariat knowledge management systems are improved to facilitate institutional memory and shared lesson learning within and across Divisions.

Recommendation 11: Centralising the administrative management of the SCTCTP has the potential to enable improved knowledge management and oversight of quality and value for money. The TAU is in a good position to play this role. The relevant Divisions would be responsible for the strategic direction of the SCTCTP and technical advisers would retain responsibility for all aspects related to the objectives, content, delivery and follow-up of the SCTCTP based on their annual plans.

3.6 Sustainability

Two aspects of sustainability need to be considered. The first is national and regional capacity to carry out training in key areas to ensure sufficient capacity to implement reforms. The second is through strengthening the readiness to engage in change at policy and institutional level so that change is planned for and that capacity development is targeted to support implementation of change.

3.6.1 National and Regional Capacity

The MOU between Singapore and the Commonwealth Secretariat states that training should take place in Singapore. However, following a request by the Commonwealth Secretariat, the TCD has supported four regional training programmes which were carried out in the Caribbean and in West and Southern Africa. In both cases, the regional programmes aimed to support the capacity development of participants as well as build the expertise of local training centres in order for local training to be provided.

The regional training in the Caribbean was for 'Managing Public Sector Performance' and took place in St Vincent and the Grenadines (2010) and Antigua (2011). These programmes were for heads of department responsible for performance management across a ministry or department. The programme in Antigua was also attended by a head of training institution so that local and regional training could be improved.

Regional training for "Investigation Officers of Anti-Corruption Institutions" were held in Ghana and Botswana in 2012. This was a lower level training used to build capacity in investigation skills. It followed training for heads of anti-corruption institutions and heads of investigation in an effort to ensure that capacity was built at all levels. This regional training will in future be carried out by a training centre that has been set up in Botswana and supported with funds and technical support from the Commonwealth Secretariat. Training programmes carried out by the regional centre in Botswana were developed using technical support from the Commonwealth Secretariat and from Singapore. Although this was not funded through the SCTCTP, the expertise of the Singaporean trainer in developing the SCTCTP for all levels

of staff and the development of the training materials was invaluable in developing the regional training programmes.

3.6.2 Readiness to engage

Commonwealth Secretariat advisers now articulate a greater understanding of the effect of a country's or department's 'readiness to engage' on the potential impact of a training programme than in the previous evaluation that took place in 2010.

Some GIDD advisers have used the SCTCTP to support 'readiness to engage' in a number of ways. One way is through the use of frameworks which help participants evaluate the state of readiness through identifying: what should be in place, the gaps in the process or system and challenges regarding capacity etc. Another way is through building knowledge and skills in approaches to addressing the gaps and challenges. The most successful training programmes are likely to do both.

One Secretariat Adviser has developed a diagnostic readiness test that can support identification of readiness for eGovernment. The adviser has also developed an eGovernment Toolkit which provides a framework to support countries put in place everything required for efficient eGovernment. This was developed based on participants' feedback in the SCTCTP training programmes and is currently being piloted in Namibia and Malawi. The introduction of these tools in future training programmes would both support understanding and use of the tool and enable participants to identify where they may be best placed to move ahead.

Participants generally found the training programmes to be relevant to their countries' needs, but as in previous evaluations (2010 and 2013), many participants were unable to implement what they had learned as their department was not in a sufficient 'state of readiness' for the new ideas and/or they did not have sufficient seniority to influence change. In all evaluations, this has been clearly linked to the level of seniority of the participant.

The online survey asked participants to identify the challenges they faced when trying to influence or implement change on their return to work. At the senior level, 40 per cent identified challenges in influencing or implementing change (Q14)

compared to 47 per cent middle level and 58 per cent junior level staff. At junior level, two people had clearly been selected inappropriately as the programme was not relevant to their work, another stated they were too junior to be listened to. Another challenge was lack of political will to change.

At senior and middle level, the most common challenges were resistance to change at a political level or within their own department, inability to make changes which required collaboration with other departments, lack of technical knowledge among staff and insufficient finance.

From this it would appear that many institutions were not in the state of readiness to make change and/or that the person attending did not have a sufficient level of authority to lead the change required.

Recommendations 2, 3, 4 and 6 will enhance sustainability of the impact of the programme.

4. Impact of Training

We can consider impact at four levels:

- change in participants' personal working practices

- office or department level change led or influenced by participants

- more efficient and effective institutions as a result of change led or influenced by participants

- participant's role in the development of policy required to motivate change

The objectives of each individual training programme are set at the level of change in a participant's knowledge and understanding. Here we go a step further and look at the impact that the change in understanding has supported.

The period of the training programmes for this review span was from 2006 to 2013. It is difficult to measure the impact of training programmes that have taken place so far in the past, many participants are likely to have forgotten much of the content and which areas of the programme had the greatest impact on their work. Evidence of impact would be more conclusive if it took place within 6 months to a year of a training programme.

The Commonwealth Secretariat global evaluation of training that took place in 2009/2010 had a section that looked specifically at the SCTCTP. It found that found that participants in the SCTCTP '*often found it difficult to describe the impact the training had on their work, they talked about its usefulness in a general way, or mentioned the use they had made use of the materials in their own training activities*'. 'Work got in the way' was often given as a reason for not using the knowledge gained from the programme.

Since 2011, the BTOR has included a section for 'evidence of impact'. However, most 'impacts' identified are related to the learning that takes place during the training rather than the change in working practices the training has brought about. The online survey and interviews with participants have been used to try to capture the impact of the training programme from the perspective of the participants.

4.1 Participants identification of impact

The online survey asked participants to identify the level of change that the training supported and asked them to describe any changes they had influenced or implemented as a result of the training. There is evidence that the training has had an impact at each of the four levels identified above.

Furthermore, the indication is that the more senior the post a participant holds, the more likely they are to implement change. The online survey found that of the 168 participants who responded, 76 per cent of 102 senior managers said they were able to use the knowledge gained to influence change and 78 per cent to implement change, a far higher percentage than middle managers (62 per cent influence /46 per cent implement of 50 managers) and junior managers (42 per cent influence /17 per cent implement of 12). This is a clear indication of the need to ensure that only senior managers attend or middle managers with a clear mandate to implement change attend the training programmes.

The online survey also enabled participants to describe any innovations or improvements they had influenced or implemented. Through the responses of the 93 senior staff who responded, it was found that 26 per cent described impact at a personal level, 33 per cent the influence they had and 41 per cent described what they had implemented. The 42 middle level staff described much lower levels of influence and implementation (38 per cent personal impact; 36 per cent influence; 26 per cent implementation) Of the 8 junior staff who responded, none identified what they had implemented while 63 per cent identified personal level impact and 38 per cent, the areas they had influenced with their knowledge. Again, this highlights the importance of the need to ensure attendance of senior leaders.

Examples of successful implementation included: initiating and implementing projects related to eGovernment; establishment of an Internal Affairs Department; standardisation of administrative processes; streamlining/reduction of customs

clearance procedures (Electronic Single Window); changing procurement procedures to enable faster transactions and meet World Bank standard; launching new performance management and development system across the public sector; establishing the Companies and Intellectual Property Office; and increased access to capital finance for SMEs.

Examples of successful influence include: supporting the development of draft tourism policy and legislation; facilitating formulation of a Corporate Strategic Plan with a view to facilitating finance and credit facilities for SMEs; raising awareness of SMEs on legislation for public procurement; making recommendations to improve control systems; contributions in the drafting of e-legislation and assisted with policy development on e-commerce; and contributing to the development of National Industry Policy.

Annex 8 contains personal examples of the impact of the training.

5. Conclusions and Way Forward

The SCTCTP provides a high quality capacity development opportunity for member countries and should remain part of the Commonwealth Secretariat's capacity development programme. The evaluation found that the training programmes had an impact at individual, institutional and policy levels with more percentage of staff at the senior level able to engage in implementation of reform or influencing policy or strategy development.

Considerable changes have taken place in the Commonwealth Secretariat over recent years and there are now a number of the best practice approaches to capacity development in the Secretariat (example TAU) which can be used by the Secretariat for the enhanced operational management of the SCTCTP.

The SCTCTP needs to be firmly embedded within a division's annual plan with clear and separate results to be achieved, both at the delivery level and the intended impact within the wider programme of support. Requiring Divisions to develop a results framework which includes targets for the SCTCTP would enable more informed monitoring of its impact and support measuring cost effectiveness.

Value for money through cost efficiency and cost effectiveness cannot be determined unless there is a standardised approach to recording the discrete items of the SCTCTP budget. This would enable identification of where cost savings can be made to bring all programmes within a reasonable budget. Training budgets should be calculated both as a total amount, including both the Commonwealth Secretariat share and the SCTCTP share and as a 'per person per day' (PPPD) amount for both participant costs and professional costs which will allow more accurate comparisons.

The review of the Malta-Commonwealth TCTP programmes led to the development of a model which provides a systematic approach on how the Commonwealth Secretariat can integrate the training of individuals into their wider programmes. This model is valid for the SCTCTP and can be found in Annex 9.

Annex 1

Terms of reference

Evaluation of the Commonwealth-Singapore Third Country Training Programme (TCTP)

1. Background

The Commonwealth-Singapore Third Country Training Programme (TCTP) is administered by the Commonwealth Secretariat under a Memorandum of Agreement between the Government of Singapore and the Commonwealth Secretariat entered into in April 1994 and subsequently amended in July 1996 and then in 2006/07 to reflect the amendments in funding arrangements.

The management of the TCTP is carried out through a three-way relationship between the Commonwealth Secretariat, the Ministries of Foreign Affairs (MFA), Government of Singapore and representatives of the training institutions responsible for implementing training programmes. The institutions responsible for the provision of training are selected by the MFA, which send out requests for proposals to appropriate Singapore-based training institutions in accordance with the training information provided by the Commonwealth Secretariat.

Within the Commonwealth Secretariat, the oversight and co-ordination of the Commonwealth-Singapore TCTP has been the responsibility of the former Governance and Institutional Development Division (GIDD) and Special Advisory Services Division (SASD)4 in the previous Strategic Plan periods 2004/08 and 2008/12.

The purpose of the programme has been to strengthen the capacity of oversight institutions and practitioners mainly in the area of SME development, management of public enterprises, trade and export promotion and competitiveness, tourism promotion, productivity improvement, and public sector governance.

The trainings are mainly delivered by Singapore based training institutions and sometimes complemented with Commonwealth Secretariat's advisers and/or an external resource person (s).

---

4   These divisions have been restructured into the Governance and Natural Resource Advisory Division and the Trade and Debt Advisory Division in the new Strategic Plan period, 2012/13 to 2016/17.

Site visits and participant presentations form part of the training programme which run for up to 5 days, and in some cases up to 10 days. The trainings are aimed at providing a platform for participants to learn, share experiences and adapt lessons for their own country contexts. Since 2006, more than 30 TCTPs have been organised with more than 500 participants from developing Commonwealth countries attending these training programmes.

To date, the programme has gone through two formal evaluations. In 2006, SASD commissioned an evaluation of the training that was provided in support of developing Small and Medium Enterprises; and in 2009 Singapore TCTP was included in the Secretariat-wide evaluation of the Commonwealth Secretariat Training Programmes.

As part of its programme of Independent Evaluations, the Commonwealth Secretariat is carrying out an in-depth evaluation of the Commonwealth-Singapore TCTP. The evaluation will be undertaken by the Strategic Planning and Evaluation Division (SPED) of the Secretariat in collaboration with the Office of the Deputy Secretary-General (Economic and Social Development), the Trade and Advisory Division (TDA) and the Governance and Natural Resource Division (GNR).

The assessment covers all the trainings conducted as part of the Commonwealth-Singapore Third Country Programme (TCTP) from 2006 to 2013.

2. Purpose of the evaluation

The overall purpose of the evaluation is to assess the relevance, effectiveness and impact of the Commonwealth-Singapore TCTP implemented by the Secretariat in collaboration with the Ministry of Foreign Affairs, Government of Singapore from 2006 till 2013. The findings from this evaluation will help inform the decision on the future of the programme.

Specifically, the evaluation will:

- Review the relevance of the trainings offered under the Commonwealth-Singapore TCTP against member countries development needs and priorities, the Commonwealth comparative advantage, and the goals of the Commonwealth Strategic Plan.

- Review the contents offered under the different training programmes and their evolution over time in line with the changing development context, the recommendations from the September 2006 and the 2009 training evaluation, to assess their continued relevance.

- Evaluate the overall management approaches, including the training design and delivery5, needs assessment, participant selection, pre-and post-training support and its evolution to assess the efficiency and effectiveness.

- Assess the sustainability and impact of Commonwealth-Singapore TCTP in building the capacity of public sector and other key institutions in Commonwealth countries. In doing so, the assessment will evaluate the impact at the individual, institutional and policy level.

- Assess whether the Commonwealth-Singapore TCTP represents value for money vis-à-vis other training modalities that are available to Commonwealth member countries.

- Assess the continued relevance of the Commonwealth-Singapore TCTP, its likely demand vis-à-vis the Commonwealth's Strategic Plan 2013/14-2016/17 and Singapore's development comparative advantages to inform the recommendations on the future direction of the programme.

- Identify lessons learnt in the design and delivery of the Commonwealth-Singapore TCTP and recommend strategic and operational changes that may be required to make it more focussed, relevant and sustainable.

---

5   Note that there have been instances where courses are conducted outside Singapore. For example, between 2010 and 2012, 4 regional programmes were piloted and held outside Singapore. These were in performance management programmes held in St Vincent and the Grenadines, and Antigua and Barbuda, and anti-corruption related programmes held in Botswana and Ghana.

3. Scope and focus

The evaluation will cover two Strategic Plan periods and as such, will cover training programmes delivered between 2006 and 2013. Based on the evaluation findings, the assessment is expected to propose both strategic and operational changes that could usefully be applied in deciding the forward direction of the programme.

4. Suggested methodology

The Consultant will include the following key steps in the conduct of this evaluation for information collection, analysis and feedback during the study. SPED and ODSG (ESD) will closely collaborate with the consultant in the execution of this assessment. The consultants are expected to:

- Review all pertinent records and data related to all the training courses offered under the Commonwealth-Singapore TCTP, including the previous review and evaluation reports, training reports, workshop curriculum and training methodologies.

- Survey course participants, training institutions, Secretariat personnel and others engaged in the delivery of the Commonwealth-Singapore TCTP.

- Interview selected stakeholders-governments, training institutions and programme participants- through field visits, electronically and telephonically.

- Such additional activities as may be agreed with SPED and OSDG (ESD) in order to enable the proper execution of the evaluation study.

5. Deliverables

The evaluation study will provide the following deliverables to the Secretariat.

1.   Inception report with evaluation framework, work plan and methodology

2.   Draft evaluation report

3.   An evaluation seminar (presentation) on the findings and recommendations

4.   Final evaluation report, incorporating all feedback/ comments.

The deliverables must be submitted to SPED electronically as a Microsoft document. The draft evaluation report will be submitted within two

weeks of completion of the surveys, interviews and fieldwork. Following the presentation of the assessment findings at a seminar in the Secretariat and receipt of feedback comments on the draft report, the consultant is expected to submit a revised final Evaluation Report. The draft (and final) Evaluation Reports must be no more than 40 pages, excluding all annexes.

6.   Schedule and level of effort

The study is planned to commence in February 2015. It is estimated that up to 30 consultant days will be appropriate to complete the study, including agreed fieldwork visits. The consultant(s) will work in close collaboration with the Secretariat (SPED, ODSG (ESD), TDA and GNR). The final assessment report is expected by Friday 29 May 2015.

Annex 2

List of Singapore-Commonwealth Third Country Training Programmes

GIDD

Better Governance – Managing Corruption, Promoting Integrity (2006 to 2009)

Better Governance – Challenges and Issues in Corruption Control for Senior Policy Makers (2010 to 2012)

Better Governance – Regional Training Programme for Anti-Corruption Investigators (2012 - Ghana and Botswana)

Developing e-Government and e-Business Strategies (2006 to 2012)

Public Expenditure Management Programme – Internal Audit and Internal Control (2006, 2008)

Advanced Certificate in Quality and Productivity Management (2006, 2007, 2008, 2011, 2012)

Knowledge for Development (2006, 2007, 2009)

Study Programme for Permanent Secretaries "Managing Complexity for Networked Government (2006, 2007, 2008)

Managing Public Sector HR Programme (2007)

Advanced Seminar for Chief Executives (2007)

Managing Change in Public Service (2008)

Leadership Programme on Public, Private Partnerships (2009, 2010)

Managing Public Sector Performance (2008, 2009 Singapore, 2010 St Vincent and the Grenadines, 2011, Antigua)

International Disaster Management Programme (2009, 2010, 2011)

Feasibility Study on setting up a Civil Service College (2011, Mauritius)

SASD

SME Development

Policies and Institutions to improve SMEs Competitiveness: Singapore's lessons for Commonwealth (2006 with EAS)

Enhancing the Competitiveness of SMEs in the Tourism Sector in the Commonwealth (2006)

Trade Logistics Programme and SME development (2007)

SME and Institutional Standards: The Challenges of remaining competitive (2007 – with EAS)

SME Financing (2008)

Business Development Strategies for Enhancing SME Competitiveness (2008)

Supporting SMEs to Succeed in Local Markets: Singapore's Experience and lessons from the Commonwealth (2008, 2009)

Singapore's Strategy for SME Internationalisation: Lessons from the Commonwealth (2009)

Mainstreaming SME Development in National Economic Policy and Planning In Commonwealth Developing Countries (2010)

Innovation and SMEs: The Singapore Experience (2012)

Mobilising Capital for SME Development (2013)

Trade Development

Facilitating Trade for Enhanced Competitiveness in Commonwealth countries (2007)

Singapore's Strategy for Enhancing Competitiveness through Technology Acquisition (2009)

Achieving competitiveness in the services sector: strategies and lessons from the Commonwealth (2009)

Export Competitiveness – Lessons from Singapore (2011)

Overcoming the challenges to implementing Trade Facilitation Reforms: Strategies and lessons for Commonwealth countries (2012)

Tourism

Improving Tourism: Destination Competitiveness (2010)

Developing Viable and Sustainable Tourism Products (2013)

Annex 3

Evaluation framework for the SCTCTP

	Sample questions	Illustrative indicator	Sources of data	Methods / tools
Relevance / strategic	**Relevance of training to member country needs** To what extent do the Singapore training programmes contribute to CWS's[6] strategic plan? To what extent do the Singapore training programmes meet the needs and priorities identified in partner country plans To what extent have the training programmes adapted to (a) the changing needs of partner countries over time and (b) to the changing body of knowledge on the area of study? How much influence does CWS HQ[7] / member countries have on the content and approach of the programme and the selection of participants for training courses?	Training areas identified as priority areas in CWS plans. Training areas meet needs and priorities identified in country plans. CWS Advisers/POs[8] articulate value of specific training programmes against country/regional priorities.	CWS Strategic plan Country plans of selected countries Course curricula Training Institutions CWS Advisers and Programme Officers PCPs[9] /POCs[10] Participants in training	Document review Online survey Interviews
	Relevance of training design and evaluation To what extent does the training take account of/ support the capacity development needs of the participants and the organisations from which the participants are selected? To what extent have the training programmes evolved to meet the changing needs of participants over time? At what level does evaluation of the training programmes focus: reaction, improved knowledge and understanding, behavioural change, results To what extent has relevance been improved based on feedback from participants at each evaluation level? Is training the most appropriate mechanism to achieve an appropriate level of impact? What post-training measures are in place to provide support for implementation of actions for improved results?	Results of needs assessment used to determine training programme (national/ organisational/ personal) Evaluation takes place at different levels; impact of training is measured. Training includes post-training support, e.g. community of learners	Course curricula Participants' evaluations Impact studies Training institutions / trainers CWS Advisers and Programme Officers PCPs/POCs Participants' in training	Document review Online survey Interviews

6   Commonwealth Secretariat
7   Headquarters
8   Programme Officer
9   Primary Contact Point
10   Point of Contact

	Sample questions	Illustrative indicator	Sources of data	Methods / tools
Effectiveness	**Management** Who decides which training programmes are offered by Singapore training institutions? Who decides the budget allocation for each training programme? What criteria are used for budget allocation? To what extent do national and organisational needs inform the design of the training programmes? How? Is there a system in place to monitor and evaluate the effectiveness of the training programmes (Singapore / CWS)	Training programmes identified through needs assessment at national and organisational level; Criteria developed for budget allocation; M and E system in place and reports on effectiveness of training at outcome and impact level available.	MoU[11] Singapore TCTP[12] M andE[13] reports on impact of training and other modalities of support. Singapore Ministry of Foreign Affairs Training institutions / trainers CWS Advisers and Programme Officers	Document review Online survey Interviews
Effectiveness	**Selection of participants** What criteria are used to select the participants? Are participants identified related to organisational need? What improvements could be made in the selection process?	Clear criteria and rationale for selection of participants	Training institutions / trainers CWS Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online survey Interviews
Effectiveness / approach	**Training approach** At what level are the objectives of the training set (knowledge; occupational skills; change in working practices) Are the training objectives appropriate to the needs of the participants? How is this identified? What approaches/methods/tools are used in the training? (e.g. mentoring, coaching, experienced-based placements, eLearning, participatory, lecture) What follow-up takes place after the training event? What ex-post evaluation is planned to evaluate impact/outcomes? Is the training offered perceived to be of good quality? How is the performance of trainers perceived? To what extent is the structure of the training appropriate for the objectives/purpose? Do training programmes meet the objectives/overall purpose?	Course objectives set at outcome and impact level; Training needs assessment shows consideration of different training modalities/methodologies; Training approach linked to training objectives; Design of training includes post-training support for implementation of change; End of training evaluation reports include trainer performance;	Documentation related to needs assessment; Course Curricula Course evaluation by participants Training Institutions / trainers CWS Advisers and Programme Officers PCPs/POCs Participants in training	Document review Observation of training in Singapore Online survey Interviews
Operational efficiency	Is the training cost effective? (costs in relation to results) Is the training cost efficient? (costs per person per event) How does cost compare to Singapore and other CWS training programmes? Do national training institutions have the capacity to deliver this training? Are Singapore training institutions internationally recognised in the fields of training? What role do the trainers play in the development of the programme (i.e. design and/or deliver) Do CWS staff attend the training? If so, do they attend in an administrative or professional capacity? To what extent do the training programmes contribute to the professional development of CWS staff who attend? Are there other more cost efficient / effective ways of providing the capacity development?	Records kept to enable calculation of cost efficiency of training (Singapore, Malta, RoW) Recognition of status of Singapore TIs in each field through research papers and high enrolment in training	Data on training (#, cost) End-training evaluations Impact evaluations TORs for trainers Enrolment figures for similar courses in Training Institutions / publications Training Institutions / trainers CWS Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online survey Interviews

11   Memorandum of Understanding
12   Third Country Training Programme
13   Monitoring and Evaluation

	Sample questions	Illustrative indicator	Sources of data	Methods / tools
Sustainability	To what extent do Singapore training institutions build the capacity of national training institutions to support local capacity development opportunities? To what extent does the training support the 'readiness to engage' of participants' organisations; What role do CWS advisers play in supporting 'readiness to engage'?	CWS/TIs support capacity development of local TIs; Links with participants / organisations before and after training to support readiness of organisations to implement change	Course curricula TORs for trainers CWS Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online survey Interviews
Impact	At what level is the impact of the training felt? Is there an identifiable change in participants' behaviour following training? Is there an identifiable change in organisational behaviour following training? Has the impact of training resulted in policy / programme change? What evidence exists of positive changes being made in participants' departments / organisations?	Outcome and impact indicators identified in training proposals, linked to capacity building strategy and agreed by relevant country partners nominating participants Reports and publications on impact of capacity development	Reports and publications on impact of capacity development CWS Advisers and Programme Officers PCPs/POCs Participants in training	Document review Online survey Interviews

Annex 4

Singapore training institutions and training programmes offered

1. Civil Defence Academy

The CDA program provides the big picture perspectives, shares CDA expertise and supports participants to develop a Disaster Management framework which identifies specific national challenges and incidents. The course is staffed by university lecturers and practitioners including experts from the School of International Studies, terrorism specialists from NUS, National Directors, Ministers, military leaders and disaster management council leaders. CDA takes a holistic view of how to prevent, prepare for and manage disasters, looking at all dynamics of a disaster including psychological effects and the need to build resilience. An interactive methodology is used including discussion, case studies and peer group learning.

Course	Duration	Dates	Target group
International Disaster Management Programme	10 days reduced to 8 in 2011	2011 June 1–10	Middle managers – responsible for implementation – can also support policy change.
		2010 May 3–14	
		2009 May 18–29	CDA also work with ASCEAN countries / UN / UNTAG Taiwan, Qatar, Saudi, Malaysia, Singapore

2. Civil Service College

The CSC is responsible for carrying out the induction of new civil servants and public administrators in Singapore and they provided 45 training programmes for the Commonwealth Secretariat. The training methodology is experiential including presentations, tasks, role-play, peer-to-peer discussions etc. The programme includes study visits to different organisations in the public sector and participants are expected to prepare a country paper to present during the training, in order to share challenges and learn from each other. The CSC carries out training related to government reform in Laos and Botswana (which is not part of the Commonwealth Secretariat work.)

Course	Duration	Dates	Target group
Study Programme for Permanent Secretaries "Managing Complexity for Networked Government	5–6 days	2008 Nov 24–28	Senior and mid-level participants
		2007 Oct 22–26	Often have challenges with the identification of SCTCTP participants due to national selection procedures.
		2006 July26–Aug02	
Feasibility Study on setting up a Civil Service Cg (in Mauritius)	10	2011 Jan	
Managing Public Sector Performance (in Antigua)	5	2011 May 09–13	
Managing Public Sector Performance (in St V&G)	5	2010 May 24–28	
Managing Change in Public Service	-	2008 Oct–Nov	

Course	Duration	Dates	Target group
Managing Public Sector Performance	10	2009 Feb 9–20	
		2008 Feb 18–29	
Managing Public Sector HR Programme	10	2007 Jan22–Feb09	
Anti-Corruption Investigators (new course – in Ghana)	10	2012 Sept24–Oct05	
Anti-Corruption Investigators (new course – in Botswana)		2012 Apr 16–27	
2010 Better Governance – Challenges and Issues in Corruption Control for Senior Policy Makers		2012 Feb20–Mar02	
		2011 Feb 14–25	
2005 - 2009 Better Governance – Managing Corruption, Promoting Integrity		2010 Feb 1–12	
		2009 Feb 9–20	
		2008 Feb 25–Mar7	
		2007 Jan 29–Feb05	
		2006 Apr 24–May05	
Public Expenditure Management Programme – Internal Audit and Internal Control	10	2008 21 Jan–01Feb	
		2006 27 Nov–08Dec	

3. E-Government Leadership Centre of the National University of Singapore

The NUS course focuses on the level of country readiness and the challenges faced, as well as international best practices. It is a competency-based programme focused on planning and practice. The course assesses the state of readiness of different countries and presents on various service innovations. The competitive strength of IGL lies in bringing resource persons from across government, who are specialists in the business of 'making government work'. The methodology includes group tasks and exercises, videos, PowerPoint presentations and case studies for discussion. Outputs of the course include a country presentation and personal action plan from each participant.

Course	Duration	Dates	Target group
Developing e-Government and e-Business Strategies	10 days until 2011 when it was reduced to 5 days	2012 Jun 20-24	Short-listed by Commonwealth Secretariat based on role, employer, level of seniority etc.
		2011 Jun 20-24	
		2010 Feb 1-12	
		2009 Feb 9–20	
		2008 May 12–23	
		2007 Mar 05-16	
		2006 Feb 6-17	

4. i-Business

i-Business was formerly a government international trade department/institute which was privatised in 2008. i-Business do not have their own training facilities and make use of the hotel facilities where the participants are staying. i-Business also deliver regional training – specifically in MFA training centres in Vietnam, Laos and Cambodia. In design of training, the Commonwealth Secretariat provides the topic and the broad objectives, and

I-Business develops the programme to meet the brief. The course includes guest speakers, case studies and visits to companies and focuses on knowledge and skills between participants for peer to peer learning. Participants are given reading materials and make a personal presentation / action plan as an output of the course. The Commonwealth Secretariat adviser attends the training to learn the needs this informs them on the needs at individual and country level.

Course	Duration	Dates	Target group
Mobilising Capital for SME development	5 days	2013 May 27–31	Senior staff and middle managers
Innovation and SMEs: The Singapore Experience	5 days	2012 Jan 9–13	
SME Development in National Economic Policy and Planning	5 days	2010 April 12–16	Diverse participants from both large and small countries

5. Nanyang Technical University

The NTU courses focuses on supporting policy makers develop knowledge and skills. The approach centres on awareness raising and training and is intended as a catalyst for change, reaching people of a sufficiently high position to enable change as a result of the course impact. NTU looks

at the technical, social, financial and environmental aspects of infrastructure systems, taking a very holistic approach. The training is conducted through presentation, Q&A and case studies and includes visits to PPP sites and organisations in Singapore (For example, a desalination plant, a sports Hub and a school.)

Course	Duration	Dates	Target group
Leadership Programme on Public, Private Partnerships	5–8 days	2010 Aug 31 – Sept 09 5 days 2009 Oct 12 – 16 8 days	High-level professionals working in senior posts e.g. Directors or Deputy Directors responsible for policy and high-level aspects of PPP

6. National University of Singapore - Business School

The NUS seminar focuses on brand leadership, organisational transformation and technical skills. Using the model of Singapore's national leadership and change management success, it presents case studies from different areas of government. The programme evolves on an annual basis with new topics introduced to reflect key issues in a changing environment – such as

business emotional intelligence, gender cultural diversity, management of adversity, stakeholder digitalisation etc. The methodology is very experiential, based on action learning research tools/framework. There is a dedicated portal to support course alumni with reading materials, executive coaching and tracking individual development plans.

Course	Duration	Dates	Target group
Advanced Seminar for Chief executives	10 days	2007 May 28– June 08	Corporate sector

7. PSBA

The PSBA programme focused on an understanding of productivity, using case studies from Japan and Singapore. Participants develop an action plan at the end of the training programme focusing on national needs and the gaps in their own country. Methodology centres on presentation, discussion and company visits.

PSBA used to be a government institution but it is now private. PSBA provides technical support to activities outside Singapore and the SCTCTP. These include technical support for the Botswana Productivity Centre for five years, with a similar a request from Namibia for technical support. It has also run a five-week certified programme at Director-General level in Nigeria.

Course	Duration	Dates	Target group
Advanced Certificate in Quality and Productivity Management	15 day programme reduced to 10 in 2008	2012 Jan 7–18	Government officers CEO level – from Ministry of Trade and/or Industry. Beyond middle management.
		2011 May 23–Jun03	
		2008 June 02–13	
		2007 Jan 22–Feb09	
		2006 Mar 13–31	
SME and Institutional Standards: The Challenges of remaining competitive	6 days	2007 April 17–24	

8. Singapore Cooperation Board and the Singapore Training and Development Association

Most of the training SCE/STADA provided were in areas related to SMEs and Trade. The SCE can no longer provide SCTCTP as they are a government funded agency and new regulations prevent them from bidding for government contracts.

Both organisations provide site visits as well as expert guest speakers. Training methodology was based on models, questions and interaction with media clips supporting group discussion tasks. Participants engage in team-led thematic projects which are shared with Commonwealth Secretariat advisers as part of the evaluation process.

Course	Duration	Dates	Target group
Export Competitiveness – Lessons from Singapore	5	2011 May 9–13	People with work experience /middle to senior management (Could separate programmes - around island states vs. landlocked countries as quite different experiences.)
Innovation and SMEs: The Singapore Experience		2012 Jan 9–13	
SME Development in Nat Economic Policy & Planning	5	2010 April 12–16	
Singapore's Strategy for Enhancing (SME) Competitiveness Through Technology Acquisition	5	2009 Dec 7–11	
Singapore's strategies for SME internationalisation: Lessons from the CW	5	2009 April 1–7	

Course	Duration	Dates	Target group
Supporting SMEs to succeed in local markets: Singapore's experience and lessons from the CW	6	2008 Dec 10–16 2009 Apr 1–7	
SME Financing	7	2008 April 16–22	
Business Development Strategies for enhancing SME Competitiveness	5	2008 March 14–18	
Trade Logistics Programme and SME development		2007 Dec 7–19	
Policies and Institutions to improve SMEs Competitiveness: Singapore's lessons for Commonwealth Developing Countries	5	2006 Nov 13–19	
Enhancing the Competitiveness SMEs in the Tourism Sector in CW	5.5	2006 March 22–28	
Improving Tourism: destination competitiveness: Lessons from Singapore	5	2010 April 12–16	
Overcoming the challenges to implementing Trade Facilitation Reforms: Strategies and lessons for CW countries	5	2012 April 30–May04	
Achieving competitiveness in the services sector: strategies and lessons from the CW	6	2009 April 1-7	
Facilitating Trade for Enhanced Competitiveness in CW countries	6	2007 April 17–24	

Annex 5

List of people interviewed

Commonwealth Secretariat

Tony Ming	Adviser (ICT), GNR
Omar Mowlana	Adviser (Human Resource Management), GNR
Roger Koranteng	Adviser (Governance) GNR
Tim Newman	Head, Technical Assistance Unit
Joan Nwasike	Head of Public Sector Governance Unit
Estella Aryada	Adviser (Trade), TDA
Sujeevan Perera	Adviser (Trade), TDA
Yogesh Bhatt	Head of Evaluation, SPED
Nabeel Goheer	Director, Strategic Planning and Evaluation Division

Singapore

Harold Lee	Ministry of Foreign Affairs
Qing Yo Ang	Ministry of Foreign Affairs
Prem N Shamdasani	Business School, National University Singapore
Robin Ngan Seng Leng	Business School, National University Singapore
Anbalagan Thangaraajah	Civil Defence Academy
Md Rizal Zakaria	Civil Defence Academy
Flynn Ong	Civil Service College
Suniartie Sudyono	Civil Service College
Gideon Chua	Civil Service College
Lim Hooi Ling	eGL Centre, National University Singapore
Cheong Vin Mei	eGL Centre, National University Singapore
Grace Ng	iBusiness
Dave Chee	iBusiness
Merlin Toh Bee Keng	Nanyang Technical University
Robert Tiong	Nanyang Technical University
Danny Lam	PBSA
Maler Vilee	Singapore Training and Development Association (And for SCE)

Participants in Training

Honourable Delmaude Ryan	Deputy Premier of Montserrat and Minister for Education, Health and Social Services;

Craig Beresford	Director of Strategic Management with the Caribbean Community Secretariat; at time of training was Senior Director of Monitoring Operations, Corporate Communications and Special Projects in the Office of the Contractor General (Jamaica)
Veronica Charles	Director of the Ministry of Social Development, Grenada
Vasantha Udaya Perera	Senior Manager, Industrial Development Board, Sri Lanka
Joan Underwood Antigua and Barbuda	Chief Policy Officer, Office of the Prime Minister,
Dan Mponda	Director of Investigations, Anti-Corruption Bureau, Malawi; at time of training was Principal Investigator
Janet Minja	Small Industries Development Organisation (SIDO) a parastatal organisation under the Ministry of Trade, Industry and Marketing, Tanzania
Gilbert Lukhoba	Lead Trainer, Ethics and Anti-Corruption Commission, Kenya
Samuel Mvingira	Director of Research, Planning and Capacity Building, Tanzania Trade Development Authority (TanTrade)
John Silik Sala	Senior Manager, Department of Customs, Vanuatu
Abel Dabula	CEDARTE (NGO), Mozambique
Reboama Tearetoa Samuel	Disaster Management Specialist, Cook Islands
Azuka Ogugua	Independent Corrupt Practices and Other Related Offences Commission, Nigeria
Dave Williams	Ministry of Local Government, Disaster Management Unit, Trinidad and Tobago

Annex 6

A holistic approach to capacity development and better governance for anti-corruption

In 2009 the SCTCTP programme for Anti-Corruption was redesigned to focus on policy and strategy for the countries attending. The 2009 programme 'Better Governance – Managing Corruption' and 2010/2011 programmes 'Better Governance – Issues and Challenges in Corruption Control' were held in Singapore and focused on senior policy makers. In 2012 the focus changed to training of Heads of Investigation in order to ensure that policy could be implemented. One international programme (Singapore) and two regional programmes (Ghana and Botswana) were held.

The ability of Commonwealth Africa countries to fight corruption was further strengthened through a range of strategic activities. In 2011, a conference was held for the heads of all anti-corruption agencies. One outcome of the conference was the formation of the 'Association of Anti-Corruption Agencies in Commonwealth Africa'. Members of this association are now supported by the Commonwealth Secretariat to meet once a year and it is used as a platform to share progress, develop links and to learn from one other. At the 2012 meeting in Zambia the members identified the need for a Secretariat for the Association and Botswana offered to host and staff this.

In 2012 the Association also identified the need for a centre to provide training for the anti-corruption agencies. Botswana has provided the staff, facilities and in-country cost of training for this and the Commonwealth Secretariat provided £250,000 to support the training programmes.

In 2013 the Commonwealth Secretariat was asked to support the operationalisation of the centre. They provided technical support for the development of training programmes that required sustained professional development from the participants. 'Action Learning' training programmes were designed to take place over three phases over a period of twelve months. The lead trainer from Singapore worked with the

Commonwealth Secretariat adviser, to support the training. The training programme was developed over three phases:

Phase 1: Participants attend a one-week training programme. At the end of the programme they are required to develop an Action Plan stating what they intend to do before the next training programme.

Phase 2: Participants return for a one-week training programme. They share the progress in their implementation of the Action Plan and discuss challenges and strategies for moving forward. The training programme continues to build knowledge and skills.

Phase 3: Participants return for the final one-week programme. The showcase their progress and the implementation of the Action Plan. Only participants who have put their action plan into practice are invited to the Phase 3 feedback and training.

In the first round of the training there were a number of participants not invited back to join Phase 3 as they had not implemented the action plan developed in Phase 1. However, once this was known, there were no participants in later cohorts who did not implement their plan.

The phased training programmes are targeted at different levels and focus on the areas of need identified by the Association in their annual meeting. Members of the Association also have the opportunity to shadow colleagues in other African Commonwealth countries where they are facing similar challenges to learn first-hand how these are approached.

This approach is likely to be highly effective as it identifies needs and challenges and measures progress through the annual meetings of the Association. These meetings combined with training for high level managers in policy and strategy supports a 'state of readiness' in each country. The phased training also builds skills at different levels to ensure effective implementation,

with the results of implementation discussed in the meetings of the Association supporting the identification of needs, challenges and progress.

The SCTCTP is viewed as an opportunity to bring high-level government representatives together from across all Commonwealth regions to discuss needs and challenges and to share progress and how it was achieved. This high-level forum would focus on policy, strategy and conditions for implementation. Future plans include looking at the feasibility of helping to set up similar associations in all Commonwealth regions with representatives from each attending the SCTCTP.

Annex 7

SCTCTP training course costs: per day / per person per day

Cost per day / per person per day	2006	2007	2008	2009	2010	2011	2012	2013
Programmes organised through GIDD								
Study Programme for Perm. Sec.	5540/ 426	7800/ 355	8496/ 405					
Advanced Seminar for Chief Execs.		No data						
Managing Public Sector Performance		No data	6603/ 275	7126/ 324	St V & G 7209/ 313	Antigua 6440/ 280		
Managing Change in Public Service			No data					
Better Gov / Anti-Corruption	No data	4865/ 180	5330/ 242	8073/ 310	6722/ 306	7410/ 309	8500/ 354	
Better Gov / Anti-Corruption (Ghana)							6200/ 230	
Better Gov / Anti-Corruption (Botswana)							5160/ 161	
eGovernment & eBusiness Strategies	No data	5086/ 242	6200/ 295	6323/ 333	6385/ 336	12600/ 630	8960/ 527	
Public Expenditure Management	4906/ 289		7480/ 288					
Knowledge for Development	6723/ 354	7252/ 382		11064/ 615				
Disaster Management				8153/ 340	6984/ 304	9098/ 363		
Advanced Certificate in Quality & Productivity Management.	No data	3376/ 188	5600/ 280			5880/ 327	6354/ 374	
Leadership Programme in PPP				6240/ 284	7675/ 334			
Programmes organised through SASD								
SME Development	17,480/ 699	10987/ 423						
2-No data	No data – 3 progs	19591/ 816	No data	No data – 2 progs	11862 /439	13103/ 771		
Trade Facilitation		No data – 2 progs		13377/ 682		No data	10000/ 714	
Tourism	13587/ 647				17800/ 712			13093/ 569

Annex 8

Levels of impact

Honourable Delmaude Ryan is the Minister for Education, Health and Social Services and is Deputy Premier of Montserrat. She has attended two SCTCTP, 'Managing Public Sector Performance' and 'Advanced Certificate in Quality and Productivity Management'. She has also attended other training programmes organised by the Commonwealth Secretariat held in New Zealand and Barbados which focused on ICT Strategy and Business Re-engineering.

I attended the first SCTCTP in 2008 at a time when we were embarking on public sector reform in Montserrat. At that time I was the Assistant Secretary for Performance and Planning in the Office of the Chief Establishment Officer. This was a new office created to have a one senior officer to whom all permanent secretaries would be responsible to. My areas of interest were organisational systems, customer service and performance management.

The training in Singapore built my understanding of all the aspects that are involved in the reform process, many of which were new to Montserrat. We were also at a stage where we had lost many people from the public service through migration following the volcanic eruption. On my return to Montserrat I was able to influence a more strategic approach to strategic planning and budgeting based on our policy priorities. I was instrumental in implementing a more effective performance management system for all staff. This supported identification of appropriate staff development activities to enable staff to carry out their duties effectively and also plan for promotion. The training built my skills in using a range of tools to support these areas.

Over the years the Commonwealth Secretariat training programmes have provided me an opportunity to continue my professional development; the training programmes I attended were carefully selected to meet the needs of the reform process taking place in Montserrat. It is important to make sure the right people attend and that they have a purpose for attending.

During the second phase of the public sector reform process the focus was on ICT as a crosscutting issue for government efficiency. At that time I attended Commonwealth Secretariat training in New Zealand and was thereafter able to ensure effective approach to the use of ICT in national plans and ministry work programmes as well as move ahead implementation. I was also able to interrogate the plans of consultants hired to support the reform process and suggest improvements for implementation.

There have of course been challenges. It is very important to get political buy in to move ahead and get things done, particularly for large scale change. At times there were problems with the alignment of systems due to a lack of political champions and resistance to change. At one stage we realised that my unit was the only one with the expertise to move ahead with the reform process. We took the bold step to decentralise with each Ministry working on different themes, in this way ensuring sustainability of the reforms process.

Although I still maintain personal contact with some participants from the training, it would have enhanced the experience if the Commonwealth Secretariat had a system which enables the alumni to maintain contact. This would enable us to keep the dialogue going and continue to learn from one another.

Craig Beresford is currently the Director of Strategic Management with the Caribbean Community Secretariat. At the time of the SCTCTP 'Better Governance - Managing Corruption, Promoting Integrity' in 2010 he was the Senior Director of Monitoring Operations, Corporate Communications and Special Projects in the Office of the Contractor General. This Commission is responsible for inter alia investigating and monitoring the award of government contracts, divestment of state assets and monitoring the issue of permits, licences etc.,

My department was responsible for monitoring the award of government contracts, the divestment of state assets, monitoring the issuance of permits and licences etc. My level of seniority and the fact that I worked in an independent body mandated by parliament meant I was able to make decisions regarding changes to the monitoring and enquiry management processes used in my department upon approval of the Contractor General. The training helped me to identify the gaps in the processes of my organisation and to implement the changes required to close those gaps. I was able to instigate changes in the business processes required when monitoring government contracts or conducting special enquiry into said awards. This benefitted the process by establishing a prima facia case, ensuring they contained all the preliminary evidentiary material required for making a decision.

I also made changes to the way we operated; we started to review more transactions and public bodies had to provide more details on said transactions. There was a much higher level of scrutiny of contracts and it is my view that public bodies became more diligent in how they manage their contracts. Another key learning point for me was the process of how to interrogate different types of documents we receive during the conduct of an enquiry; I was able to pass those skills on to those who carried out monitoring and enquiry and reported to me.

The Singapore experience is a valuable one as we were able to visit the anti-corruption bureau and other institutions as well as see how the court system functions. However, it is a long way to travel from the Caribbean and participants were often tired on the first couple of days and in some cases it was difficult to adjust to the change in time zone. The lead trainer was very good, he had extensive theoretical and practical knowledge due to his former position as head of the anti-corruption agency in Singapore. Although a large number of interesting case studies and reference materials were used, we did not receive hard or soft copies in all instances, everyone had to take copious notes. Furthermore, these documents would have been very useful to review on our return.

Veronica Charles is the Director of Social Development in the Ministry of Social Development, Grenada. At the time of attending the SCTCTP on Developing e-Government and eBusiness Strategies in 2009 she worked in the Department for Public Administration and was head of the Public Sector Reform Management Unit responsible implementation of the World Bank funded Public Sector Modernisation Project among other modernisation initiatives.

The training was very relevant as Singapore showed a good example of increased efficiency achieved through the use of e-government and e-business strategies. At that time e-government was a new idea in Grenada. At that time the public service had an intranet which resulted in the public service being networked and the computerisation of government financial systems and human resource systems. My unit was part of the Prime Minister's Office and through my interaction with senior policy makers I was able to provide advice and solicit support for e-government initiatives to aid efficiency based on my field visits and case studies of e-government systems in Singapore.

At that time, my department was responsible for establishing the Corporate Affairs and Intellectual Property Office (CAIPO) and the Grenada Lands Agency (GLA) and the training helped me understand the requirements for effective implementation. The CAIPO is now fully operational and has been instrumental in reducing transaction time for a number of business processes; one impact has been to reduce the time required to register a business from 10-20 days to 1-2 days. Significant progress has also been made in establishing the GLA with the digitisation of ownership of land plots and a central agency to deal with land registration. Land registration previously required citizens to spend time dealing with a number of agencies with no efficient information sharing system. To date, the records have been digitised but the agency is not officially opened.

During that time, I also worked closely with the Ministry of Social Development on the development of the Safety Net Advancement Project. In my current role as Director, we are working on the development of a Management Information System (MIS) that will process beneficiaries in Safety Net. We are also developing a proxy means test that will ensure criteria referenced identification of beneficiaries; and the results of this test will also be linked to the MIS. Our main challenge is drafting the appropriate legislation to deal with the use of e-government.

Overall the training empowered me to function in my present capacity. I wish to thank the sponsors for affording me this opportunity.

Vasantha Udaya Perera is a senior manager for the Industrial Development Board of Sri Lanka. He attended the SCTCTP on 'Mobilising Capital for SME Development' in 2013. This training was provided by iBusiness.

My learning from the SCTCTP supported the formulation of our corporate strategic plan for 2014-2016. Some of the key areas integrated into the plan include: the formulation of nationally acceptable criteria for facilitating SME promotion and development and financing; developing effective links between SMEs, financial agencies and SME service providers; improved use of technical services and business planning for efficient support of SMEs.

In Sri Lanka, there were no national criteria for SMEs and the criteria used by financial institutions discriminated against SME service providers and facilitators which have low or no capital assets, employees, etc. My organisation liaised with the Ministry of Industry and Commerce, SME service providers and facilitators, and financial agencies to develop nationally accepted criterion based on annual turnover and/or number of employees. Further lessons learnt from the SCTCTP supported evaluating the GIZ draft SME policy paper. Another change to the criteria for SME that we learned from Singapore is that SMEs owned by foreigners can also apply for finance and other benefits. In Singapore, we learned that as these SMEs contribute to the tax base, their growth is also beneficial for the entire national economy.

We are now in the middle of the pilot phase (2014-2016) where we are monitoring the impact of the criteria on access to finance for SMEs as well as their level of development. As disclosure of turnover is a sensitive area because of tax implications, it is important to identify the extent to which SMEs are willing to disclose their annual turnover in order to access capital. We also developed a database which now holds information on approximately 100,000 new and existing SMEs and this supports the monitoring of impact of the financing criteria.

I have carried out a number of awareness and sensitisation activities in order to disseminate my learning as widely as possible. For the Enterprise Promotion Managers (EPMs) of my organisation who give support at a grassroots level,

I have provided literature they can use as part of their investment promotion and entrepreneurship development programmes. We have also strengthened our advice centres where SMEs can get support for writing their business and financial plans. I presented the lessons learnt to the directors of other divisions and conducted awareness raising programmes for other Business Development Service (BDS) providers/facilitators who are involved in SME development on the importance of working together, how this occurs in Singapore and how it can take place in Sri Lanka. I have plans to train EPMs on how to engage a range of local stakeholders including industry, business and community based organisations in financing SMEs and how to promote loans to SMEs with local banks. I have prepared and submitted several development proposals in order to establish fruitful networks and linkages for an integrated approach to SME financing and development. All these activities are being monitored to enable us to identify which approaches are successful.

Joan Underwood was a chief policy officer with the Office of the Prime Minister of the Government of Antigua and Barbuda at the time she attended the SCTCTP 'Leadership Programme on Public, Private Partnerships' in 2009. She now manages a regional leadership development project funded by the Canadian Government which supports 12 countries across the Caribbean. This project focuses on the capacity development of civil servants.

At the time of the training I was working with government policy initiatives including divestment programmes and Public Private Partnerships (PPP) were relevant to my portfolio. The training looked at the use of PPP in assisting government in the execution of major infrastructure projects, particularly where there is limited public finance. Our divestment programme had identified the need to work with our sea port, airport and public utility company; PPP was added as an alternative to outright divestment. The training programme was instrumental in helping me make more informed decisions when we began implementation of our divestment programme. We looked at everything from management contracts to equity positions. The examination of finance for PPPs was also very useful. We were and are still concerned about national debt and how projects could be structured so that they did not adversely affect the government's balance sheet.

As the training was so useful and knowing that many Caribbean countries were facing similar challenges to Antigua and Barbuda; I contacted the Commonwealth Secretariat to support a regional training programme for senior staff in Ministries of Finance, Investment Authorities and Ministries of Trade. The Commonwealth Secretariat provided the technical expertise and funded the local costs of hosting the training in Antigua. Members of the World Bank International Finance Cooperation (IFC) also attended and provided technical advice on PPPs relevant to the Caribbean context.

Dan Mponda is currently the Director of Investigations at the Anti-Corruption Bureau of Malawi and leads a national team of 38 officers. When he attended the SCTCTP in Botswana in 2012, he was Principal Investigations Officer. He believes that the innovations he introduced following the training have helped to earn him the two promotions to his current position.

I found the training an eye-opener as it included representatives of different agencies from Commonwealth countries across Southern Africa. During the training, I learned of the benefits of having a forensic unit in the Anti-Corruption

Bureau. I promoted the idea to my senior managers who supported the setting up of the unit. Although it is not yet fully operational due to funding challenges and skills gap, it is moving in the right direction.

Another thing I learned at the training is the benefit of having anti-corruption offices as close to the people as possible. Malawi now has three regional offices and a head office. Further expansion is being thought of. I was also able to pass on the skills I developed at the training to my officers, and this is an on-going process.

The usual challenges I face are funding and high staff turnover. Once officers are trained and have gained experience, they leave for highly paid jobs within and outside Malawi. However, the major challenge lies with the legal instruments currently in force; these need to be amended to enable investigators and prosecutors to discharge their duties more effectively.

Mr Chua Cher Yak from Singapore was an excellent facilitator; he had been Director of the Corrupt Practices Investigation Bureau in Singapore. He was able to inculcate in the areas of policy, system and skills for effective anti-corruption investigation.

Janet Minja works for the Small Industries Development Organisation (SIDO) a parastatal organisation under the Ministry of Trade, Industry and Marketing in Tanzania. She is responsible for providing training and support to SMEs in the area of marketing.

Following the training in Singapore I was able to support the development of government policy for SMEs. My main contribution was the inclusion of supporting SMEs to develop IT skills that they could use to promote their business. In Singapore I learned the importance of IT in identifying where markets are, making contact with potential clients and advertising products.

I also learned the importance of product branding and licensing of intellectual property and have introduced this into all my training and awareness raising activities. There has now been a substantial increase in the number of products developed by SMEs that are now branded.

On my return from Singapore I co-authored a book with my husband. This book gives guidance for potential entrepreneurs on how to write a business plan, keep business records, use technology to support marketing, and use branding and licensing of intellectual property. This book is available for sale locally and we have also received a certificate from the Ministry of Education which allows the book to be purchased for school libraries. We developed the book to be used as part of the curriculum for developing young entrepreneurs in schools.

As our department is self-funding, one of our challenges is access to sufficient funds from government, NGOs and the donor community.

Gilbert Lukhoba is a lead trainer at the Ethics and Anti-Corruption Commission in Kenya. In 2006 he attended the SCTCTP in Better Governance – Managing Corruption, Promoting Integrity.

I am a lead trainer and educator in my organisation. I conduct workshops to demonstrate the dangers of corruption and the benefits that accrue from its prevention. I use visual pictures of Singapore to show how far Singapore has travelled since independence in 1965 and contrast that with the progress of Kenya which became independent in 1963. I use this to show that when corruption is eradicated, people benefit.

I carry out training at all levels of government from Permanent Secretaries, Deputy and Assistant Secretaries, middle level management and ordinary workers, particularly those working in finance, procurement, and projects. I also train civil society groups and faith groups. I use the case studies I got from Singapore to show how they have done it. Not everything can be imported and applied as Kenya has a different socio- cultural and political environment. Organisational and national policy processes also take time to develop. My training focuses on getting people to identify what systems could be put in place in their working environment to eliminate opportunities for corruption and to take action against corruption.

The training has also helped me spearhead a stakeholders' task team composed of the anti-corruption agency, traffic police, judiciary, matatu owners (mini buses offering public transport) and the authority in charge of road transport safety which looks at issues of driving licences, driving tests, driving schools and court offenders. These are the areas where corruption is most noticeable and we are developing an action plan and guidelines for all the agencies involved.

Another area I realised needed attention was the school curriculum. I am working with the Government's departments in charge of education and curriculum to ensure the development of a school curriculum that educates students about what constitutes corruption and its negative impact on society. This curriculum also aims to foster good character formation and build a corruption intolerant society.

I am also an associate of the Commonwealth Africa Anti-Corruption Centre which is a very useful platform for sharing experiences on how we tackle corruption and learning how others do it across Africa. This Centre is supported by the Commonwealth Secretariat to provide anti-corruption training in Africa. The course is undertaken in three modular phases. I attended all the phases between 2013 and 2015. The first phase of training results in an action plan with implementation commencing immediately after the first phase; reports on implementation are made during the second and third phases. The course provides the participants with an opportunity to convene an in-country funded seminar with civil society.

In my case, the next stage is to run a seminar for civil society and the media, I will also invite colleagues from across Africa to see how it takes place. At the end of the training the participants will be required to develop action plans that they will implement. The action plans are likely to focus on areas such as advocacy, actions by the media to fight corruption, civil society oversight of anti-corruption, increasing information dissemination on corruption to the members of the public, ensuring corruption free voting and devising means through which to improve corruption reporting.

Samuel Mvingira is Director of Research, Planning and Capacity Building at the Tanzania Trade Development Authority (TanTrade). He attended the SCTCTP for 'Business Development Strategies for Enhancing SME Competitiveness' in 2008.

The TanTrade mandate is to ensure increasing production of Tanzanian products that meet the demands of the market. The SCTCTP developed my understanding of the need to ensure integrated and co-ordinated support for SMEs across all the institutions and agencies they need in order to function effectively. This includes organisations responsible for access to finance, market research for product needs, information and support regarding national, regional and international standards for products, and business processes.

Following the training, at a policy level I lobbied the Ministry of Industry and Trade to co-ordinate and streamline the operation of all Industrial Support Organisations (ISO) to be housed in a One Stop Shop in order to reduce transaction time, for example Business Licensing Standards, Weights and Measures, Quality Verification. This is now being implemented.

To further support integration and co-ordination we have worked with universities to identify spice products that will market well and have piloted these with farmers. We have also supported small enterprises to work together in groups in order to provide a sizeable product for the market. We also provide training to SMEs to build the capacity to access finance, carry out market research, develop products that meet the required standards, and how to access national, regional and international markets.

However, some changes have been more difficult to influence. For example, the banking sector still needs to provide ways for SMEs to access finance; the lack of National ID cards makes it difficult to trace defaulters, and although SMEs can pledge land as surety for a loan most land is not surveyed. To deal with these issues requires action by three different sectors.

John Silik Sala is a senior officer in the Department of Customs in Vanuatu. He attended the SCTCTP training in 'Facilitating Trade for Enhanced Competitiveness' in 2007.

On my return from the training in Singapore I realised that our laws related to Customs were outdated and did not support trade. They did not reflect the provisions of the revised Kyoto Convention which promote the new customs procedure is for promoting trade. The training gave me ideas on how we could help and promote our trade through identifying the hindrances from the perspective of the traders. My department facilitated dialogue with the traders to identify the barriers to trade to enable goods to be processed and released from customs in as short a time as possible without compromising security.

To facilitate faster customs clearance for cargo we adopted an electronic cargo clearance system called ASYCUDA, (Automated System of Customs Data). This system uses three lanes in three colours. Greenlane provides for goods that do not require Customs intervention; Yellowlane requires customs documentation verification and Redlane requires customs inspection. When an importer lodges an import entry to declare its goods, the entry is directed to a specific lane. Greenlane goods are released immediately, Yellowlane goods needs some form of licences or permits from regulatory agencies and Redlane goods require customs inspection. This process is much faster and has enhanced customs clearance efficiency. I was also involved in setting up the Customs Compliance and Audit section which helps to verify the accuracy of documentation that is submitted to customs. This verifies the value of goods declared to Customs ensuring the value is accurate and correctly declared according to WTO Valuation rules; likewise the Classification of Goods, enabling the correct rate of duty and tax to be assessed and paid to the government.

Another change to the law gave customs officers the right to enter an importer's premises and check their goods and records. There was a great deal of resistance from traders to this new level of compliance and audit. We overcame this through awareness raising activities and once the purpose was understood it became accepted by the community.

I also supported the introduction of a declaration form for passengers arriving and leaving Vanuatu. This document has enabled passengers to be processed more quickly through immigration and security. It also enables us to track the movement of passengers in and out of Vanuatu.

Abel Dabula works for CEDARTE, an NGO in Mozambique which works to promote local crafts for the national and international market. He attended the SCTCTP 'Mobilising Capital for SME Development' in 2012.

The training showed me the importance of growing SMEs through giving me examples of the role of SMEs in Singapore's economic development and how that was achieved following independence. This was very useful to me as I work for an NGO which supports the business development of SMEs which produce crafts for the national and international markets.

One key problem with regard to growth of this sector in Mozambique is that most small entrepreneurs do not have bank accounts and cannot provide collateral to guarantee a bank loan. This prevents them from expanding their businesses and also prevents them from receiving advance payments from international companies who want to buy their products. When I returned to Mozambique after the training I set about shifting how we helped SMEs to access funds. A colleague from the SME Institute in Mozambique also attended the SCTCTP and we have worked closely to ensure a coherent approach across our institutions.

Now my NGO is supporting SMEs to access funds from a range of sources, this includes individual investment on a share basis and strategic alliances with large companies. We identified local large companies who would be interested in partnering with a local SME. This enables international companies to send an advance payment of between 20-40 per cent of the purchase through the larger company. The local companies also provide finance to the SME, or support them to access a loan through a bank. This support ensures the SME has the funds it needs to purchase raw materials and pay shipment costs until the final payment is made for their exported goods. We also influenced some transnational companies who work locally to invest in SME clusters close to the location of their operations.

To further support SMEs, the SME Institute has set up a fund which is used to guarantee bank loans for SMEs. The Institute sought and received funds from two or three banks and from the USAID 'Support Program for Economic and Enterprise Development' (SPEED). SMEs apply for a bank loan through the Institute. This is still in the pilot phase and there is ongoing monitoring to identify how well it is working, but the evidence so far shows it is successful.

Reboama Tearetoa Samuel is a self-employed Disaster Management Specialist in the Cook Islands. He attended the training on Disaster Management in 2011.

The Singapore training helped me focus our activities on three key areas: organisation structure for disaster management, risk reduction and better early warning systems. Adopting aspects of Singapore approach has supported a more systematic approach to disaster management in the Cook Islands. One key achievement has been the inclusion of the community at all levels of disaster management, especially in the area of identifying and managing risks at an early stage.

Azuka Ogugua works with the Independent Corrupt Practices and Other Related Offences Commission in Lagos, Nigeria. She attended the SCTCTP 'Better Governance, Managing Corruption, Promoting Integrity' in 2009

I was one of four participants from Nigeria who had attended the SCTCTP over a period of years. We decided to make a joint presentation on the areas we felt needed to change based on what we had learned in Singapore. The Singapore model placed greater emphasis on enforcement of sanctions than on prevention. In Nigeria we lay more emphasis on prevention through public education because enforcement is very expensive.

Our organisation focuses on education and awareness raising of the public and our report contained recommendations on placing more emphasis on investigations and convictions as a deterrent to corruption while also intensifying public education efforts.

While there has not been a shift towards investigations, one indirect result of our presentation has been the publication by the commission of law reports on corruption cases to support public education. Public education activities have also increased a lot.

Annex 9

Managing quality of training

The following systematic model is proposed to enable the integration of the valuable training of individuals into their capacity development and organisational development programmes:

Proposed model of how the Commonwealth Secretariat can integrate the training of individuals into their capacity development and organisational development programmes.

1   Needs assessment

Needs assessment are carried out to:

- identify country and regional priorities which link to Commonwealth Secretariat strategic plan priorities and results

- identify level of capacity and/or organisational development needs based on review of countries strategic plans; discussions with development partners working in the countries/region; discussions at country level on the capacity and/or organisational development areas they most need support with

- identify 'readiness to engage' i.e.:

  a.   whether the change is required at policy level and to what extent there is recognition of the need for change and an understanding of what change is necessary to achieve best practices

  b.   if policy is in place, whether there is a general understanding across all stakeholders of the purpose and value of the change and what can be achieved through making the change

  c.   technical and management skills to lead the implementation of policy

2   Regional and/or national capacity development plans

Development of departmental capacity development plans in the form of a logical framework which will show clear results for any interventions with each output costed separately. Technical advisers are then given responsibility for

the successful results within their area of expertise. They can also be required to develop a nested logframe which shows the range of outputs used to achieve the results they are responsible for and how they will manage their budget to achieve them. Training may be one output within the nested logframe and if a SCTCTP is one of these, it should be included in their plan.

No SCTCTP should take place unless the effectiveness of the training programme in achieving desired results is the direct responsibility of a technical adviser. This will ensure greater relevance of the training programmes and more effective targeting of participants.

3   Capacity and organisational development interventions

Capacity and organisational development plans recognise the need for a range of interventions of which training is but one. Appropriate capacity and/or organisational development could include:

- provision of technical expertise, either directly, through soliciting support from relevant organisations and/or negotiation/cooperation with donor agencies;

- opportunities are taken to support regional and national organisations and technical expertise to play a role in capacity development activities;

- provision of training opportunities through direct support or through soliciting support from partner organisations and donors;

- lesson sharing opportunities through conferences, technical publications, online discussion forum etc.

4   Support for training

The capacity development interventions for all training activities will need to ensure that:

- the role of international, regional and national training is clearly linked in a logical order;

- the role of Commonwealth Secretariat in providing any training is identified, i.e. directly through Singapore, Malta or other training institutes or through intermediaries.

5   Management of training

Any training programme that takes place is directly managed by the relevant technical advisers. They each have clear responsibilities for their relevant management of a programme. There are direct channels of communication between:

- the relevant technical adviser and the person responsible for administration of the programme in the STI;

- the Commonwealth Secretariat technical adviser and the person responsible for the design of the programme at the STI;

6   Direct relevance to need

The training programmes are developed to meet specific needs rather than operate at a level of general awareness raising. For example, if the purpose is to legislation related to anti-corruption of implementation of eGovernment interfaces then the people attending must be in a position of sufficient seniority to lead the change on their return. The content of that training may then focus on understanding international benchmarks and roadmaps to enable participants to understand their level of readiness related to policy, management of implementation, finance resources and technical expertise and to conceptualise broad plans for action on their return.

Commonwealth Secretariat staff will work with the STIs to ensure they have a clear understanding of the developmental goals, the place of the training in the broader capacity development plan and the intended outcomes. The programmes will be driven by the Commonwealth Secretariat technical adviser.

7   Identification of participants

In order to ensure programmes are relevant to the needs of participants there would be a change of focus from 'marketing' the programmes to 'identification' of relevant participants. Both Commonwealth Secretariat technical staff and STI staff would have a specific role to play in the identification of participants.

Commonwealth Secretariat technical staff would develop specific criteria for the identification of appropriate participants to fit with the purpose of the training; this would include the priority countries, institutions within those countries and posts within institutions, current policy and implementation needs. They would use their own contacts to ensure the most appropriate people were aware of the importance of the programme to their current needs. Training brochures and the programme description would make it clear the intended participants and the type of impact the training aimed to support.

Budgets may be allocated to specific small states with limited financial resources to support their attendance. The VfM of their attendance in this way should be calculated. Identification of participants is the responsibility of Commonwealth Secretariat technical staff who must identify to what extent this administrative process can be delegated and which aspects must be kept under their control. Appropriate funding for the process would be essential.

8   Appropriate approach

Training programmes should use an approach that is relevant to the needs of the participants; there should be substantial opportunities for analysis, evaluation and planning focused on the intended impact of the training within the capacity development programme. Such activities will also require more time for participants to share their ideas. Case studies produced by an STI should be tailored to meet the needs of participants, participants should be encouraged to bring their own case studies related to whatever intervention they hope to make.

9   Follow-up

The training is taking place within a capacity and/ or organisational development plan and therefore follow-up support will have been planned prior to the training. However, the training is an opportunity for participants, the Commonwealth Secretariat and the STIs to identify how best they can each support the participants' next steps. This can be through access to professional publications, responses to requests for information, managed online discussion forums for alumni, identification of personal mentors from the relevant public or private sector etc. To ensure sustainability, the

training programme can also act as a catalyst for participants to seek further support that may not be part of the general capacity development to be provided, STIs and Commonwealth Secretariat staff can identify where such support can be accessed.

This implies that the attendance of the Commonwealth Secretariat technical adviser can have a significant role to play. With modern technology, it may be that the Commonwealth Secretariat adviser can 'attend' through the use of videoconferencing media in order to hold discussions with participants at the beginning and end of each programme and at relevant periods during the programme.

10   Quality control

The logical framework will provide a tool for overall monitoring and evaluation of the Commonwealth Secretariat's technical advisers' capacity development plans, however, the training component will require a separate quality control mechanism to ensure the effective management of the process as well as the performance of the STIs at relevant stages of the process. Criteria will be developed with which all parties engaged in the training will be evaluated at each stage of the process.

The Commonwealth

P14082