



The Small Countries Financial Management Programme



**Second Independent
Evaluation**
July 2020

Appendices



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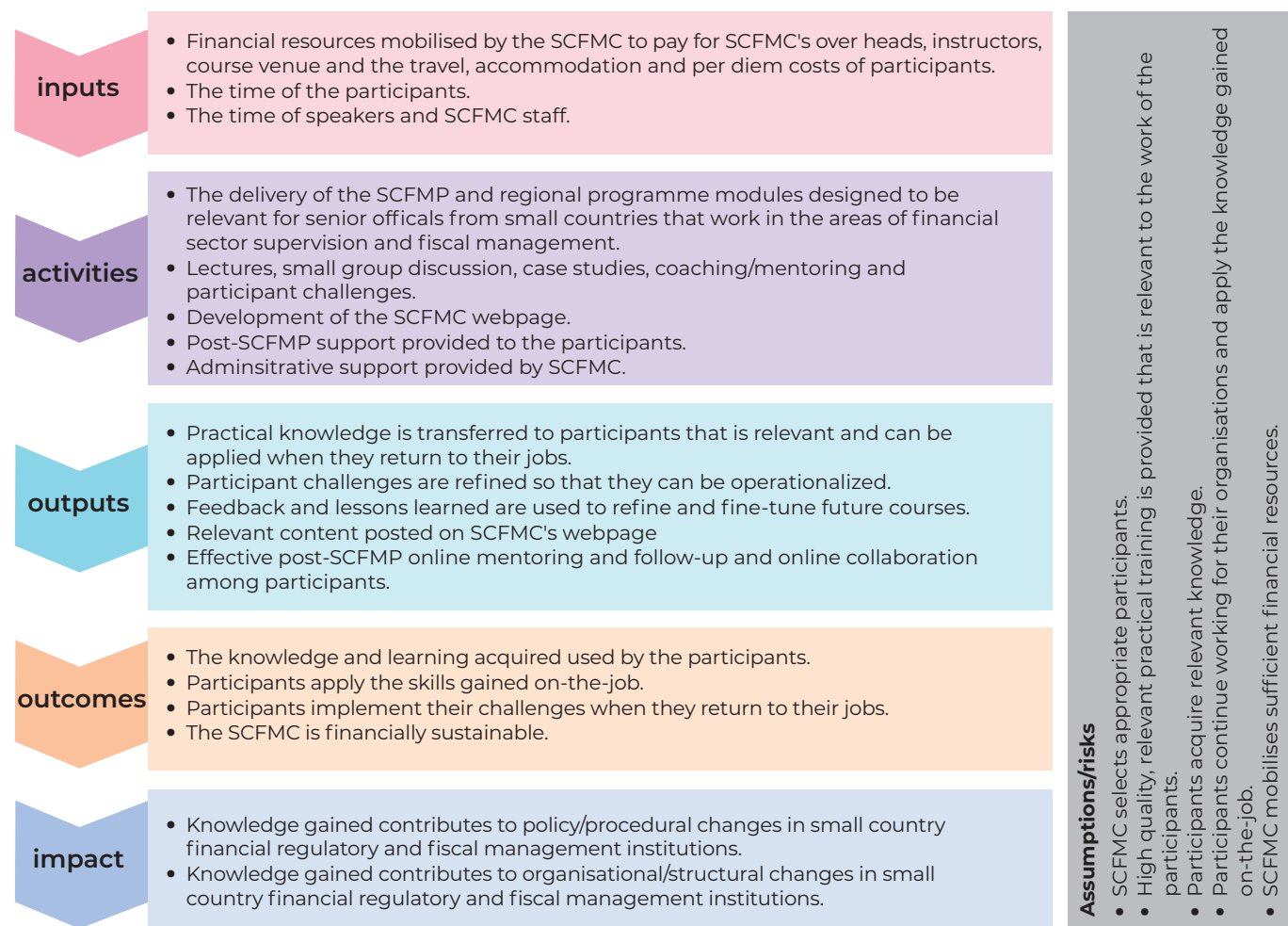
APPENDIX A: EVALUATION APPROACH AND METHODOLOGY

SCFMC Theory of Change

1. A theory of change was developed to show how inputs (e.g., financial resources; time of speakers, participants and SCFMC staff) are translated into activities (e.g., the annual SCFMP; regional programmes) and outputs (e.g., knowledge and skills acquired) to outcomes (e.g., the use of the knowledge and skills on-the-job) and impacts

(organisational change; career paths of participants) (Figure A.1). Many factors other than the SCFMC's training contribute to outcomes and impacts (e.g., institutional receptiveness to change; support of supervisors; availability of staff and financial resources). It is beyond the scope of this evaluation to isolate the exact contribution of the SCFMC. Thus, the evaluation's conclusions at these levels reflect contributions rather than attributions.

Figure A.1: SCFMC Theory of Change



Opportunities and challenges

- The ODA environment may limit SCFMC's ability to mobilise sufficient financial resources.
- The demand for training in SCFMC's areas
- Expansion of SCFMC's scope to provide more in-country or in-region training.
- Opportunities to work more closely with other organisations (e.g., the World Bank; the IMF's regional technical assistance centres; regional development banks; specialised organisations).

Source: Evaluation Team

I Challenges of Evaluating Executive Training Courses

2. McKinsey & Company estimates that 70% of learning takes place on-the-job, 20% through interaction and collaboration and 10% in the classroom. Learning and development should be aligned with an organisation's overall goals and objectives. McKinsey's research found that in 60% of the cases studied there was no explicit connection between learning and a company's strategic objectives.
3. McKinsey has identified four dimensions for measuring the impact of learning: (i) strategic alignment (i.e., Does the learning support the organisation's priorities?); (ii) capabilities (i.e., Does the learning build the employees' mind-sets, skills and expertise?); (iii) organisational health (i.e., Does the learning strengthen the organisation?); and (iv) individual peak performance (i.e., How well does the learning help employees to achieve maximum impact?). McKinsey's research has found that assessing the effectiveness and impact of learning is challenging: *"Accurate measurement is not simple, and many organisations still rely on traditional impact metrics such as learning-programme satisfaction and completion scores. High performing organisations focus on outcome based metrics such as impact on individual performance, employee engagement, team effectiveness, and business-process improvement."*¹
4. The IMF's Institute for Capacity Development also recognizes the challenges of evaluating training programmes. An independent evaluation of self-evaluation at the IMF² found that the relevance and quality of delivery of training programmes was assessed using self-evaluation forms that participants complete at the end of each course. The IMF also undertakes a triennial survey of agencies sending participants to IMF training courses. Additional self-evaluation takes place during periodic meetings of regional training directors. Recently pre- and post-course tests were introduced for training programmes and follow-up

surveys will be introduced to assess the longer-term effectiveness and impact of training. The IMF's Independent Evaluation Office stated that assessing the impact of training was challenging. The evaluation found that lessons from self-evaluation of training are used to design and deliver future training. Sometimes the results of triennial surveys are used to help plan future courses. Capacity development is defined in the IMF to cover both training and the provision of technical assistance. The last major evaluation of capacity development in the IMF was undertaken in 2005, which examined impact using case studies in selected countries based largely on key informant interviews. It covered the impact of technical assistance but it did not cover the impact of training. The IMF's evaluation office is considering undertaking³ a second-generation evaluation of the relevance, quality, reliability, and effectiveness of the IMF's capacity development activities. To make the evaluation more manageable, the evaluation might focus on one particular area of capacity development such as debt management.

5. Business executives and senior government officials need information on the relevance, usefulness and impact of executive training programmes when making decisions on whether or not to send their staff to attend. Most employees benefit from being introduced to new ideas and cutting-edge knowledge at executive training programmes put on by the world's leading business schools. While information is available on the "league tables" ranking the world's business schools and from forms completed by participants at the end of the courses, few independent evaluations have been undertaken to assess how the skills and knowledge learned are applied on-the-job, the impact on career progression, impacts on introducing new policies or procedures or whether the benefits erode because employees find new jobs or retire.⁴ The SCFMC followed good practice by financing the 2012 independent evaluation to answer such questions by seeking feedback from participants, their supervisors and heads of agencies. These issues are also addressed in this evaluation.

¹ Introduction: Components of a successful L&D strategy by Jacqueline Bassey, Lisa Christensen and Nick van Dam. Chapter 1 in Evaluating Learning and Development Insights and Practical Guidance from the Field. Edited by Nick van Dam. McKinsey and Company. 2018. Page 26 (see pages 23 to 27)

² IMF. Self-Evaluation at the IMF An IEO Assessment. 2015. Page 19

³ IMF. Possible Topics for Future IEO Evaluations. 2019. Page 6

⁴ Paul Melly. The Value of Evaluation. In Developing Leaders Executive Education in Practice. Issue 11-2013.

I Five Dimensions of Evaluation

6. The evaluation methodology was anchored in OECD's five dimensions of evaluation⁵:
- (i) **Relevance**, defined as *"The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Note: Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances"*.
 - (ii) **Effectiveness**, defined as *"The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance"*.
 - (iii) **Efficiency**, defined as *"A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results"*.
 - (iv) **Sustainability**, defined as *"The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time"*.
 - (v) **Impact**, defined as *"Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."* More particularly, Institutional Development Impact is defined as *"The extent to which an intervention improves or weakens the ability of a country or region to make more efficient, equitable and sustainable use of its human, financial and natural resources, for example through: (a) better definition, stability, transparency, enforceability and predictability of institutional arrangements and/or (b) better alignment of the mission and capacity of an organisation with its mandate, which derives from these institutional arrangements. Such impacts can include intended and unintended effects of an action."*

I Benchmarking the Evaluation Approach and Methodology

7. The IMF's Institute for Capacity Development uses Kirkpatrick's Four-Level Training Evaluation Model⁶ as a broad framework to assess its training courses. For this evaluation Kirkpatrick's model was used to benchmark and refine the evaluation approach and methodology. The four levels of Kirkpatrick's model are:
- (i) **Level 1: Reaction** measures how participants reacted to the training (e.g., whether or not the participants believed that the training was a valuable experience; feedback on the speakers, the topics covered, the training material, techniques and presentation; the strengths and weaknesses of the training; the venue and administration). Typically, participants are asked to complete forms to provide this feedback at the end of each session/course. This immediate post programme feedback helps to understand how participants felt about the training and how to improve the programme. Assessing results at Level 1 is done for most training programmes.
 - (ii) **Level 2: Learning** assesses whether the knowledge and skills of participants increased as a result of the training. Evaluating learning precisely requires clearly defined learning objectives that are measurable. Typically, pre- and post- programme tests are used to measure changes in knowledge, skills or attitudes. It is challenging and expensive to develop such rigorous tests for management training courses covering topics like leadership, negotiation and organisational change. Such testing is not usually done for executive training courses. Although the evaluation team is aware of a few technical courses offered multilateral institutions⁷ that use pre- and post- training testing, those are the exception. Rather, perceptual feedback from participants, supervisors and heads of organisations is sometimes occasionally used to assess the degree to which learning took place.

⁵ OECD. Glossary of Key Terms in Evaluation and Results Based Management. 2010. See pages 32, 20, 21, 36, 24 and 25 for definitions of relevance, effectiveness, efficiency, sustainability, impacts and institutional development impacts respectively. In December 2019 OECD DAC released an updated version of its evaluation criteria, which added a sixth dimension of evaluation (coherence) and fine-tuned some definitions. However, by then the second SCFMC evaluation was underway and the online surveys had been dispatched so the methodology could not be changed to assess coherence.

⁶ Donald Kirkpatrick first published his Four-Level Training Evaluation Model in 1959 in the U.S. Training and Development Journal. The model was updated in 1975 and 1993, when it was published under the title Evaluating Training Programs.

⁷ Examples include the Asian Development Bank's procurement certification course for its staff; IFAD's security courses for its staff and consultants and the IMF's online courses.

(iii) **Level 3: Behaviour** examines how, or if, participants apply the knowledge and skills gained on-the-job. Supportive institutional environments and supervisors play an important role in creating the organisational context in which participants can apply the knowledge and skills. Tracer surveys and/or face-to-face interviews undertaken after a suitable passage of time are used to assess behaviour. Assessing results at this level presents evaluation and resource challenges and is not done for most executive training courses.

(iv) **Level 4: Results** measure organisational changes attributable to the training. Kirkpatrick notes that assessing outcomes at the organisational level is the most challenging, costly and time consuming of the four levels. Major evaluation challenges include identifying results that are plausibly linked to the course and developing ways to measure those outcomes and impacts.

Achievements at this level are not often assessed for training courses unless they are custom designed for an organisation. For courses that are attended by only one or two people from an organisation, it is challenging to identify outcomes that are plausibly linked to the training and to find a way to measure such outcomes. Many factors other than training influence whether or not organisational changes take place including: (i) supportive political, legal and institutional environments; (ii) management leadership, coaching and feedback; (iii) supporting architecture, hardware and software; and (iv) adequate human resources and budgets.

8. Using Kirkpatrick's Four-Level Training Evaluation Model, Table A.1 benchmarks the evaluation approach and methodology used for this evaluation against that used by the IMF and typical executive training courses offered by universities.

Table A.1: Benchmarking the SCFMC Evaluation Methodology

Level of Evaluation ^{A/}	SCFMC	The IMF Institute for Capacity Development ^{B/}	University Executive Development Courses ^{C/}
Level 1: Reaction: Measures how participants reacted to the training.	Yes. Participants complete a form at the end of programme sessions.	Yes. Participants complete a form at the end of programme sessions.	Yes. Participants complete a form at the end of sessions or the course.
Level 2: Learning: Measures how much the participants' knowledge increased as a result of the training.	Partly, using a combination of periodic online tracker surveys and one-on-one interviews. No rigorous pre- and post- programme testing.	Yes. Pre- and post- course tests are administered.	No.
Level 3: Behaviour: Measures how participants apply the knowledge and skills gained during the training on-the-job.	Yes, using a combination of online tracker surveys and one-on-one interviews.	Beginning in 2020 the IMF will use an online tracer survey about 18 months after programme completion.	No.
Level 4: Results: Measures outcomes at the organisational level (i.e., organisational changes and career progression).	Partial. Some illustrative examples of organisational impacts identified using a combination of tracker survey results and one-on-one interviews. Data base developed to assess the post-SCFMP career progression.	The IMF's Independent Evaluation Office examined the impact of capacity development (i.e., technical assistance and training) in selected countries in 2005. Consideration is being given to undertaking a similar evaluation at some point in the future.	No.

^A = S. Kurt; Kirkpatrick Model: Four Levels of Learning Evaluation; Educational Technology; 24 October 2016.

^B = The IMF periodically evaluates the capacity development services and training services provided through Regional Technical Assistance Centres that address Levels 2 and 3. Level 1 is routinely assessed for the training courses put on by the Regional Technical Assistance Centres.

^C = Paul Melly. The Value of Evaluation. In Developing Leaders Executive Education in Practice. Issue 11-2013.

I Scope of the Evaluation and Sources of Information

9. The scope of the evaluation covered:
 - I reviewing background material provided by the SCFMC;
 - I undertaking an electronic tracer surveys for the SCFMP and the Cook Islands' Negotiation Programme;
 - I undertaking face-to-face and video interviews for three countries in each region of selected participants, supervisors and heads of organisations on the quality and usefulness of the training, the use of the knowledge gained and impacts on career progression and on the organisations;
 - I assessing the relevance, effectiveness, efficiency, sustainability and impact of the SCFMP;
 - I assessing the relevance, effectiveness and efficiency of the Cook Islands' Negotiation Programme;
 - I assessing the High-Level Forum on Governance and Strategy put on in AFRITAC West 2 based on administrative data and key informant interviews; and,
 - I identifying lessons and areas for improvements.
10. The Evaluation Team drew on information from different sources. The main sources of information, data and evaluation evidence include: (i) SCFMC participant lists, course material and administrative and financial data; (ii) ESURVEYS for the SCFMP and the Cook Islands' Negotiation Programme; (iii) interviews with selected participants, supervisors and heads of agencies in nine countries; and (iv) video interviews with key informants including the current and former SCFMC Executive Directors/ programme speakers, the former Programme Director, the Board Chair and one other Board member, the local champion of Cook Islands' Negotiation Programme and IMF staff in the Institute for Capacity Development and AFRITAC West 2. In reaching its conclusions, the Evaluation Team considered evidence from several sources and used triangulation (i.e., drawing on information from

multiple sources) to validate findings and conclusions.

I Electronic Surveys

11. To broaden the reach of the evaluation, the Evaluation Team undertook two web-based surveys using SurveyMonkey:⁸ (i) one for the SCFMP; and (ii) one for the Cook Islands' Negotiation Programme. The SCFMC provided the names, titles, employers and E-mail addresses of participants and, for the SCFMP survey, similar information on the heads of agencies who supervised many of the participants.
12. The questionnaires were designed and questions were formulated using the following considerations: (i) the objectives and background information given in the SCFMC documents; (ii) the relevance, effectiveness, efficiency, sustainability and impact⁹ dimensions of evaluation; (iii) the use of the skills and knowledge gained in the course on the job;¹⁰ and (iv) the need to assess the programmes as a whole and by the various dimensions of evaluation. While most of the questions were closed-ended, there were also a number of open-ended questions so that respondents could elaborate on their answers.
13. To increase response rates and prevent respondents from aborting the survey: (i) the questionnaires were designed to be completed in 20 minutes; (ii) Survey Monkey's list management tool was used to identify non-respondents and to send multiple follow-up reminders to them; (iii) country interviewers asked people to complete the surveys; and (iv) the SCFMC Executive Director personally followed up with non-respondents and heads of organisations to request cooperation by completing the survey.

I SCFMP Survey

14. The survey population for the SCFMP survey had three components: (i) all 169 people who

⁸ www.surveymonkey.com. Since the survey came from a non-SCFMC server, some respondents may have had concerns that it was not legitimate and might be spam or an attempt at phishing. To address this concern, E-mails were sent from the SCFMC executive director to assure the respondents that it was a legitimate survey being undertaken for the SCFMP Evaluation.

⁹ Sustainability and impact were not assessed for the Cook Islands' Negotiation Programme because it was a one-off programme that did not include a challenge.

¹⁰ For the SCFMP, the questionnaire covered the challenge and efforts to implement it.

attended the SCFMP from 2013 to 2019; (ii) all 98 participants who attended the SCFMP from 2009 to 2012; (iii) current heads of organisations; and (iv) supervisors for the 2013 to 2019 alumni. The SCFMC maintains a list of current E-mail addresses for the participants, although contact has been lost with a few. There was no corresponding list for supervisors, other than for the current heads of organisations. The names of the supervisors were assembled by asking the participants on the SCFMP ESurvey for the names and email addresses of their supervisors. Those responses were added to the survey population but coverage of the supervisors was incomplete.¹¹ In total 93 supervisors and heads of organisations were included in the SCFMP population. The skip logic feature of SurveyMonkey was used to direct groups of respondents to the relevant questions.

15. The SCFMP ESurvey was dispatched on 31 August 2019 and closed on 7 March 2020. By then the SCFMP had been sent to 318 people who did not opt out of the survey — 247 participants, of whom 24 were also supervisors, and 71 other supervisors.¹² A total of 209 responses were received, equivalent to a gross response rate of 66% (Table B.1). However, ten of the respondents reported either that they had “very little familiarity” with the SCFMP or were “not familiar with this programme,” indicating that they should not have been included in the survey population. In order not to contaminate the survey results with responses from people who did not have sufficient information to provide informed opinions, those people exited those survey. Deducting those ten people from both the respondents and the survey population resulted in a net response rate of 65% (i.e. 199 usable responses from a survey population of 308).

16. Using the net response rate, the SCFMP ESurvey results are robust:

■ The margin of error ranges between: (i) +/- 3%

with an 80% confidence level; (ii) +/- 3% with a 90% confidence level; (iii) +/- 4% with a 95% confidence level; and (iv) +/- 5% with a 99% confidence level.

■ To ensure that the evaluation findings were robust, the survey results were triangulated with feedback received during the country studies and key informant interviews.

17. Of the 267 people who attended the SCFMP 186, or 70%, responded to the ESurvey. Chi square statistical testing indicates that the characteristics of the participant ESurvey respondents are not statistically different from the total universe of participants in terms of gender, type of employer¹³ or level of position¹⁴ (Table B.3).

18. Of the participant respondents, 48 were also supervisors. In addition, another 21 supervisors and heads of organisations responded to the ESurvey. Thus, a total of 69 supervisors responded (see Table B.1). These 69 respondents reported that, together, they supervised 176 of the 267 participants (i.e. 66%) (Table B.4).

■ Cook Islands Negotiation Survey

19. The questionnaire for the Cook Islands' Negotiation Programme ESurvey was shorter and less complex than the questionnaire for the SCFMP ESurvey. The survey population was the 30 people who attended the programme. Their supervisors were not covered by the survey because: (i) the SCFMC did not have information on the supervisors; and (ii) many of the participants were heads of government agencies reporting to politicians or Boards or the owner of private companies.

20. The Cook Islands' Negotiation Programme ESurvey was dispatched on 13 November 2019 to 30 participants and closed on 7 March 2020 by which time 18 people had responded, equivalent to 60%

¹¹ Not all respondents replied to this question. In some cases, the names of the supervisor were provided but not the Email address and sometimes the answers were illegible.

¹² Of the 318 invitations sent out, 244 were opened (211 were clicked through), 69 were unopened, 3 bounced and 2 people opted out of the survey. In terms of clusters of non-respondents, in five countries 5 or more of the participants did not respond to the ESurvey [i.e., Jamaica (6); Mauritius (8); Seychelles (7); St. Lucia (6); Vanuatu (6)]. Two of the countries with clusters of non-respondents were covered in the country studies. It is not clear whether government servers in those countries had firewalls that blocked E-mails from SurveyMonkey or sent such E-mails to Spam.

¹³ Ministry of finance, financial regulator or other.

¹⁴ Heads of organisations/companies; director generals or deputies, directors/managers; senior officers/officers.

response rate.¹⁵ The survey results are reasonably robust, given the small population:

■ The margin of error ranges between: (i) +/- 10% with an 80% confidence level; (ii) +/- 13% with a 90% confidence level; (iii) +/- 15% with a 95% confidence level; and (iv) +/- 20% with a 99% confidence level.

■ Chi square statistical testing indicates that the characteristics of the survey respondents are not statistically different from the survey population in terms of gender, type of employer ¹⁶ or level of position ¹⁷ (Table H.1).

■ To ensure that the evaluation findings were robust, the survey results were triangulated with the feedback received from face-to-face interviews with participants, one supervisor, the champion of the programme in the Cook Islands and two of the speakers.

■ Country Studies

21. The evaluation design included a number of country studies that involved a combination of face-to-face and telephone/video conference interviews with participants, supervisors and heads or deputy heads of organisations undertaken by members of the Evaluation Team who lived in each of the three regions. These interviews provided information that complemented and enriched the responses to the online survey.¹⁸ Three countries were randomly selected from each region, weighted by the number of participants attending the SCFMP between 2013 and 2019, and ensuring that there were at least four participants from each country selected. In addition, interviews were undertaken for two case studies: (i) the Eastern Caribbean Central Bank (ECCB); and (ii) the Cook Islands' Negotiation Programme.

22. The country studies were implemented as planned for the Caribbean and Africa/Indian Ocean regions. However, the plan required changes for the Pacific Region. The original interviewer resigned unexpectedly for personal reasons and respondents from two of the original countries

did not reply to Emails requesting interviews for the SCFMP. Other countries were substituted for those two countries and in-country interviewers were recruited for the three Pacific countries to complete the work. For each country and the ECCB, the plan was to interview three participants, their supervisors and the head or deputy of the agency (depending on which was familiar with SCFMP). For the Cook Islands' Negotiation Programme, six course participants were to be interviewed but their supervisors were not because: (i) most heads of agencies would likely have little knowledge of the SCFMC; (ii) many of the private sectors participants were the owners of the business; and (iii) compared to the regular course, there was less emphasis on the challenge to implement on the job. Face-to-face interviews were undertaken in five countries (i.e., Cook Islands; Maldives; Samoa; St Vincent and the Grenadines; Tonga) and the rest were covered by video/telephone interviews. A total of 68 interviews were undertaken for the nine country studies, covering participants from the 2013 to 2019 programmes with a focus on the more recent years, supervisors and heads of organisations. Some of the people were interviewed in more than one capacity (both as a participant and as a supervisor; supervisor of multiple participants). Some of the supervisors and heads of organisations were also participants.

(i) **Caribbean:** 22 interviews with people from St. Kitts Nevis (5), Jamaica (5), St Vincent and the Grenadines (7) and the Eastern Caribbean Central Bank (5);

(ii) **Pacific:** 17 interviews with people from the Cook Islands (4), Samoa (7) and Tonga (6) for the SCFMP and 6 interviews with people for the Cook Islands' Negotiation Programme; and,

(iii) **Africa/Indian Ocean:** 23 interviews with people from Botswana (7), the Maldives (10) and the Seychelles (6).

23. Reports were prepared summarizing the findings of each region/country, which were used as inputs for the preparation of this report. Feedback from

¹⁵ All 30 survey invitations were delivered, none bounced and no one opted out. Of the 30 invitations, 21 were opened and 9 were unopened. Of the 18 responses, 17 were complete and one was partially complete. Thus, the complete response rate was 57%.

¹⁶ Government departments/organisations; public authorities/corporations; the private sector.

¹⁷ Heads of organisations/companies; directors/managers; senior officers/officers.

¹⁸ Open-ended interview guides with lists of standard questions were developed to guide the interviewers. The interview guides promoted consistency cross the interviews. The interviewers had the flexibility to explore additional topics as warranted as the interview progressed.

the participants, supervisors and heads/deputy heads of agencies was triangulated to ensure that the findings in the reports were robust. The main topics covered in the interviews were: (i) the overall quality and relevance of the programme; (ii) use the knowledge and skills on-the-job, with an emphasis on developing specific examples of organisational or policy changes; (iii) usefulness of the challenge and steps taken to implement it; (iv) most useful aspects of the programme and areas that should be strengthened; (iv) career path since the completion of the programme; and (v) demand for the SCFMP and customized courses in the region.

I Scoring and Rating System

24. The scoring and rating system used in this evaluation is similar to that used in the 2012 independent evaluation of the SCFMC. A quantitative approach was used to assess each evaluation dimension and weights were applied to determine the overall rating of the programme. Consistent with the SCFMC's the participant assessment tool, a 5-point rating scale was used.¹⁹ Sub-criteria were identified for each of the five dimensions of evaluation. Each sub-criterion was rated on the 5-point scale, assigned a weight and a weighted score was calculated. The scores for relevance, effectiveness, efficiency, sustainability and impact were then assigned weights and aggregated to develop an overall evaluation rating for the SCFMP. The scoring was not done mechanically. Rather, a considerable amount of judgement was applied and an iterative approach was used in which the initial scores were considered and, as necessary, revised to reflect consideration of all information and the balance and consistency across the five dimensions of evaluation. A similar approach was used for the Cook Islands' Negotiation Programme. The use of quantitative rating systems improves transparency by forcing evaluators to be clear on how they reached their conclusions.

25. The evaluation used descriptors to represent the ranges: (i) **Poor:** scores of less than or equal to 1.5; (ii) **Modest:** scores greater than 1.5 and less than or equal to 2.5; (iii) **Average:** scores greater than

2.5 and less than or equal to 3.5; (iv) **Good:** scores greater than 3.5 and less than or equal to 4.5; and (v) **Excellent:** scores greater than 4.5. The scales for the descriptors are not symmetric. The range for Poor is wider than the ranges for Modest, Average and Good. The range for Excellent is narrower than for the other descriptors. Thus, it is difficult to achieve an Excellent rating. To do so means that there is near unanimity among all stakeholders that all elements being considered for the particular dimension of evaluation are excellent and very few would be rated as Good or less.

I Limitations on the Evaluation

26. There are four limitations on the evaluation methodology as it was implemented:

(i) **Overly positive responses:** There is a potential risk that because there is no cost to the participants or their organisations, respondents may have a positive bias in their views on the SCFMP. Thus, there is a potential positive bias in the answers to questions posed by evaluators, either in ESURVEYS or during interviews. This risk was partly mitigated by using objective data when possible and addressing some questions to participants, supervisors and heads of organisations to see if their views were broadly consistent.

(ii) **Self-Selection of ESURVEY Respondents:** Respondents made the choice whether or not to respond to the ESURVEYS, i.e., they were not randomly selected. To assess whether or not that introduced a systemic bias into the survey results, the profiles of the respondents were compared to the corresponding profiles of the universe of participants. Also, multiple follow-ups were sent to ensure that the response rates exceeded 50%.

(iii) **Assessment of the AFRITAC West 2 workshop:** Although not strictly a SCFMC activity, the scope of the evaluation included assessing the workshop to learn lessons that might be useful if the SCFMC wishes to partner with the IMF's regional technical assistance centres to put on customized training programmes. The key person involved from the AFRITAC West 2 side had left the IMF and did not feel that it was appropriate for her to comment on work that she did while an IMF employee. Also, the

¹⁹ The full scale was Poor (1), Modest (2), Average (3), Good (4) and Excellent (5).

SCFMC did not have the list of participants and their Email addresses. Thus, it was not possible to do an online survey or to contact any of the participants to get their feedback. The assessment of the AFRITAC West 2 workshop is based on document reviews, the written assessment of the speakers, interviews with the Director of AFRITAC West 2 and two of the three SCFMC speakers and the participants' numerical rating of the workshop modules.

(iv) **Response to requests for interviews for the country studies:** In some cases, people did not respond to requests for interviews. Follow-up Emails were sent by both the interviewers and the SCFMC Executive Director. If the non-responses continued, other participants were substituted for the non-responsive people. In the Pacific, where the problem was the worst, additional in-country interviewers were recruited so that all the interviews could be face-to-face rather than via video/telephone links. The lesson is that the response to requests for face-to-face interviews is generally better than to requests for remote interviews from another country. However, with effort in many cases it is possible to overcome this constraint.

28. The SCFMC provided necessary logistical support for the evaluation including providing documents and contacts, helping to arrange the country interviews, supporting the ESURVEYS by encouraging people to respond, providing comments on the draft report and arranging for the printing and distribution of the final report. The SCFMC did not try to influence the conclusions of the Evaluation Team.

I Timeframe

27. The key dates in undertaking the evaluation were::

I August/September 2019: Begin work on the evaluation, design the evaluation approach and methodology and design and dispatch of the questionnaire for the SCFMP ESURVEY, review of the post-course participant assessments and watch video interviews of selected participants on the actions taken to address their challenges upon returning to their offices.

I October 2019 to April 2020: Selection of the interviewers for the country studies, undertake the interviews and prepare the related reports. Follow-up to increase the online survey responses rate.

I March 2020: Close the online surveys and download and analyse the responses.

I April to June 2020: Report preparation. The draft report was submitted to the executive director and circulated to all Evaluation Team members on 16 May 2020. The revised report was submitted to SCFMC after considering the feedback received, in May 2020.

APPENDIX B: PROFILE OF PARTICIPANTS AND RESPONDENTS

Table B.1: Comparison of the Topics and Focus of the 2013 and 2019 SCFMPs

2013 SCFMC		2019 SCFMC	
Topics ^{a/}	Sessions	Topics ^{a/}	Sessions
Small countries		Small countries	
■ Growth Commission - Lessons for Small Countries	1	■ Growth Commission - Lessons for Small Countries	1
■ Isle of Man Journey	1	■ Isle of Man Journey	1
■ Sound Café Small Countries: Principles of Sound Governance	1		
Management		Management	
■ Frameworks for Delivering Change in the Public Sector	2	■ Frameworks for Delivering Change in the Public Sector	2
■ Data Management and Project Delivery Challenges in Public Services	1	■ Challenges in Inter-Agency Co-operation and Financial Stability in Small Countries	2
■ Negotiations	11	■ Negotiations	8
■ Inspirational Leadership	3	■ Inspirational Leadership and Powerful Influencers	6
Fiscal Issues		Fiscal Issues	
■ Cash and Debt Management	3	■ Cash and Debt Management	5
■ Tax Information Exchange Agreements and other Tax Issues	1	■ Taxation	1
Financial regulation issues		Financial regulation issues	
■ Approaches to Risk Assessment, Management and Regulation/Regulatory Reform	3	■ Approaches to Risk Assessment, Management and Regulation	4
■ Practicalities of Risk-based Regulation	2	■ Current Regulatory Structure and Governance	1
■ Framing Regulatory Legislation, International Cooperation and New Standards	2		
■ Licensing	2	■ Licensing	1
■ Anti-Money Laundering and Prosecuting Financial Crime	3	■ ALMS and Terrorist Financing: Monitoring, Sanctions and Preparing for an External Assessment	2
■ Future Prospects for offshore financial centres	1	■ Fintech	2
Challenges	8	Challenges	13

Note: ^{a/} = In addition the programmes included sessions related to administration, review, wrap up, tours, dinner speakers and free time.

Source: Derived from the 2013 and 2019 SCFMP programme brochures

Table B.1: Comparison of the Topics and Focus of the 2013 and 2019 SCFMPs

	Responses	Per Cent (%)
I supervise staff who attended the SCFMP but I have not attended the programme myself.	21	10%
I supervise staff who attended the SCFMP and I have attended the programme myself.	48	23%
I have attended the SCFMP but I do not supervise staff who have attended the programme.	137	67%
Total Responses	206	
Response Rate (206/318)	65%	
Source: SCFMP Survey		

Table B.2: Familiarity of Supervisors With the SCFMP

	Responses	Per Cent (%)
Very familiar	23	30%
Familiar	29	38%
Somewhat familiar	15	19%
Very little familiarity	6	8%
Not familiar with this programme	4	5%
Total Responses	77	
Response Rate (206/318)	81%	
Source: SCFMP Survey		

Table B.3: Representativeness of the SCFMP Participant Respondents to the Universe of All Participants

	Survey Respondents ^{a/}		Total Participants		Statistical Testing of the Distributions ^{b/}
	Number	%	Number	%	
Gender					
Female	115	62	158	59	$\chi^2 = 0.321966$
Male	71	38	109	41	$P = 0.5741$
Total	186	100	267	100	
Region					
Caribbean	72	39	102	38	$\chi^2 = 0.847513$
East Asia and Pacific	63	34	82	31	$P = 0.6546$
Africa, Indian Ocean and the Rest of the World	51	27	83	31	
Total	186	100	267	100	
Period Attended the SCFMP					
2009-2012	58	31	98	37	$\chi^2 = 1.75442$
2013-2016	71	38	95	35	$P = 0.4158$
2017-2019	59	31	74	28	
Total	186	100	267	100	
Type of Organisation					
Financial Sector	100	54	137	51	$\chi^2 = 1.10607$
Fiscal Sector	77	41	121	45	$P = 0.5752$
Other	9	5	9	4	
Total	186	100	267	100	
Position					
Head or Deputy Head of an Organisation	34	18	49	18	$\chi^2 = 0.0448279$
Department Director General/Director or Deputy	71	38	102	38	$P = 0.9975$
Manager, Head or Assistant	33	18	49	18	
Officer, Senior Officer or Advisor	48	26	67	25	
Total	186	100	267	99	

Notes: ^{a/} = These classifications reflect peoples' organisations, positions country of residency at the time that they attended the SCFMP. Since then, some people have been promoted and/or changed organisations and/or moved to another country.

^{b/} = None of the distributions of the universe and the survey respondents were statistically significantly different at the 0.01, 0.05, 0.10, 0.20, 0.30 or 0.40 levels of confidence.

Source: SCFMC Evaluation

Table B.4: Number of Participants Supervised by the Responding Supervisors

	Number	Number
1	23	35%
2	11	17%
3	12	18%
4	8	12%
5	2	3%
6	4	6%
7	3	5%
8	1	2%
9	0	0%
10 or more	0	0%
No knowledge	2	3%
Total Responses	66	
Response Rate (68/95)	72%	
Total Participants Supervised	176	

^{a/} the maximum number of respondents to this question is 95 so the response rate is 68/95 = 72%

Source: SCFMC Survey

Table B.5: SCFMP Participants 2013 to 2019 By Country/Organisation

State	Participants 2013–2019	Eligible Country	Small States Forum Member
Caribbean and Latin America	67		
Antigua and Barbuda	4	X	X
Barbados	11	X	X
Belize	4	X	X
Dominica	2	X	X
ECCB	6		1/
Grenada	7	X	X
Jamaica	8	X	X
St Kitts and Nevis	6	X	X
St Lucia	8	X	X
St Vincent and The Grenadines	9	X	X
Suriname	2	X	X
East Asia and the Pacific	51		
Cook Islands	7	X	2/
Fiji	3	X	X
Kiribati	5	X	X
Marshall Islands	1	X	X
Papua New Guinea	5	X	3/
Samoa	7	X	X
Solomon Islands	2	X	X
Timor-Leste	5	X	X
Tonga	8	X	X
Tuvalu	6	X	X
Vanuatu	2	X	X
Africa, Indian Ocean, Rest of the World	51		
Bhutan	3	X	X
Botswana	9	X	X
The Gambia	7	X	X
Lesotho	2	X	X
Maldives	7	X	X
Mauritius	6	X	X
Montenegro	7	X	X
Namibia	3	X	X
Seychelles	6	X	X
Kingdom of eSwatini	1	X	X
Total SCFPM Participants 2013 — 2019	169		

Notes: ^{1/} The Easter Caribbean Central Bank is an organisation so it would not be classified as a small state by the World Bank. ^{2/} The Cook Islands is a member of the Asian Development Bank but not of the World Bank and is classified by the Commonwealth as a small state. ^{3/} The World Bank does not classify the Papua New Guinea as a small state but the Commonwealth does.

Source: Evaluation Team based on the SCFMC's administrative data

Table B.6: Participants by Year of Attendance and Region

	2009–2012	2013–2016	2017–2019	Total	%
Caribbean	35	38	29	102	38
East Asia and Pacific	31	30	21	82	31
Africa, Indian Ocean and the Rest of the World	32	27	24	83	31
Total	98	95	74	267	100%
% of Total	37	35	28	100	

Source: Evaluation Team based on the SCFMC's administrative data

Table B.7: Participants by Gender Over Time

	2009–2012	2013–2016	2017–2019	Total	%
Female	52	59	46	158	59
Male	46	36	28	109	41
Total	98	95	74	267	100
% of Female	53	62	62	59	

Source: Evaluation Team based on the SCFMC's administrative data

Table B.8: Participants by Region and Gender

	Region			Total	%
	Caribbean	East Asia and Pacific	Africa, Indian Ocean and the Rest of the World		
Female	76	39	43	158	59
Male	26	43	40	109	41
Total	102	82	83	267	100
% Female	74	48	52	59	

Source: Evaluation Team based on the SCFMC's administrative data

Table B.9: Participants by Type of Employer Over Time

Type of Organisation	2009–2012	2013–2016	2017–2019	Total	%
Central Bank/Financial Sector Regulator	41	52	44	137	51
Ministry of Finance, Treasury, Department of Budget or Other Organisation in the Fiscal Area	55	38	28	121	45
Other	2	5	2	9	4
Total	98	95	74	267	100
% Financial Sector	42	55	59	51	
% Fiscal Sector	56	40	38	45	
% Other	2	5	3	4	

Source: Evaluation Team based on the SCFMC's administrative data

Table B.10: Participants by Region and Type of Employer

	Region			Total	%
	Caribbean	East Asia and Pacific	Africa, Indian Ocean and the Rest of the World		
Central Bank/Financial Sector Regulator	59	30	48	137	51
Ministry of Finance, Treasury, Department of Budget or Other Organisation in the Fiscal Area	39	50	32	121	45
Other	4	2	3	9	4
Total	102	82	83	267	100
% Financial Sector	58	37	58	51	
% Fiscal Sector	38	61	36	45	
% Other	4	2	4	4	

Source: Evaluation Team based on the SCFMC's administrative data

Table B.11: Participants by Type of Position Over Time

Position	2009–2012	2013–2016	2017–2019	Total	%
Head or Deputy Head of an Organisation	25	15	9	49	18
Department Director General/Director or Deputy	34	39	29	102	38
Manager, Head or Assistant	17	15	17	49	18
Officer, Senior Officer or Advisor	22	26	19	67	25
Total	98	95	74	267	99
% Head/Deputy of an Organisation	26	16	12	18	
% Department Director General/Director/Deputy	35	41	39	38	
% Manager, Head or Assistant	17	16	23	18	
% Officer, Senior Officer or Advisor	22	27	26	25	

Source: Evaluation Team based on the SCFMC's administrative data

Table B.12: Participants by Region and Type of Position

Position	Region			Total	%
	Caribbean	East Asia and Pacific	Africa, Indian Ocean and the Rest of the World		
Head or Deputy Head of an Organisation	16	23	10	49	18
Department Director General/Director or Deputy	49	22	31	102	38
Manager, Head or Assistant	9	17	23	49	18
Officer, Senior Officer or Advisor	28	20	19	67	25
Total	102	82	83	267	99
% of Total	38	31	31	100	
% Head/Deputy of an Organisation	16	28	12	18	
% Department Director General/Director/Deputy	48	27	37	38	
% Manager, Head or Assistant	9	21	28	18	
% Officer, Senior Officer or Advisor	27	24	23	25	

Source: Evaluation Team based on the SCFMC's administrative data

APPENDIX C: SUPPORT FOR THE RELEVANCE ASSESSMENT

Box C.1: Relationship Between the Work of the SCFMC and SDG17

SDG17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development:

One SDG17 target relates to capacity-building “17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the Sustainable Development Goals, including through North-South, South-South and triangular cooperation.”²⁰ The SCFMC builds capacity by providing training for senior government officials in the fiscal management and financial regulations. Because of “thin client institutional capacity,”²¹ the IMF, the World Bank and the regional development banks recognize the importance of building stronger institutions involved in core government functions, including public financial management and regulation of the financial sector. About half of the home countries of the participants were rated in the bottom half of the 200 plus countries assessed for the government effectiveness indicators. The corresponding figure for the regulatory quality indicator was about two-thirds of the home countries of the participants were in the bottom half. Pacific Island countries were, on average, rated as having weaker institutions than were countries in the other two regions (Table C.5).²² A review of the SCFMP syllabus demonstrates that modules are directly related to some SDG17 indicators, including: (i) “17.1 Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection;” (ii) “17.4 Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress;” and (iii) “17.13 Enhance global macroeconomic stability, including through policy coordination and policy coherence”.

Source: SCFMP Evaluation

Box C.2: Relationship Between the Work of the SCFMC and SDG16 and SDG8

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels:

The SCFMP is related to several of the anti-corruption indicators for SDG16: (i) “16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime;” (ii) “16.5 Substantially reduce corruption and bribery in all their forms;” (iii) “16.6 Develop effective, accountable and transparent institutions at all levels;” and (iv) “16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime.” Improving public resource management, strengthening financial sector regulation and improving transparency are widely recognized as powerful tools to reduce corruption.²³ The SCFMP curriculum includes modules on revenue and public expenditure management, taxation and anti-money laundering and financing terrorism that are directly related building capacity to reduce corruption.

²⁰ All quotes related to the SDGs, targets and indicators are taken from Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development. UNDP

²¹ Independent Evaluation Group. World Bank Group. World Bank Group Engagement in Small States: The Cases of the OECS, Pacific Island Countries, Cabo Verde, Djibouti, Mauritius, and the Seychelles — Clustered Country Program Evaluation. May 2016.

²² Percentile ranks ranging from 0 (lowest) to 100 (best) for the World Bank’s Worldwide Governance Indicators.

²³ Bruno Wilhelm Speck. Controlling Corruption and Promoting Good Governance A New Challenge for Aid Policy. SWP Research Paper. Stiftung Wissenschaft und Politik German Institute for International and Security Affairs. 2004.

Box C.2: Relationship Between the Work of the SCFMC and SDG16 and SDG8 – continued**SDG8: Promote sustained, inclusive and sustainable economic growth, full and productive employment**

and decent work for all: Two SDG8 targets explicitly recognize that access to finance and a strong, well-regulated financial sector are essential to achieving SDG8: (i) “8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services”; and (ii) “8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all.” The SCFMP modules on financial regulation are directly to these SDG8 targets.

Source: SCFMP Evaluation

Table C.1: Views of Respondents on the Relevance of the SCFMP

	Strongly disagree	Disagree	Neither agree nor	Agree	Strongly agree	Not sure/ no opinion	Weighted average ^a	Significance ^b
The SCFMP is relevant for people in the financial or fiscal areas in small countries.	12	1	2	36	146	0	4.5	***
There is a continuing need for the SCFMP for my organisation.	11	1	2	40	143	0	4.5	***
A unique part of the programme is covering technical areas in both the financial and fiscal areas and management issues (e. g., leadership; negotiation; change management; stakeholder; consultation)	11	1	4	44	136	1	4.5	***
The knowledge and skills learned are used on the job.	11	1	2	56	127	0	4.5	***
The management areas were a useful part of the programme.	11	1	2	43	138	2	4.5	***
The programme helped improve communication, negotiation, management and leadership skills.	11	1	3	49	133	0	4.5	***
The technical areas were a useful part of the programme.	11	1	9	60	114	2	4.4	***
The programme improved the technical skills and knowledge.	11	0	11	69	105	1	4.3	***
Total responses							197	
Response Rate (197/318)							62%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1-6, *** implies that the weighted average is 99% > 4.0 and approaches 4.5; in rows 7 and 8, *** implies that the weighted average is 99% ≥ 4.0 but less than 4.5

Source: SCFMP ESurvey

Box C.3: Selected Statements Made During the Country Studies on the Relevance of the SCFMP

- I *"The content is Very Relevant. In fact, I have recommended the SCFMP to many senior staff and they have attended. Most were subsequently promoted because after they attended their performance improved."*
 An African/Indian Ocean financial who attended the 2012 SCFMP and is now a supervisor and head of the organisation.
- I *"Splitting the sessions into regulators and non-regulators was very useful, it provided the opportunity to build upon what I already knew and provided the chance to get critiqued."* Financial regulator in the Pacific.
- I *"In one session on regulatory options we discussed the options with participants from different parts of the world which is very relevant to our work. In discussing the different contexts, we could see similarities but also differences in different countries which was very beneficial."* Financial regulator in the Pacific.
- I *"The SCFMP is Very Relevant. Because I am in a leadership position and the SCFMP helped me in applying the knowledge, for example, negotiation skills, leadership, particularly the adaptive approach."* A 2019 participant from an African/Indian Ocean central bank.
- I *"For example, the last programme was more on the anti-money laundering. We are beefing up the anti-money laundering framework so we sent a member of staff who is doing that work. He came back with a lot of new ideas that were very useful and relevant. Also, the leadership skills were good. Four staff who attended earlier SCFMPs are now in leadership positions."* Governor of an African/Indian Ocean central bank.
- I *"The SCFMP's relevance and usefulness extends beyond financial services. In my current role, the whole judicial system is in a process of transformation and development. People involved would benefit from the skills offered in this training programme."* A 2015 SCFMP participant from the Caribbean.

Source: SCFMP ESurvey replies and interview undertaken for the SCFMC Evaluation

Box C.4: Quotes from the SCFMP ESurvey on the Relevance of the Oxford/Isle of Man Branding

- I *"Exposed to other parts of the World, Isle of Man and Oxford University campus."*
- I *"Sharing and learning of problems and successes from other colleagues, new knowledge and skills gained from the coordinators such as leadership skills and the wonderful experience in Isle of Man and Oxford."*
- I *"Visit of the actors, the Oxford Union and lectures on negotiation skills will be long remembered. I hope you will be organizing this seminar for many more years. It is useful."*
- I *"The once in a life time visit to Isle of Man and Oxford."*
- I *"Opportunity to experience the culture of the Isle of Man and Tour of Isle of Man and Oxford."*
- I *"I liked the inclusion of the challenge, the technical breakout sessions and change of teaching environments between Isle of Man and Oxford."*
- I *"The experience in Isle of Man and Oxford."*
- I *"The experiences and knowledge acquired in Isle of Man and Oxford."*
- I *"Mix between leadership/management and technical sessions as well as mixed location (Isle of Man and Oxford)."*
- I *"The experience at Isle of Man and Oxford is an experience of a life time to me."*
- I *"Panel on development of the Isle of Man"*

Source: SCFMP ESurvey

Table C.2: Respondents Views on the Scope and Coverage of the SCFMP Compared to Other Courses

	Significantly narrower in scope	Narrower in scope	About the same	Broader in scope	Significantly broader in scope	Not comparable/ no opinion	Weighted average ^a	Significance ^b
IMF Headquarters	1	10	25	48	31	78	3.9	***
IMF Regional Technical Assistance Centres	0	10	36	46	43	58	3.9	***
World Bank	0	9	28	46	36	74	3.9	***
Regional Development Banks	1	9	16	41	37	89	4.0	***
Executive Training Courses Offered by Universities	1	15	30	46	39	62	3.8	***
Other	2	8	16	30	40	97	4.0	***
Total Responses							193	
Response rate (193/318)							61%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1-3 and 5, *** implies that the weighted average is 99% ≥ 3.5 and not significantly different from 4; in rows 4 and 6, *** implies that the weighted average is 99% ≥ 3.8 and not significantly different from 4.0.

Source: SCFMP ESurvey

Box C.5: Quotes from the SCFMP ESurvey on the SCFMP Filling a Niche

“Most of the trainings are specific training in our work area (insurance supervision). This program covers more than that. It also takes other sectors into account, which is a benefit, we learn from. Also, the leadership skills are very useful.”

“The scope and coverage are such that no matter your background, it's a unique learning experience.”

“Content mostly centres around management and leadership with topics of corporate governance and broader topics of finance.”

“The SCFMP is geared toward specific challenges faced by countries financial sector.”

“Other organisations usually focus on one aspect, either technical or managerial.”

“The Programme is broader in scope because it specifically targets small developing economies.”

Source: SCFMP ESurvey

Table C.3: Views on the Effectiveness of the SCFMP Compared to Other Courses

	Much less effective	Less effective	About the same	More effective	Much more effective	Not comparable/ no opinion	Weighted average ^a	Significance ^b
IMF Headquarters	1	5	39	45	29	74	3.8	***
IMF Regional Technical Assistance Centres	0	5	52	50	34	52	3.8	***
World Bank	0	4	37	45	34	73	3.9	***
Regional Development Banks	1	2	28	43	36	83	4.0	***
Executive Training Courses Offered by Universities	1	8	33	47	41	63	3.9	***
Other	1	3	22	35	34	98	4.0	***
Total Responses						193		
Response rate (193/318)						61%		

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1-3 and row 5, *** implies that the weighted average is 99% ≥ 3.5 but < 4 ; in rows 4 and 6, *** implies that the weighted average is 99% ≥ 3.5 and not significantly different from 4.0.

Source: SCFMP ESurvey

Table C.4: 2013-19 Participants Ranking Aspects of the SCFMP From Most Useful to Least Useful

	1	2	3	4	5	6	7	Total	Score ^a	Significance ^b
Focus on small countries	26	16	10	7	14	14	10	97	3.5	**
	27%	16%	10%	7%	14%	14%	10%			
Covering both technical and management issues	12	27	22	16	6	8	8	99	3.3	**
	12%	27%	22%	16%	6%	8%	8%			
Sessions on leadership, negotiation, stakeholder, consultation and change management	44	16	17	8	6	6	0	97	2.3	**
	45%	16%	18%	8%	6%	6%	0%			
Technical sessions on financial regulation or fiscal issues	5	11	20	23	17	13	12	101	4.2	**
	5%	11%	20%	23%	17%	13%	12%			
Developing the challenges prepared by participants	3	16	11	13	23	16	23	105	4.7	**
	3%	15%	10%	12%	22%	15%	22%			
Opportunity to interact with colleagues from other small countries	6	10	13	23	13	25	11	101	4.4	*
	6%	10%	13%	23%	13%	25%	11%			
Introducing new ideas	14	10	11	10	18	16	32	111	4.7	**
	13%	9%	10%	9%	16%	14%	29%			
Total responses								113		
Response Rate (113/158)								72%		

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1-2, ** implies that the weighted average is 95% ≤ 4 and not significantly < 3.5 ; in row 3, ** implies that the weighted average is 95% < 3.0 but not significantly different from 2.5; in row 4, ** that the weighted average is not significantly different from 4.0; in rows 5 and 7, ** implies that the weighted average 95% not significantly different from 4.5; and in row 6, ** implies that the weighted average is 95% ≤ 5 , and not significantly different from 4.5.

Source: SCFMP ESurvey

Table C.5: Characteristics of Participants' Countries of Origin

Country	Government Effectiveness ^a	Regulatory Quality ^a	Political Stability and Absence of Violence	Control of Corruption ^a	Human Development ^b	Gender Inequality Index ^c
Caribbean						
Antigua and Barbuda	53	67	71	64	74	NA
Barbados	69	72	81	89	56	89
Belize	30	26	46	52	103	NA
Dominica	41	58	89	70	98	NA
Grenada	43	40	85	67	78	NA
Jamaica	71	63	63	50	96	95
St Kitts and Nevis	73	70	70	68	73	NA
St Lucia	62	64	86	70	89	NA
St Vincent and Grenadines	62	62	76	79	94	NA
Suriname	26	29	49	48	98	79
Average Region	53	55	72	66	86	88
East Asia and the Pacific						
Cook Islands	69	12	NA	NA	NA	NA
Fiji	63	45	71	67	98	79
Kiribati	41	22	87	65	132	NA
Marshall Islands	6	10	78	55	117	NA
Papua New Guinea	24	31	23	18	155	159
Samoa	74	49	91	75	111	82
Solomon Islands	14	19	57	58	153	NA
Timor-Leste	16	21	57	38	131	NA
Tonga	59	38	80	55	105	96
Tuvalu	29	30	98	59	NA	NA
Vanuatu	35	34	75	50	141	NA
Average Region	39	28	72	59	127	104
Africa, Indian Ocean and the Rest of the World						
Bhutan	67	39	89	92	134	117
Botswana	65	69	83	79	94	98
The Gambia	27	28	44	39	174	149
Lesotho	18	33	39	54	164	135
Maldives	35	34	51	17	104	76
Mauritius	77	82	79	63	66	84
Montenegro	58	66	51	58	52	32
Namibia	56	51	68	65	130	115
Seychelles	71	48	70	76	62	NA
Swaziland	25	30	35	47	138	141
Average Region	50	48	61	59	112	105
Overall Average	47	43	68	60	108	102

^a = 2018 Percentile rank ranging from 0 (lowest) to 100 (best) Source: Worldwide Governance Indicators. The World Bank.

^b = Source. UNDP. Human Development Report 2019. 1 (best) to 189 (worst)

^c = Source. Gender Inequality Index, Table 5. UNDP. Human Development Report 2019. 1 (best) to 160 (worst)

APPENDIX D: SUPPORT FOR THE EFFECTIVENESS ASSESSMENT

Table D.1: Overall Usefulness of the SCFMP for Respondents' Organisation

	Responses	Per Cent (%)
Very poor	0	0%
Poor	0	0%
Average	2	1%
Good	27	15%
Very good	154	83%
No opinion/No knowledge	3	2%
Average Rating	4.8	
Total responses	186	
Response Rate (186/318)	58%	

Source: SCFMP ESurvey

Table D.2: 2013-2019 Participants Ratings of Dimensions of Quality of the SCFMP

	Very Poor	Poor	Average	Good	Very good	No opinion	Weighted Average ^a	Significance ^b
Topics covered	0	0	0	26	87	0	4.8	***
Time to interact with other participants	0	0	6	32	75	0	4.6	***
Balance between management and technical issues	0	0	8	38	67	0	4.5	***
Balance between theory, practical suggestions and case studies	0	0	4	40	69	0	4.6	***
Post programme support from the SCFMC	1	11	24	34	28	15	3.8	***
Total responses							113	
Response Rate (113/158)							72%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1-4, *** implies that the weighted average is 99% ≥ 4.5; in row 5, ** implies that the weighted average is 99% > 3.5 but less than 4.0.

Source: SCFMP ESurvey

Table D.3: 2013-2019 Participants Rating of the Effectiveness of the Design and Delivery of the SCFMP

	Very Poor	Poor	Average	Good	Very good	No opinion	Weighted Average ^a	Significance ^b
Overall SCFMP design and management	0	0	2	20	95	0	4.8	***
The content of the SCFMP	0	0	0	16	101	0	4.9	***
Speakers for the SCFMP	0	0	1	12	104	0	4.9	***
Teaching methods and materials	0	0	1	17	99	0	4.8	***
Use of case studies and role playing	0	0	2	14	101	0	4.8	***
Amount of participation and interaction	0	0	5	21	91	0	4.7	***
Use of real examples from small countries	0	3	5	26	83	0	4.6	***
Practicality of the knowledge and skills	0	0	4	17	96	0	4.8	***
Usefulness for my day-to-day activities	0	0	5	22	90	0	4.7	***
Total responses							117	
Response Rate (117/158)							74%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In all rows, *** implies that the weighted average is 99% > 4.5.

Source: SCFMP ESurvey

Box D.1: Material from the Country Studies on the Quality, Design and Delivery of the SCFMP

“The course content is quite good, relevant and multidisciplinary in nature” going on to say that “the course content was relevant for my work in the financial commission. I now use the skills and knowledge in my new role in the central bank.” A participant who has changed jobs since completing the SCFMP.

The SCFMP “taught the participant how to get stakeholder buy-in”. A Caribbean Supervisor.

The sessions on “framework for developing change in the public sector” were “particularly instructive” for her own work as a leader in the public sector in her country. A Caribbean participant.

A participant liked the leadership components of the SCFMP and felt that the programme better prepared her to understand crisis management and negotiation skills. She added that “the skills are very relevant” to her current job. A Caribbean Participant.

The sessions on “framework for developing change in the public sector” were “particularly instructive” for her own work as a leader in the public sector in her country. A Caribbean participant.

The setting, the facilities and the accommodation provided an opportunity to reflect.” “The environment and setting were very different, the chance to go to Oxford was a key opportunity and the course should continue.” A Pacific Participant.

“I really appreciate the preparation that went into the course. The logistics were well done, hospitality was great and well looked after – a very positive experience.” A Pacific Participant.

“They should consider a refresher course for alumni, for example it could be offered as a regional course or targeted training for past participants.” A Pacific Participant.

“The week in Oxford was very enlightening; broadened my understanding of facilitating techniques, negotiation and leadership skills. Teaching techniques were interesting and motivating.” A Pacific Participant.

“I got the email about the programme and I was going through it. It was just three months after I got a new member of staff who was working in another department. She was doing all technical stuff and she was very good at what she was doing. Then she was appointed as a director in my department which required her to know things about capital market and about anti-money laundering and terrorism financing. So, I sent her to the programme. She found it very useful. The SCFMP covered what she needed to know. The timing was ideal. The technical content was just what she needed. She has improved on the people skills too. This programme is excellent.” A supervisor from the Ministry of Finance and Development Planning in the Africa/Indian Ocean Region.

“We deal with regulatory matters in the financial sector. Since my staff have attended the programme, they have become leaders. They used to be managers. I myself now lead. I don’t manage. Also, we are in many committees and after attending the programme I have become a better negotiator and I can see that from other participants. I am lucky that I got to attend this programme. It is sad that we get very few seats every year.” Head of Non-Bank Financial Institutions Regulatory Authority in the Africa/Indian Ocean Region, who attended the 2012 SCFMP.

“I have not attended the programme myself but from the feedback I know that the programme covers most of the things we would want to cover. Certainly, staff are motivated. It has helped to retain staff and then there is their improved performance” Central Bank Governor in the Africa/Indian Ocean Region.

“This is an excellent programme. Specially for the senior staff.” Central Bank Assistant Governor in the Africa/Indian Ocean Region.

“The only room for improvement is giving more slots so we can build capacity.” Head of a ministry of finance, trade, investment and economic planning in the Africa/Indian Ocean Region.

Source: SCFMP Evaluation

Table D.4: Frequency That Participants Used What Was Learned at the SCFMP in the Following Situations

	Seldom or not at all	Infrequently	Occasionally	Frequently	A great deal	Not applicable/ no opinion	Weighted average ^a	Significance ^b
Organisational changes or structural improvements	6	16	52	48	42	5	3.6	**
Improving policies or procedures in my department or organisation	2	14	48	46	55	4	3.8	***
Improving technical issues or processes in my department or organisation	1	13	49	50	53	3	3.8	***
Improving interactions, communications or negotiations with superiors	2	7	22	61	77	0	4.2	***
Improving interactions, communications or negotiations with colleagues and staff	1	6	20	52	90	0	4.3	***
Improve interactions, communications or negotiations with officials in other government organisations or with the private sector	5	11	33	56	61	3	3.9	***
Improve interactions, communications or negotiations with international organisations or with other countries	16	20	36	38	52	7	3.6	**
Total Responses						169		
Response Rate (169/247)						58%		

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1, *** implies that the weighted average is 95% > 3.4 but not significantly different than 3.5; in rows 2 and 3, *** implies that the weighted average is 99% ≥ 3.5 but < 4.0; in rows 4 and 5, *** implies that the weighted average is 99% ≥ 4 but < 4.5; in row 6, *** implies that the weighted average is 99% > than 3.5 and not significantly different from 4.0; and in row 7, ** implies that the weighted average is 95% > 3.4 and approaches 3.5

Source: SCFMP ESurvey

Table D.5: Factors Facilitating the Use of the Knowledge and Skills Learned On-the-Job

	Strongly negative factor	Negative factor	Neither positive or negative factor	Positive factor	Strongly positive factor	No knowledge/ no opinion	Weighted average ^a	Significance ^b
Job responsibility/work assignment	0	2	10	107	64	4	4.3	***
Knowledge and skills gained compared with those relevant for my job assignment	1	0	12	104	65	5	4.3	***
Political, policy or organisational circumstances (opportunities/ constraints) within the organisation	0	1	24	96	54	12	4.2	***
Political, policy or organisational circumstances (opportunities/ constraints) outside the organisation	0	3	27	94	43	20	4.1	***
Availability of follow-up advice and support from the SCFMC	1	3	36	75	41	31	4.0	**
Availability of follow-up support and advice from other people	1	1	31	87	38	29	4.0	***
Total Responses						187		
Response Rate (187/318)						59%		

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1-4, *** implies that the weighted average is 99% > 4.0 but < 4.5; in rows 5 and 6, *** implies that the weighted average is 99% > 3.5.

Source: SCFMP ESurvey

Box D.2: Material from the Caribbean Country Studies on the Use of What Was Learned at the SCFMP

I A participant who changed positions after attending the SCFMP spoke about being able to use the skills from the programme in her new role. The participant stated that the skills were so vital to sectors outside of financial services that the programme should be made available to others who are not in the financial sector.

A Caribbean participant.

I Two of the three participants interviewed from one country were unsuccessful in implementing the challenges. Limited financial and human resources were a factor in one case and in the other the participant was promoted in the same organisation and transitioned to her new job. This experience suggests that if the SCFMP is to retain its sobriquets as “a programme with a difference that makes a difference” a more fool-proof mechanism must be considered to ensure that an enabling environment exists to implement challenges upon each participants’ return to work. The head of a Caribbean organisation

Source: SCFMP Evaluation

Box D.3: Material from the Pacific Country Studies on the Use of What Was Learned at the SCFMP

- I *The head of organisation, who attended the SCFMP, uses a lot of what she learned on a daily basis, particularly the material covered in the management modules. Participant and head of a Caribbean organisation.*
- I *“Negotiation aspects were particularly useful. Knowledge about negotiation, for example really coming to understand why and how to put yourself in the other person’s shoes was something that I took away from the training” A participant from a Pacific Financial Supervisory Commission.*
- I *“Honing skills was one of the most useful aspects of the programme.” “It is not just words and writing, there is more to it. It is not only what is being said but how it is said.” “If you want to achieve a goal you need to be organised, prepared and have a structured plan.” Senior official from a Pacific Financial Supervisory Commission.*
- I *“I was the supervisor for Banking Systems at the time which covered the banks, non-financial institutions such as the development banks, the national provident fund, the housing corporation etc. The monitoring role of the central bank was to ensure the stability and soundness of these institutions and the system as a whole. My challenge at the time was to ensure compliance by the financial institutions to certain standards of the that central bank, as a regulatory body, had in place and imposes on them. The experts at the course shared their views on some of these issues and provided the opportunity to discuss it and reframe and strengthen the challenge. The challenge was successfully implemented after the SCFMP with a lot of stakeholder consultation and negotiation .” Former Manager for Banking Systems, now Assistant Manager/Deputy Governor for a Pacific Central Bank.*
- I *After the SCFMP relationships with Financial and Non-Financial Institutions have greatly improved including the level of compliance. Inputs into Global Financial standards for Anti Money Laundering have been more collaborative rather than the usual “one size fits all” approach. The level of confidence to develop other government planning manuals and provide a clearer classification of the sectors have been implemented since completion of the programme and reviews have been on-going. A Pacific participant.*
- I *“SCFMP made me more aware of the bigger picture, more open-minded and willing to consider the other side’s perspective when negotiating procurement of bigger projects” Deputy Chief Executive officer of a Pacific Ministry of Finance.*
- I *“I reframed my challenge and was able to convince Executive Management on the importance of a comprehensive Business Continuity Plan, Disaster Recovery Plan and Cyber Security Plan for the operation of the central bank. I divided the projects into phases in order to spread the cost since they are very expensive projects and linked it the objectives of the Reserve Bank like maintaining financial stability, promoting a sound and efficient financial system, etc. This is still ongoing with a plan to start implementation in the next financial year” Senior Manager Operations, A Pacific Central Bank.*
- I *A participant from a central bank uses the leadership knowledge and skills on a day to day basis managing the corporate services including information technology, human resources, building and properties. She uses the change management, negotiation, and stakeholder consultation knowledge and skills when she talks to suppliers and manages the on-going issues. While she found the sessions on anti-money laundering educational, she does not use this knowledge in her position. A participant from a Pacific central bank.*
- I *“The programme was really useful in broadening my perspective.” “I incorporated the knowledge and skills into my everyday work and I found that what I learned there gives you the confidence to know that you are on the right track. However, I cannot attribute all the knowledge and skills solely to the programme.” A Pacific Participant.*
- I *“I have used some skills and knowledge such as the negotiation materials but some of the knowledge was less applicable to my work.” A Pacific Participant.*

Source: SCFMP Evaluation

Box D.4: Material from the Africa/Indian Ocean Country Studies on the Use of What Was Learned at the SCFMP

“Having the choice to select a challenge was very good part of the programme because, after they returned, they were implementing what they have learned. So yes, the programme was very useful to the organisation’s needs.” An Assistant Governor of a Monetary Authority who attended the 2015 SCFMP.

“The data management module was very useful because we are now trying to digitalise. The module on Inspirational Leadership also helped me to lead and build a team of 12 to ensure the team works together to achieve the same goal. Some team members who performed well were recognized and offered performance awards in 2016-2019. Officers were inspired to ensure that whatever they do is to attain long term objectives, e.g., our National Vision 2036.” A 2015 Ministry of Finance and Development Planning participant.

“The leadership skills taught in the SCFMP are very useful. My staff member is a leader now and not just a manager.” A supervisor from a Ministry of Finance and Development Planning.

“The SCFMP is very useful for the staff. The programme has improved the way that they do things. For example, one of my staff is a lawyer and is in the legal section. After she attended the SCFMP she is now not just speaking as a lawyer but she takes business aspects into account and analyses the situation. The programme made her think more and it changed for the better how she does her job.” Head of Non-Bank Financial Institutions Regulatory Authority who attended the 2012 SCFMP.

“It was very useful because I am a hands-on person. I apply a lot of the things that I learned from the programme. What I have learned helped me improve how I do things on-the-job. It improved my leadership and management abilities. That cannot be quantified. But it can see from the way I write reports and present business cases.” A 2018 participant from a Non-Bank Financial Institutions Regulatory Authority.

“My job does not involve supervising and regulating directly. I coordinate what the regulators and supervisors do. The SCFMP gave me a lot of insight into stakeholder consultation. It was really useful to strengthen our soft side skills at the SCFMP, especially modules on negotiation skills. We get to attend management meetings where I utilise the skills. I also sit on a lot of committees outside the country and in the region. The modules on change management and negotiation gave me the confidence to engage on a professional level at these forums. I do not directly use the financial or fiscal knowledge. But I am able to better relate, understand and critique and ask questions when those who directly regulate and supervise present their papers. So, when we are sitting and discussing the strategies, I am able to give my input in those critical areas. The module on Licensing, which is basically the gateway to entry, was useful” A 2015 participant from the Ministry of Finance and Development Planning.

“On a day-to-day basis I use the knowledge I gained from the SCFMP. I deal with a lot of stakeholders internally and externally. During the engagement process I get to apply the knowledge when I chair the meetings.” A 2018 participant from a Non-Bank Financial Institutions Regulatory Authority.

“The SCFMP has done a lot for our staff and through them, for the economy. The staff received training that they very much needed, especially when they climb up the organisational ladder. My staff use the knowledge and skills every single day. After attending the programme, they have become proactive.” A Ministry of Finance and Development Planning supervisor.

“My employees use the knowledge and skills gained at the SCFMP on a daily basis. Even I, myself, use the knowledge and skills every single day. It has been seven years or so since I attended the programme. If the employees were not likely to use the knowledge and skills, I would never send them. If that were the case it would be a waste of time to send them.” Head of Non-Bank Financial Institutions Regulatory Authority, who attended the 2012 SCFMP in 2012.

“Challenge was the most useful. Probably because it was directed by mentors from Oxford University.” Assistant Governor from a Central Bank who attended the 2015 SCFMP.

“Definitely this programme has broadened their thinking. It was easy for them to suggest changes in a way we can see and understand... like not vague but very clear. It is really amazing. Maybe they learned from other countries. After coming home, they always tell that there were a lot of senior people with so much experience.” The Governor of a Central Bank.

“My staff are using the knowledge gained from this programme on a daily basis. I see improvements after my staff returned from the programme. For example, the way my staff explains things to me. My staff is very confident and without hesitation speaks in meetings and convinces others. This is a very good change. Before attending the programme, it was not like this.” Supervisor of a 2018 Participant from a Central Bank.

“I joined at a young age and I had attended many technical training programmes. Then I was promoted and now I am senior staff and need to lead and manage my staff. But I had not received training on the skills needed to deal with my staff. We had to learn those skills be trial and error on the job. After attending the programme, I have learned how to manage people and I have built better relationships with my staff. This programme is important for senior staff who manage people.” A 2013 Participant from a Central Bank.

Source: SCFMP Evaluation

Table D.6: 2013-2019 Participants Frequency of Use of the Networking Opportunities Related to Applying the Knowledge and Skills Gained at the SCFMC After They Returned to Their Jobs

	Strongly negative factor	Negative factor	Neither positive or negative factor	Positive factor	Strongly positive factor	No knowledge/ no opinion	Weighted average ^a	Significance ^b
Contact with other participants from my region	20	24	32	23	13	2	2.9	***
Contacts with participants from other regions	29	27	28	19	9	2	2.6	**
Contact with the course speakers	68	23	11	8	4	0	1.7	**
Use of the SCFMC's home page	84	13	7	5	2	3	1.5	**
Use of social media	45	11	23	20	12	3	2.5	***
Total Responses						114		
Response Rate (114/158)						72%		

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1, *** implies that the weighted average is 99% \geq 2.5 but less than 3; in row 2, *** implies that the weighted average is 95% \geq 2.3 and not different from 2.5; in row 3, ** implies that the weighted average is 95% \geq 1.5 but $<$ 2.0; in row 4, ** implies that the weighted average is 95% not different from 1.5; and in row 5, ** implies that the weighted average is 95% not different from 2.5.

Source: SCFMP ESurvey

APPENDIX E: SUPPORT FOR THE EFFICIENCY ASSESSMENT

Box E.1: Support from the Isle of Man Business Community for the SCFMC

- **Peter Long** and **Capital International Group** have provided tremendous support and awareness raising in the private sector.
- **Barclays Wealth** have provided pro bono banking services since the inception of the SCFMC.
- **Callin Wild Advocates** continue to provide pro bono legal advice.
- **KPMG** provided pro bono financial administration services from inception until 2018.
- **Baker Tilly** provided pro bono external audit services from inception until 2018.
- **ICT Ltd** allowed the use of the Nunnery and continues to sponsor souvenir gifts of Isle of Man photo books for participants.
- **Döhle** and **Cains Advocates** allowed the SCFMC the pro bono use of their Fort Anne Premises for a number of years.
- **Manx Telecom** provides free sim cards to the participants.
- **Mann Link Travel** handles all the travel arrangements for the participants.
- **Regency Hotel** has provided accommodation in the Isle of Man for participants.
- **PDMS Ltd** and latterly **MTG** have developed and maintained the SCFMC's website.
- **Isle of Man Newspapers** and **Manx Radio** have reported extensively on the programme and carried out numerous interviews.

Source: SCFMC

Table E.1: SCFMC Audited Financial Statements 2013 to 2019 (£000) (1 April to 31 March)

	2013	2014	2015	2016	2017	2018	2019
Revenue	300.4	315.9	301.3	300.0	306.8 ^{a/}	350.0	NA ^{b/}
Expenditures	277.6	301.9	274.0	264.6	278.0	294.0	NA
Surplus/Deficit ^{c/}	22.8	14.0	27.3	35.4	28.8	56.0	NA

Notes: ^{a/} = All costs incurred by the SCFMC for the Cook Islands' Negotiation Programme were recharged to the Cook Islands Government with a residual balance of £6,812 for labour costs of SCFMC staff being retained and included as income. ^{b/} = Surpluses are transferred to members reserves. ^{c/} NA = Not Available

Note: The SCFMC is fiscal year is from 1 April to 31 March. To facilitate comparisons the unaudited expenditures shown in Table E.2 the audited figures for fiscal 2014, for example, are shown in the 2013 column.

Source: SCFMC Audited Financial Statements

Table E.2: Unaudited SCFMC Expenditures 2013 to 2019 (£000) (calendar year)

	2013	2014	2015	2016	2017	2018	2019	% of total expenditures 2013-2-19
Transport	64.4	66.0	56.0	51.0	52.3	54.9	66.1	21%
% for faculty transport	16%	15%	18%	19%	12%	16%	16%	—
Accommodation, food and living allowance	65.7	73.0	70.5	61.2	64.2	71.6	72.4	24%
Faculty fees	106.2	104.3	92.7	94.2	93.1	103.3	87.9	34%
Administrative costs	38.7	37.4	52.0 ^{b/}	42.9	63.1 ^{c/}	62.1 ^{d/}	62.2	18%
Miscellaneous costs	4.4	27.5 ^{a/}	4.7	4.0	2.0	3.5	3.8	3%
Total expenditures	279.4	308.2	275.9	253.3	274.7	295.4	292.4	100%
SCFMP Participants	24	24	24	23	24	24	26	
Expenditure/participant (£000)	11.6	12.8	11.5	11.0	11.4	12.3	11.2	

Notes: ^{a/} = Includes one-time expenditures of £6,012 for advertising for the recruitment of the SCFMC executive director and £15,000 for Rukuku filming of the 2014 programme. Compensation for the Programme Manager reflected in unaudited financial expenditures. ^{b/} = Includes compensation for the SCFMC executive director beginning in 2015 and Aid Impact Maintenance (£3,427) and MS – Costa Rica/Caribbean (£4,467). ^{c/} = Includes funding for payments to the Executive Director and Programme Manager (£46,392) and Aid Impact Maintenance (£3,428). ^{d/} = Includes funding for payments to the Executive Director and Programme Manager (£41,034) and Aid Impact Maintenance (£2,022). ^{e/} = Includes funding for payments to the Executive Director and Programme Manager (£38,792) and £3,600 for the design and development of the website.

Note: These figures in Table E.2 cover the period from 1 July to 30 June. The SCFMC is fiscal year is from 1 April to 31 March. To facilitate comparisons the audited financial statements in Table E.1 for fiscal 2014, for example, are shown in the 2013 column.

Source: SCFMC

Table E.3: Sensitivity of Respondents Recommending the SCFMP if Charges Were Levied in the Future

	Would not recommend	Only recommend if free international course not available	Possibly recommend	Would recommend	Would strongly recommend	No knowledge /no opinion	Weighted average ^a	Significance ^b
Participants pay for their airfares	30	26	49	49	26	6	3.1	***
Participants pay for their accommodation	34	29	64	33	21	5	2.9	***
Participants pay a £500 course fee	59	39	45	20	15	8	2.4	***
Participants pay a £1000 course fee	40	36	43	34	23	10	2.8	**
Total Responses								
Response Rate (186/318)							59%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1 and 2, *** implies that the weighted average is 99% ≥ 2.5 and not significantly different from 3.0; in row 3, *** implies that the weighted average is 99% ≥ 2.0 and not significantly different from 2.5; in row 4, ** implies that the weighted average is 97% ≥ 2.5 but less than 3.

Source: SCFMP ESurvey

Table E.4: 2013-2019 Participants Rating of the Effectiveness of the Design and Delivery of the SCFMP

	Very Poor	Poor	Average	Good	Very good	No opinion	Weighted Average ^a	Significance ^b
Overall process and administrative efficiency	0	0	0	9	104	0	4.9	
Pre-programme communication	0	0	0	11	102	0	4.9	***
Programme administration	0	0	0	11	102	0	4.9	***
Quality of the venue	0	0	2	32	79	0	4.7	***
Meeting facilities	0	0	2	20	91	0	4.8	***
Accommodation	0	0	8	31	74	0	4.6	***
Food	0	0	15	34	64	0	4.4	***
Travel arrangements	0	1	1	25	86	0	4.7	***
Total responses							113	***
Response Rate (113/158)							72%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1-6 and 8, *** implies that the weighted average is 99% ≥ 4.5; and in row 7, *** implies that the weighted average is 99% ≥ 4.0 and 95% > 4.3 so it approaches 4.5.

Source: SCFMP ESurvey

APPENDIX F: SUPPORT FOR THE SUSTAINABILITY ASSESSMENT

Table F.1: Degree Respondents Would Recommend That Colleagues Attend Future SCFMPs

	Responses	Percent	Significance ^a
Would not recommend their attendance	1	1%	
Would only recommend their attendance if other international courses were not available	0	0%	
Would possibly recommend their attendance depending on the circumstances	3	2%	
Would recommend their attendance	18	10%	
Would strongly recommend their attendance	164	88%	
No opinion	0	0%	
Weighted Average	4.8 ^b		***
Total Responses	186		
Response Rate (186/318)	58%		

^a = *** implies that the weighted average is 99% \geq 4.5.

^b 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

Source: SCFMP ESurvey

Table F.2: Views on the Future Need and Coverage of the SCFMP

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not sure/ no opinion	Weighted average ^a	Significance ^b
The SCFMP should continue to cover both technical and management issues.	3	1	0	25	157	0	4.8	***
The SCFMP should increase its focus on technical issues.	0	29	56	52	46	3	3.6	**
The SCFMP should increase its focus on management issues.	1	6	48	65	65	1	4.0	**
The SCFMP should target senior decision makers.	1	11	38	64	71	1	4.0	**
The SCFMP should target junior participants.	4	48	70	38	20	6	3.1	**
The SCFMP should target a mix of senior and junior participants.	4	33	32	54	58	5	3.7	**
Total Responses							186	
Response Rate (186/318)							58%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1, *** implies that the weighted average is 99% \geq 4.5; in row 2, *** implies that the weighted average is 99% not significantly different from 3.5; in rows 3 and 4, ** implies that the weighted average is 95% not significantly different from 4.0; in row 5, * implies that the weighted average is 95% approaching 3.0; and in row 6, ** implies that the weighted average is 95% \geq 3.5 but less than 4.

Source: SCFMP ESurvey

Box F.1: Material from the Country Studies on the Sustainability of Demand for the SCFMP

- I** *One Pacific ministry collaboratively selects their participant and fills out the application to ensure that the challenge identified aligns with the needs of the organisation including the calibre of their selected candidate.* A Pacific key informant.
- I** *The SCFMC's practice of sending invitations to heads of organisations and alumni also allows provide organisations to strategically and collaboratively recommend the most appropriate candidate with input from the chief executive officer.* A Pacific key informant.
- I** *"For Financial Supervisory Commission it would ideal to focus on leadership, negotiation and training on people management i.e. interviewing. Other training tends to be too technical. The primary benefit of the SCFMP is the real life case studies."* Head of a Pacific Financial Regulatory Agency.
- I** *"Yes, I would definitely recommend the programme to those in public finance sector and the second part to anyone."* Deputy Commissioner of Pacific Financial Supervisory Commission.
- I** *"It is good package for learning from other small countries – there is no other training like it." It is a challenge for senior people to be able to get that much time off work, but felt that it was well worth the sacrifice. The Oxford brand as contributed to the prestige of the programme."* Pacific Secretary of Finance.
- I** *"We have been having very positive feedback from the participants and I have seen they are more confident and forthcoming."* Head of a ministry of finance, trade, investment and economic planning in the Africa/Indian Ocean Region.
- I** *"Absolutely! This course is where you get multiple perspectives and the network is very useful. Definitely this course should be continued and I hope you receive funding."* A 2019 participant from a central bank in the Africa/Indian Ocean Region.
- I** *"I would highly recommend this programme. This programme cannot be compared to any other programme. This programme covers everything we need."* A 2018 participant from a Non-Bank Financial Institutions Regulatory Authority in the Africa/Indian Ocean Region.
- I** *"I myself have attended. This programme needs to be continued. It is contributing to our economy."* Head of a Non-Bank Financial Institutions Regulatory Authority in the Africa/Indian Ocean Region, who attended the 2012 SCFMP.
- I** *"I hope this programme will not be stopped any time soon."* Head of a Ministry of Finance and Development Planning in the Africa/Indian Ocean Region.
- I** *"This programme is very attractive. Staff are generally motivated when they come back. Definitely this programme is very attractive to motivate the staff and it pushes them towards new ideas. Therefore, this needs to be continued."* Governor from a Central Bank in the Africa/Indian Ocean Region.
- I** *"We have been having very positive feedback from the participants and they have been saying that we should be sending more people. This programme is very useful."* Deputy Governor from a Central Bank in the Africa/Indian Ocean Region.
- I** *"I would highly recommend this programme be continued because it is really good and also it is fully funded. I wish the organizers success so it can be continued"* A supervisor from a Central Bank in the Africa/Indian Ocean Region.
- I** *"No other programme can compare to this. So, I would highly recommend this programme be continued and we get more slots."* A 2013 participant from a Central Bank in the Africa/Indian Ocean Region.

Source: SCFMP Evaluation

Table F.3: Factors Affecting the Erosion of the Organisational Benefits of Attending the SCFMP

	Very unlikely	Unlikely	Not sure	Likely	Very likely	No knowledge /no opinion	Weighted average ^a	Significance ^b
Staff turnover and loss of trained staff	6	32	13	82	49	4	3.7	**
Changes in staff work assignments	10	63	19	59	32	3	3.2	**
Organisational constraints or policy changes within your organisation	12	52	29	60	29	4	3.2	**
Budget and resource constraints	12	53	24	53	40	4	3.3	***
Political or policy changes outside your organisation	15	57	38	42	27	7	3.1	***
Lack of ongoing support from the Small Countries Financial Management Centre	15	23	32	53	54	9	3.6	**
Total Responses							186	
Response Rate (186/318)							58%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1,** implies that the weighted average is 95% ≥ 3.5 but less than 4; in rows 2 and 3, ** implies that the weighted average is 95% ≥ 3.0 but < 3.5; in row 4, *** implies that the weighted average is 99% > than 3.0 but less than 3.5; in row 5, *** implies that the weighted average is 99% ≥ 2.5 and not significantly different from 3.0; and in row 6, ** implies that the weighted average is 95% ≥ 3.4 and not significantly different from 3.5.

Source: SCFMP ESurvey

Table F.4: Per Centage of Participants Changing Positions Since Attending the SCFMP

	Participants in Same Position as When They Attended the SCFMP		% of Cohort Remaining in the Same Position	
Year Attended the SCFMP	Number	Per Cent	Number of Participants	Per Cent of Participants
2009 – 2012	20	20%	98	20%
2013 – 2016	27	27%	94	28%
2017 – 2019	53	53%	74	72%
Total	100	100%	267	37%
	Participants in a Different Job Compared to When They Attended the SCFMP		% of Cohort in a Different Job	
Year Attended the SCFMP	Number	Per Cent	Number of Participants	Per Cent of Participants
2009 – 2012	78	47%	98	80%
2013 – 2016	68	41%	95	72%
2017 – 2019	21	12%	74	28%
Total	167	100%	267	63%

Source: SCFMC Evaluation

Table F.5: Per Centage of Participants Changing Organisations Since Attending the SCFMP

Year Attended the SCFMP	Participants in Same Organisation as When They Attended the SCFMP		% of Cohort Remaining with the Organisation	
	Number	Per Cent	Number of Participants	Per Cent of Participants
2009 – 2012	55	29%	98	56%
2013 – 2016	62	33%	95	65%
2017 – 2019	73	38%	74	99%
Total	190	100%	267	71% ^{a/}
Year Attended the SCFMP	Participants in a Different Organisation Compared to When They Attended the SCFMP		% of Cohort Changing Organisations	
	Number	Per Cent	Number of Participants	Per Cent of Participants
2009 – 2012	43	56%	98	46%
2013 – 2016	33	43%	92	36%
2017 – 2019	1	1%	77	1%
Total	77	100%	267	29%

^{a/} = 75% of the participants responding to the ESurvey indicated that they were still working with the same organisation as when they attended the SCFMP. Thus, the ESurvey has a slight bias toward participants who remain with their organisation. This reflects the fact the SCFMC has lost touch with some of the participants who have left their sponsoring organisation since attending the SCFMP. Because of the absence of their current Email address, they could not be included in the survey universe.

Source: SCFMC Evaluation

Table F.6: Current Organisation of Participants Who Have Changed Organisation Since Attending the SCFMP

Type of Organisation	Number	Per Cent (%)
Retired	7	9%
Other Government Agency/ Regional Organisation	44	57%
Private Sector in Home Country	9	12%
Left Country Except to Work in a Regional Organisation	10	13%
Unknown	7	9%
Total Participants Working in a Different Organisation	77	100%

Source: SCFMP ESurvey

Table F.7: Participants' Rating of the Relevance of the SCFMP Overtime^a

	2009/12 Cohort	2013/16 Cohort	2017/19 Cohort	All Respondents
The SCFMP is relevant for people in the financial or fiscal areas in small countries.	4.4	4.7	4.5	4.5
There is a continuing need for the SCFMP for my organisation.	4.4	4.6	4.5	4.5
A unique part of the programme is covering technical and management issues	4.4	4.6	4.5	4.5
The knowledge and skills learned are used on the job.	4.3	4.6	4.4	4.5
The management areas were a useful part of the programme.	4.3	4.7	4.5	4.5
The programme helped improve communication, negotiation, management and leadership skills.	4.3	4.7	4.5	4.5
The technical areas were a useful part of the programme.	4.2	4.5	4.3	4.4
The programme improved the technical skills and knowledge.	4.2	4.4	4.3	4.3
Total responses	52	62	55	197
Response Rate	53%	67%	71%	62%

^a = The rating was on a 5 point scale: Strongly disagree (1); Disagree (2); Neither agree nor disagree (3); Agree (4) and Strongly Agree (5)

Source: SCFMP ESurvey

Table F.8: Dissemination of the Course Material by 2013-19 Participants

	Responses		Per Centage (%)		No Opinion
	Yes	No	% Yes	% No	
Formally report to your supervisor in writing what was learned	81	30	72%	27%	1
Referred to the course material in doing your job	101	8	90%	7%	3
Made the SCFMP material available to colleagues	94	15	84%	13%	3
Held a seminar to in brief colleagues on key points learned	52	56	46%	50%	4
Incorporated parts of the material in regular training courses put on by the organisation	53	49	47%	44%	10
Took other measures to disseminate the SCFMP material	54	42	48%	38%	16
Total Responses 112				112	
Response Rate (112/158)				58%	

Source: SCFMP ESurvey

Table F.9: SCFMP Participant Respondents Suggestions to Further Improve the Sustainability of SCFMP Benefits

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	No knowledge /no opinion	Weighted average ^a	Significance ^b
Offer online courses on specialised topics	4	13	22	64	64	1	4.0	***
Put on webcasts or webinars on specialised topics	5	11	20	70	61	1	4.0	***
Provide post-course support/ mentoring through the internet or WhatsApp	2	3	18	67	75	3	4.3	***
Work more closely with the IMF, the World Bank and other organisations to put on customized regional training courses through the AFRITACs, CARTAC and PFTAC	2	7	12	49	98	0	4.4	***
Total responses							168	
Response Rate (168/247)							68%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In rows 1 and 2, *** implies that the weighted average is 99% ≥ 3.8 and not significantly different from 4.0; in rows 3 and 4, ** implies that the weighted average is 99% ≥ 4.0 but < 4.5.

Source: SCFMP ESurvey

Box F.2: Selected Responses to open-Ended Questions on the ESurvey of Ways to Strengthen the Sustainability of the SCFMP Benefits

- *"Put the presentations online."*
- *"Consider a 'help desk' or 'call centre' type approach to offer first hand guidance on related financial management issues."*
- *"Need to establish a database of graduates and provide follow-up support services."*
- *"Promote the setting up of alumni associations in the beneficiary countries and foster cooperation with such organisations."*
- *"I agree that there should be post-course support and mentoring but I do not agree that this should be through the internet or Whatsapp. In my view this should be done by providing regional refresher courses focusing on past participants." Other respondents noted the that internet connectivity is poor in some countries."*
- *"Providing training for the specific region is beneficial because you will be addressing an issue that the region wants to address. This way, the region is familiar with what common problems they have request training providers to provide a specific training on how to address those issues."*
- *"Work with regional central banks to identify training needs."*
- *"Partnerships with universities in their MBA programmes and specialist graduate certificate programmes would be advantageous."*
- *"The latter would cater for specific needs on regional issues where regional developmental agenda would be factored. Based on my experience with both the SCFMC and the IMF regional centres, I'm certain the structure (content) of the SCFMC and resources provided by the IMF would enhance knowledge and skills at the highest level."*
- *"I sense that working with the IMF/ADB/World Bank generally (at least right now) might dilute what it is the makes SCFMC what it is. I think that it needs to be case by case in terms of what drives the "expansion of SCFMC". Also, need an understanding of what makes the SCFMP special."*

Source: SCFMP ESurvey

APPENDIX G: SUPPORT FOR THE IMPACT ASSESSMENT

Table G.1: Supervisors' Views on the Degree That Their Organisation Benefitted from Their Staff Attending the SCFMP

	Responses	Percent	Significance ^a
No tangible benefit (no discernible improvement in the on the job performance)	0	0%	
A modest benefit (a modest improvement of the on-the-job performance)	2	3%	
A good benefit (clear improvement in the on the job performance in technical, management and/or leadership areas)	38	62%	
An exceptional benefit (the participant contributed to important organisational, policy or procedural changes in the organisation)	19	31%	
No opinion or no knowledge	2	3%	
Total Responses		61	
Response Rate (61/95)		64%	
Average Rating		3.3 ^b	***

^a = *** implies that the weighted average is 99% ≥ 3.0 but significantly less than 3.5.

^b 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

Source: SCFMP ESurvey

Table G.2: Supervisors' Views and the Frequency That Their Staff Used the Skills and Knowledge

	Seldom/ not at all	Infrequently	Occasionally	Frequently	A great deal	Not sure /no opinion	Weighted average ^a	Significance ^b
Improve the technical aspects of their performance	1	3	12	27	16	2	3.9	***
Improve their interactions/communications/ negotiations with superiors	1	2	10	23	22	3	4.1	***
Improve their interactions/communications/ negotiations with other staff in the organisation	1	3	12	17	26	2	4.1	***
Improve their interaction/communications/ negotiations with other government organisations or the private sector	3	3	14	19	19	3	3.8	**
Improve their interactions/communications/ negotiations with international organisations or other countries	7	6	15	17	12	4	3.4	**
Total responses							61	
Response Rate (61/95)							64%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

b = In rows 1-3, *** implies that the weighted average is $99\% \geq 3.5$ and not significantly different from 4.0; in row 4, ** implies that the weighted average is $95\% \geq 3.5$ but < 4.0 ; in row 5, ** implies that the weighted average is $95\% \geq 3.0$ and not significantly different from 3.5.

Source: SCFMP ESurvey

Table G.3: Per Centage of Participants Promoted Since Attending the SCFMP

Year Attended the SCFMP	Participants Promoted Since Attending the SCFMP		% of Cohort Promoted	
	Number	Per Cent	Number of Participants	Per Cent of Participants
2009 – 2012	58	43%	98	59%
2013 – 2016	58	43%	95	61%
2017 – 2019	17	13%	74	23%
Total	133	99%	267	50%
Year Attended the SCFMP	Participants Not Promoted Since Attending the SCFMP		% of Cohort Not Promoted	
	Number	Per Cent	Number of Participants	Per Cent of Participants
2009 – 2012	40	30%	98	41%
2013 – 2016	37	28%	95	40%
2017 – 2019	57	43%	74	77%
Total	134	101%	267	50% ^{a/}

Note: ^{a/} = The participants responding to the SCFMP ESurvey

Source: SCFMC Evaluation

Box G.1: Material from the Country Studies on the Contribution of the SCFMP to Improved On-the-Job Performance of Participants

Some of the skills gained in the SCFMP better positioned me to compete for the post of the governor of the central bank. While he could not pinpoint a direct link, he believes that attendance “helps, not hurts” career prospects of those who attend. A governor of a Caribbean Central Bank, who also attended the programme while he served as a financial secretary.

A head of organisation who did not attend the programme, spoke in highly commendable terms about the SCFMP’s impact on the member of her staff who attended. She stated “the programme has clearly bolstered her confidence. She has to interface with other ministries and departments, and from my observations of those meetings, I can say that I am pleased with the changes which I have noticed.” While the department continues to depend on the cooperation of other ‘line ministries’ for the efficient production of data on the capital investment programme, she can see how this relationship has been improved because of the new approaches following her SCFMP attendance. The biggest changes that the supervisor observed was the manner in which the participant related to her staff. “She works much more closely with her staff, shares information and suggestions for improvement widely with staff”. Head of a Caribbean organisation.

The supervisor is pleased with the improvement in staff output from that department, and she attributes this to the clear direction and guidance from the participant since her attendance in the programme. Head of a Ministry in the Caribbean.

A supervisor observed “significant improvements” in the work of one of her staff after she returned from the SCFMP. Supervisor and past participant from the Caribbean.

A supervisor cited the increase in confidence of a participant. She liked the fact that the participant has made solid contributions to meetings, even when she “is the most junior officer in the meeting”. The supervisor attributes this to a “visible improvement in the levels of confidence observed in participant.” A Caribbean supervisor.

- “I can see the impact of the programme on improved performances of my staff. I rely a lot on these senior managers for the day-to-day operation of the Reserve Bank. I trust them, and I am comfortable to delegate responsibilities to them.” Deputy Governor of a Pacific Central Bank, who was a past participant.
- “I would say that this has definitely helped me. I feel indirectly the SCFMP has contributed to career development. For example, I moved to a different department after I attended the course. Definitely the chances of getting a promotion or recognized is increased if you attend the course.” A 2019 participant from a central bank in the Africa/Indian Ocean Region.
- “My performance improved very much after I attended the SCFMP. Before I supervised three or four staff. Now I supervise more than 20 staff. The SCFMP helped me to become a better manager and leader.” A 2013 participant from the Ministry of Finance and Development Planning in the Africa/Indian Ocean Region.
- “There is a direct correlation between the improved performance of staff and their attendance of the SCFMP. I have put two of the participants on a list of people who are deemed to be eligible for promotion after they returned from the programme. One of them will likely be selected to be my deputy based on performance. Because I have attended the SCFMP, I know how the programme contributes to employees so I would say the SCFMP plays an important role in their career development.” Head of Non-Bank Financial Institutions Regulatory Authority in the Africa/Indian Ocean Region, who attended the 2012 SCFMP.
- “Absolutely! I am the chief executive officer. I keep sending them because it is worth it. I encourage them to go. I select and place people who attend the programme for promotion. Otherwise I will not be sending any one if it is a waste of time.” Head of a Non-Bank Financial Institutions Regulatory Authority in the Africa/Indian Ocean Region, who attended the 2012 SCFMP.
- “Definitely we got a good return in time invested. For example, the challenges that participants took to the SCFMP were refined, improved and implemented after they returned.” Deputy Governor from a Central Bank in the Africa/Indian Ocean Region.
- “The programme has definitely paved the way towards promotion. In this organisation (as in other government organisations) promotion has a different policy which is focused more on number of years.” Deputy Governor from a Central Bank in the Africa/Indian Ocean Region.
- “The content is very relevant. In fact, I have recommended the programme to many senior staff and they have attended. Most of them have got promoted because after they attended their performance became better.” Head of Non-Bank Financial Institutions Regulatory Authority in the Africa/Indian Ocean Region, who attended the 2012.

Source: SCFMP Evaluations

Table G.4: Supervisors’ Views and the Frequency That Their Staff Used the Skills and Knowledge to Contribute to Organisational or Policy Changes

	Seldom/ not at all	Infrequently	Occasionally	Frequently	A great deal	Not sure /no opinion	Weighted average ^a	Significance ^b
Contribute to introducing organisational and structural changes	4	8	22	12	11	4	3.3	***
Contribute to developing new or refining existing policies and procedures	1	5	21	22	10	2	3.6	**
Total responses							61	
Response Rate (61/95)							64%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1, *** implies that the weighted average is 94% \geq 3.0 but < 3.5; in row 2, ** implies that the weighted average is 95% $>$ 3.4 and not significantly different from 3.5.

Source: SCFMP ESurvey

Table G.5: Views of the 2017-19 Cohort on the Challenge

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Not applicable/ no opinion	Weighted average ^a	Significance ^b
The challenge helped to prepare me for the SCFMP.	1	5	13	46	49	0	4.2	***
Spend more time on the challenges during the SCFMP.	1	26	35	33	19	0	3.4	***
I gained practical ideas during the programme that helped improve the way I addressed my challenge.	0	0	5	50	59	0	4.5	***
After returning to my job, I successfully implemented my challenge.	0	8	25	43	35	3	3.9	***
I needed more post-course monitoring and support to take the action necessary to effectively address my challenge.	1	14	48	28	20	3	3.5	***
Total responses							114	
Response Rate (144/158)							72%	

^a 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^b = In row 1, *** implies that the weighted average is 99% \geq 4.0 but < 4.5; in row 2, *** implies that the weighted average is 99% > 3.0 and not significantly different from 3.5; in row 3, the weighted average is 95% not different from 4.5; in row 4, the weighted average is 99% \geq 3.5 and not significantly different from 4.0; and in row 5, *** implies that the weighted average is 95% not significantly different from 3.5.

Source: SCFMP ESurvey

APPENDIX H: SUPPORT FOR THE COOK ISLANDS' NEGOTIATION PROGRAMME ASSESSMENT

Table H.1: Comparison of the Survey Respondents and the Participants Attending the Cook Islands' Negotiation Programme

	Total Participants		Survey Respondents ^{a/}		Statistical Testing of the Distributions ^{b/}
	Number	%	Number	%	
Gender					
Male	14	47%	8	44%	X ² = 0.0224
Female	16	53%	10	56%	P = 0.8811
Total	30	100%	18	100%	
Type of Organisation					
Government Departments/Organisations	12	40%	5	28%	X ² = 1.0123
Public Authorities/Corporations	10	33%	6	33%	P = 0.6028
Private Sector	8	27%	7	39%	
Total	30	100%	18	100%	
Position					
Heads of Organisations/Companies	11	37%	8	44%	X ² = 0.8558
Directors/Managers	12	40%	6	34%	P = 0.8558
Senior Officer/Officer	7	23%	4	22%	
Total	30	100%	18	100%	
Notes: ^{a/} = These classifications reflect organisations and positions at the time of the Cook Islands Negotiation Programme. Since then, some people have been promoted and/or changed organisations.					
^{b/} = None of the universe/survey respondent distributions were different at the 0.01, 0.05 or 0.10 levels of confidence.					
Source: SCFMC Evaluation					

Table H.2: Cook Islands Negotiation Programme Financials

Costs to the SCFMC ^{a/}	Amount (£)	%
Faculty Fees ^{b/}	26,000	43%
Travel ^{c/}	25,952	43%
SCFMC Administrative Salary Costs ^{c/}	6,852	11%
Case Materials, Courier Costs, etc ^{c/}	1,482	3%
Total Costs	60,286	100%
Revenue to the SCFMC		
Income from the Cook Islands Government	34,012	57%
Cook Islands Payment to TCA Ltd	26,000	43%
Total Income	60,012	100%
Loss to the SCFMC	274	0.5%
^{a/} = In addition, the Government of the Cook Islands paid for the cost of the venue, meals/refreshments, accommodation, local transport, administration and other local costs.		
^{b/} = Fees directly invoiced by, and paid to, TCA Ltd by the Cook Islands Government.		
^{c/} = Invoiced by the SCFMC and reimbursed by the Cook Islands Government.		
Source: SCFMC		

Table H.3: Rating the Teaching Methods Used for the Cook Islands' Negotiation Programme^a

	Very poor	Poor	Average	Good	Very good	No opinion	Total	Weighted Average ^b	Significance ^c
Relevance of topics	0%	0%	0%	18%	82%	0%	17	4.8	***
Speakers	0%	0%	0%	18%	82%	0%	17	4.8	***
Teaching methods/materials	0%	0%	0%	18%	82%	0%	17	4.8	***
Case studies/role playing	0%	0%	6%	18%	76%	0%	17	4.7	**
Real examples relevant in the Cook Islands	0%	0%	35%	41%	24%	0%	17	3.9	***
Practicality	0%	0%	6%	24%	71%	0%	17	4.6	**
Theory and practice balance	0%	0%	6%	29%	65%	0%	17	4.6	**
Average Score								4.6	

^a = The margin of error for 17 out of 30 responses ranges from +/- 10% for an 80% confidence level to +/-21% for a 99% confidence level.

^b 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^c = In rows 1-3, *** implies that the weighted average is 99% \geq 4.5; in row 4, ** implies that the weighted average is 97% \geq 4.0 and not significantly different from 4.5; in row 5, *** implies that the weighted average is 99% $>$ 3.5 and not significantly different from 4.0; in rows 6 and 7, *** implies that the weighted average is 95% not significantly different from 4.5.

Source: Cook Islands' Negotiation Programme ESurvey

Table H.4: Agreement/Disagreement that the Cook Islands Negotiation Programme^a

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	No opinion	Total	Weighted average ^b	Significance ^c
Improved my negotiation skills.	0%	0%	6%	59%	35%	0%	17	4.29	**
Use the skills learned on-the-job	0%	0%	12%	53%	35%	0%	17	4.24	**
Helps me do my job better.	0%	0%	18%	47%	35%	0%	17	4.18	*
Would recommend that others attend a similar programme	0%	0%	0%	47%	53%	0%	17	4.53	**
Skills and techniques learned are useful in the Cook Islands context.	0%	0%	12%	41%	47%	0%	17	4.35	**
Other Pacific Island countries could benefit from a similar programme	6%	0%	0%	24%	71%	0%	17	4.53	**
Average Score								4.4	

^a = The margin of error for 17 out of 30 responses ranges from +/- 10% for an 80% confidence level to +/-21% for a 99% confidence level.

^b 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^c = In rows 1 and 2, ** implies that the weighted average is 95% \geq 4.0 but significantly $<$ 4.5; in row 3, * implies that the weighted average is not significantly $>$ than 4 but less than 4.5; in rows 4 and 6, ** implies that the weighted average is not significantly different from 4.5 at 95% level of confidence; in row 5, ** implies that the weighted average is significantly \geq 4.0 at 99% level of confidence but significantly different from 4.5.

Source: Cook Islands' Negotiation Programme ESurvey

Table H.5: Rating the Design and Delivery of the Cook Islands' Negotiation Programme^a

	Very poor	Poor	Average	Good	Very good	No opinion	Total	Weighted Average ^b	Significance ^c
Design and management	0%	0%	0%	24%	76%	0%	17	4.8	***
Participation and interaction	0%	0%	0%	24%	65%	12%	17	4.2	**
Length	0%	6%	6%	35%	53%	0%	17	4.4	**
Administration	0%	0%	0%	35%	59%	6%	17	4.4	***
Venue	6%	6%	53%	6%	29%	0%	17	3.5	*
Average Score								4.22	

^a = The margin of error for 17 out of 30 responses ranges from +/- 10% for an 80% confidence level to +/-21% for a 99% confidence level.

^b 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

^c = In row 1, ** implies that the weighted average is 99% ≥ 4.5; in row 2, * implies that the weighted average is not significantly different from 4.0; in row 3, ** implies that the weighted average is 95% ≥ 4.0 but not significantly different from 4.5; * in row 4, ** implies that the weighted average is significantly different from 4.5; in row 5, * implies that the weighted average is 90% ≥ 3.0 and not significantly different from 3.5.

Source: Cook Islands' Negotiation Programme ESurvey

Table H.6: Participants' Rating of the Usefulness of the Cook Islands' Negotiation Programme in their Jobs^a

	Responses	Percent	Significance ^b
Very poor	0	0%	
Poor	0	0%	
Average	0	0%	
Good	6	35%	
Very good	11	65%	
No opinion/no knowledge	1	0%	
Total Responses	18	100%	
Weighted Average		4.6 ^c	**

^a = The margin of error for 18 out of 30 responses ranges from +/- 10% for an 80% confidence level to +/- 20% for a 99% confidence level.

^b = ** implies that the weighted average is not significantly different from 4.5 at 95% level of confidence.

^c 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

Source: Cook Islands' Negotiation Programme ESurvey

Table H.7: Assessing the Degree That Participants Benefited from Attending the Cook Islands' Negotiation Programme^a

	Responses	Percent	Significance ^b
No discernible improvement in negotiation skills	0	0%	
Modest improvement in negotiation skills	3	18%	
Clear improvement in negotiation skills	9	53%	
Exceptional improvement in negotiation skills	5	29%	
No opinion/no knowledge	1	0%	
Total Responses	18	100%	
Weighted Average		3.1 ^c	*

^a = The margin of error for 18 out of 30 responses ranges from +/- 10% for an 80% confidence level to +/-20% for a 99% confidence level.

^b = * implies that the weighted average is 99% ≥ 2.5 and not significantly different from 3.

^c 1=Poor; 2=Modest; 3=Average; 4=Good; 5=Excellent

Source: Cook Islands' Negotiation Programme ESurvey

APPENDIX I: IMPLEMENTING THE 2012 EVALUATION RECOMMENDATIONS

Box I.1: Addressing the Recommendations 1 to 3 in the 2012 Evaluation

Recommendation 1: Prior to, and during, the Fall Meeting of the World Bank, the members of the Board representing small countries should mount an aggressive lobbying campaign by their constituencies to support the establishment of the proposed World Bank-executed small states multi donor trust fund and the allocation of a portion of it to support the SCFMP.

Action Taken: Mobilising funds from international agencies was an item on the SCFMC's Board agenda in 2012, 2013 and 2014. Funds were successfully mobilised from the World Bank in the fiscal year ended 31 March 2013. Because of changes in priorities, organisational changes and the turnover of key contacts in the World Bank, funding from that source was not sustainable. The importance of securing the SCFMC's longer-term financial sustainability was acknowledged as a priority of the Board. It was achieved, albeit in a manner different from the recommendation. In November 2016, the Isle of Man Government, agreed to contribute annual funding of £300,000 for the five years, subject to satisfactory performance of each annual programme. In addition, in February 2019 the Isle of Man Government made a further one-off payment of £50,000 to assist with the costs of the renewal of the SCFMC's website, the development of a members' area and this Independent Evaluation.

Recommendation 2: More vigorous efforts should be made to promote the use of its website to build a community of practice among alumni and to provide post-programme support among the alumni and between the alumni and the faculty.

Action Taken: There has been limited development in this area. The website was modernized in terms of form and content in 2019. Whatsapp groups have been established for both the 2018 and 2019 alumni, where information can be shared between participants. The experience from these is that 4 or 5 from a cohort of 24 actively use the group to share information or ask for advice assistance. Information of interest to the groups is periodically posted by the Executive Director. The challenge faced is having the time and resources to keep any form of engagement, whether through Whatsapp, a Members' area or other means, regularly refreshed with interesting and relevant content. The SCFMC wants to enhance the extent of post-programme support among the alumni and between the alumni and the SCFMC and can draw on the additional funding provided by the Isle of Man Government to do so.

Recommendation 3: Subject to the availability of funding, short regional follow-up workshops should be organised, ideally in collaboration with the IMF's regional technical assistance centres.

Action Taken: Progress has been made in this area. The Cook Islands' Negotiation Programme and a high-level workshop in AFRITAC West 2 took place in 2018. Developing regional programmes remains an objective of the SCFMC, including in collaboration with the IMF's regional technical assistance centres. However, two challenges must be overcome to fully implement this recommendation: (i) mobilising the necessary funding; and (ii) finding a way to convince the IMF that a unique programme like the SCFMC's, which contains both technical and "soft" leadership and management skills elements could play a useful and complementary role to the work of the IMF and its technical assistance centres.

Source: SCFMC Evaluation and the SCFMC

Box I.2: Addressing the Recommendations 4 and 5 in the 2012 Evaluation

I Recommendation 4: Recommendation 4: During the last SCFMP session, the faculty should spend more time discussing the importance of participants' disseminating what was learned in the SCFMP in their organisations, describe ways to do it and try to motivate the participants to do so in a systematic manner.

I Action Taken: Since the 2012 evaluation the SCFMP has evolved to include sessions on Persuasion and Influencing Skills and the development of an Action Plan for the delivery of the challenge. Participants are also encouraged, on return to work, to produce reports identifying the learning from the programme and how it can be applied within their organisation, including the application of the "soft" persuasion, influencing, negotiation and leadership skills learned during the second week of the Programme. There is some evidence that this happens in some organisations.

I Recommendation 5: Options should be explored of how to introduce more small country experience into the curriculum, including the possibility of inviting some alumni back to speak on how they used what was learned to address a strategic challenge in their organisation. Also, incentives should be found to encourage more supervisor input during the preparation of challenges, including mandatory signing off on them.

I Action Taken: The 2019 SCFMP introduced a session involving a talk and a question and answer session with an alumni from the 2009 Programme, who talked about her work experiences since that programme and how she had applied the learning gained from the programme throughout her career, which was well received. This will be a part of future programmes in some form either a direct appearance or utilizing video conferencing to involve one or more alumni in similar sessions. The application form now requires supervisors to sign off on the challenge. The review, formulation and presentation of the challenges have evolved significantly since the 2012 evaluation. As part of the process applicant and the supervisor now review the implementation of the implementation of the challenge one year after the completion of the SCFMP and provide feedback to the SCFMC.

Source: SCFMC Evaluation and the SCFMC



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